

Unit Name	Course ID	Course Name	SLO
<b>ARTS, MEDIA, BUSINESS</b>			
Discipline (AMB-ARTS) - ART	ART 100	Introduction to Art	Students will be able to identify works of art created in various periods, from prehistoric through contemporary.
			Students will write cogent essays that examine major themes in art history, using art historical terminology and citing specific works of art or architecture.
	ART 101	Methods and Materials	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art;
			Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks or journals.
			Student will demonstrate improved competency in the use of Studio Practice and Method specific language during the creation, and presentation of a work of art.
			Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of fundamental/elemental studio practices.
			Student will illustrate improvement in the ability to manifest the proper relationship of materials, process and technique as they relate to fundamental/elemental studio practices.
	ART 102	Foundations of Drawing	Given a variety of drawing, students will identify the focal point
			Students will be able to draw three dimensional form accurately onto two dimensional surface
	ART 103	Intermediate Drawing	Student will demonstrate knowledge of layering with prismacolor pencil upon completion of project.
			Students will be able to use proper art terminology to analyze and critique artworks in a meaningful way.
			Students will effectively apply their practical knowledge of formal elements and material handling towards the expression of individual content.
	ART 104	Design and Composition	Student will demonstrate improved competency in the use of Art and method specific language.
			Students are able to identify and create examples of the 12 formal elements of design.
	ART 105	Three-Dimensional Form and Design	Increase conscious awareness of three-dimensional design elements and principles as these elements exist in everyday surroundings.
			Student will demonstrate competency in the use of Art and Method specific language during the presentation, contextualization, and defense of their original work of art.

		Student will demonstrate the ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks, journals or digital presentations.
		Student will illustrate an understanding of the personal, conceptual, cultural or historical context of their original work of art.
		Student will illustrate the ability to manifest the proper relationship of materials, process and technique as they relate to their original work of art.
ART 106	Life Painting	Students will be able to create the illusion of the three dimensional figure using oil paint, water color or acrylics.
		Students will be able to divide the figure into two basic value shapes using black and white paint; one shape for shadow and one shape for light. Only two values of paint are to be used.
ART 120	Foundations of Life Drawing	Students will be able to identify cross-contour line modeling of the figure from various angles and poses
		Students will demonstrate the ability to reduce the figure to geometrical shapes such as spheres, cylinders, cones, squares, etc. to closely resemble the shapes of the body.
ART 121	Intermediate Life Drawing	Students will be able to identify "core" shadows, light source and reflected light and apply these principles to drawing the figure from several angles.
		Students will be able to reduce the figure to geometric shapes such as spheres, cylinders and cones and render them with a direct light source using the live model from which to draw.
ART 125	Introduction to Portraiture	Students will be able to draw the human body proportionally correct. Instructor will assess their ability to draw the general human proportion from memory.
		Students will be able to draw the human head and identify relative proportions of facial features such as the location of the eyes, space between the eyes, etc. Method of assessment will consist of executing a self portrait in graphite using a mirror.
ART 135	Ceramics I	Build a hollow object that has structural integrity - no cracking, warping or breakage during building, drying or firing.
		Students will develop comprehension and the ability to utilize vocabulary specific to the field of ceramics.
ART 136	Ceramics II	Students will demonstrate an understanding and usage of field-specific vocabulary.
		Students will develop improved craftsmanship, confidence and facility with coiling, slab building, pinching and wheel throwing.
ART 138	Ceramic Surface	Students will be able to mix successful glaze from dry materials.
		Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.

ART 140	Foundry Techniques in Sculpture I	Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks, journals or digital presentations.
		Student will demonstrate improved competency in the use of Art and method specific language during the presentation, contextualization, and defense of their original work of art.
		Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of their original work of art.
		Student will illustrate improvement in the ability to manifest the proper relationship of materials, process and technique as they relate to their original work of art.
		Students will be able to demonstrate and illustrate an understanding of the steps, parts and concerns in making a two-part rigid mold.
ART 145	Design in Mixed Media	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art;
		Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks, journals or digital presentations.
		Student will demonstrate improved competency in the use of Art and method specific language during the presentation, contextualization, and defense of their original work of art.
		Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of their original work of art.
		Student will illustrate improvement in the ability to manifest an inventive or innovative relationship of materials, process and technique as they relate to their original work of art.
ART 147	Design in Enamels	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art
		Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks or journals.
		Student will demonstrate improved competency in the use of Enameling Method and Design specific language during the design, creation, and presentation of a work of art/design.
		Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of design in enameling studio practices.

		Student will illustrate improvement in the ability to manifest the proper relationship of materials, process and technique as they relate to design in enameling studio practices.
ART 150	Jewelry and Metalsmithing Design I	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art
		Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks or journals.
		Student will demonstrate improved competency in the use of jewelry and metalsmithing design specific language during the creation, and presentation of a work of art.
		Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of jewelry and metalsmithing design practices.
		Student will illustrate improvement in the ability to manifest the proper relationship of materials, process tools and technique as they relate to of jewelry and metalsmithing design practices.
ART 151	Jewelry and Metalsmithing Design II	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art
		Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks or journals.
		Student will demonstrate improved competency in the use of jewelry and metalsmithing design specific language during the design, creation, and presentation of a work of art.
		Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of jewelry and metalsmithing design practices.
		Student will illustrate improvement in the ability to manifest the proper relationship of materials, process, tools and technique as they relate to jewelry and metalsmithing design practices.
ART 155	Stained Glass I	Students will demonstrate a basic understanding of methods for cutting straight and curved lines using a glass cutter, running pliers, and grozing pliers.
		Students will demonstrate the ability to create a leaded glass piece with consistent thickness and uniformity.
ART 156	Glass Casting I	Students will develop a three dimensional wax model and use proper techniques and materials to produce a mold to be used in the kiln casting process.
		Students will show the ability to create shading and gradient using colored glass powder in a pictorial representation.

ART 160	Glassblowing/Glassforming I	Students will be able to communicate ideas and qualities pertinent to craft/art and their relationships to the history and trends of glass production.
		Students will be able to display competency at a basic level of skill and communicate knowledge of glassblowing and glassforming techniques.
		Students will demonstrate and describe competency and display safe, proper usage/technique of basic glassblowing hand tools and equipment function.
		Students will demonstrate basic competency in the use of coldworking methods as a means of finishing/polishing and shaping glass pieces.
		Students will provide source material and demonstrate the ability to perform aesthetic research spanning digital and traditional information platforms.
ART 163	Arts of Asia	Students will be able to identify works of art created in various periods of Asian art history.
		Students will write cogent essays that examine major themes in Asian art history, using art historical terminology and citing specific works of art or architecture.
ART 164	Arts of Africa, Oceania and the Americas	Students will be able to identify works of art created in various periods and cultures in Africa, Oceania and the Americas.
		Students will write cogent essays that examine major themes in Non-Western art history, using art historical terminology and citing specific works of art or architecture.
ART 165	History of Art I - Survey of Western Art	Students will be able to identify works of art created in various periods, from prehistoric through Gothic.
		Students will write cogent essays that examine major themes in art history from the prehistoric through the Gothic era, using art historical terminology and citing specific works of art or architecture.
ART 166	History of Art II - Survey of Western Art	Students will be able to identify works of art created in various periods, from Renaissance through contemporary.
		Students will write cogent essays that examine major themes in Renaissance through contemporary art history, using art historical terminology and citing specific works of art or architecture.
ART 169	Survey of Modern Art	Students will be able to identify works of art created in various periods, from the 19th through the 20th centuries, from Western Europe and America.
		Students will write cogent essays that examine major themes in 19th and 20th century Western art history, using art historical terminology and citing specific works of art or architecture.
ART 182	Introduction to Arts	see visual arts
		Students will be able to select, organize and use appropriate evidence or information to suit a specific or targeted audience.

		Students will demonstrate an understanding of managing both established and newly created arts organizations.
ART 183	Internship in Arts Management	Students will adapt management strategies for practical use in contemporary arts organizations and businesses.
		Students will demonstrate an understanding of budgeting, financial management, and fundraising.
		Students will demonstrate an understanding of leadership strategies and group dynamics in the arts.
		visual arts is now the keeper of this class
ART 200	Color Theory	Student will identify and apply Johannes Itten's 7 color contrasts.
		Students will identify, compare and apply the natural lightness position of hues at their maximum saturation.
ART 205	Indirect Metal Forming	Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks, journals or digital presentations.
		Student will demonstrate improved competency in the use of Art, Foundry and Jewelry, method specific language during the presentation, and contextualization of their original work of art.
		Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of their original work of art.
		Student will illustrate improvement in the ability to manifest the proper relationship of materials, process and technique as they relate to their original work of art.
		Students will be able to illustrate the differences between resin sand, lost wax, centrifugal, and Styrofoam evacuation methods of casting, and relate to their unique capabilities.
ART 220	Introduction to Painting	Students will be able paint a still life in color while accurately depicting tonal relationships.
		Students will be able to recreate a black and white painting observed from a live still life set up.
ART 221	Painting	Student will be able to render from life a black and white still life set up and paint it faithfully in oil paint using a full range of values.
		Students will be able to paint in full color that is individualistic in its content and composition.
ART 235	Watercolor Painting I	Students identify opaque watercolor
		Students will use conventional watercolor techniques to create representational paintings that are compositionally and tonally organized, with a consideration of color theory.

		Students will use proper art terminology to analyze and critique artworks in a meaningful way.
ART 236	Watercolor Painting II	students identify opaque watercolor
		Students will demonstrate effective use of watercolor techniques and expression of personal content in painting.
		Students will use proper art terminology to analyze and critique artworks in a meaningful way.
ART 250	Ceramics III	Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.
		Upon completion of the course, students will be able to build, dry, fire and glaze a technically sound sculptural object without cracks or warping.
ART 255	Foundry Technique in Sculpture II	Student will demonstrate competency in the use of Art and method specific language during the presentation, contextualization, and defense of their original work of art.
		Student will demonstrate the ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks, journals or digital presentations.
		Student will illustrate an understanding of the personal, conceptual, cultural or historical context of their original work of art.
		Student will illustrate the ability to manifest the proper relationship of materials, process and technique as they relate to their original work of art.
		Students will be able to illustrate the differences between resin sand, lost wax, and Styrofoam evacuation methods of casting, and relate to their unique capabilities.
ART 260	Sculpture I	Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks, journals or digital presentations.
		Student will demonstrate improved competency in the use of Art and method specific language during the presentation, contextualization, and defense of their original work of art.
		Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of their original work of art.
		Student will illustrate improvement in the ability to manifest the proper relationship of materials, process and technique as they relate to their original work of art.
		Students will be able to illustrate differences in methods and tools between in subtractive, additive, assemblage and casting techniques in mixed media sculpture.

ART 261	Sculpture II	Student will demonstrate competency in the use of Art and Method specific language during the presentation, contextualization, and defense of their original work of art.
		Student will demonstrate the ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks, journals or digital presentations.
		Student will illustrate an understanding of the personal, conceptual, cultural or historical context of their original work of art.
		Student will illustrate the ability to manifest the proper relationship of materials, process and technique as they relate to their original work of art.
		Students will be able to illustrate and discuss a relationship between, object, process, scale and content as they relate to their own work of art.
ART 265	Ceramic Sculpture I	Student will demonstrate improved competency in the use of Art and method-specific language during the presentation, contextualization and defense of their original artwork.
		Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.
		Upon completion of the course, students will be able to build, dry, fire and glaze a technically sound sculptural object without cracks or warping.
ART 266	Ceramic Sculpture II	Student will demonstrate improved competency in the use of Art and method-specific language during the presentation, contextualization and defense of their original artwork.
		Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.
		Upon completion of the course, students will be able to build, dry, fire and glaze a technically sound sculptural object without cracks or warping.
ART 270	Jewelry and Metalsmithing Design III	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art
		Student will demonstrate greater ability to research, document, present, and relate to aesthetic and/or contextual source material and influences through the presentation of sketchbooks or journals and documentation of their work and process.
		Student will demonstrate mastery in the use of jewelry and metalsmithing design specific language during the design, creation, presentation and defense of a work of art/design.
		Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of jewelry and metalsmithing design practices.
		Student will illustrate mastery in the ability to manifest innovative and proper relationships of materials, process, tools and technique as they relate to jewelry and metalsmithing design practices.



	ART 275	Stained Glass II	Students will demonstrate the ability to construct a three-dimensional form using sheet glass and leading techniques.
			Students will demonstrate the proper techniques for mixing and application of glass enamels.
	ART 278	Glass Casting II	Students will demonstrate the ability to create a multiple component wax for that withstands the mold hand-building process.
			Students will display an understanding of the proper mixing and application of glass frit, water, and binder for a successful firing.
	ART 280	Glassblowing/Glassforming II	Students will be able to communicate ideas and qualities pertinent to craft/art and their relationships to the history and trends of glass production.
			Students will be able to display competency at an intermediate level of skill, as well as demonstrate form and color control in the production of blown and solid glass objects.
			Students will demonstrate and describe competency and display safe, proper use/technique of glass tools and equipment. Additionally, students will have a basic knowledge of the operation of furnaces and kilns.
			Students will demonstrate competency in the use of coldworking methods as a means of shaping, finishing, and combining glass pieces
			Students will present a variety of source material formats and demonstrate the ability to do rigorous aesthetic research spanning digital and traditional information platforms.
	ART 290	Glassblowing/Glassforming III	Students will be able to develop and produce a series of objects that have consistent shape, color, and size.
			Students will conduct research, document artworks, organize, and present a visual and verbal presentation of their portfolio.
			Students will design, create, and successfully implement a custom made tool in the production of a glass object.
Discipline (AMB-ARTS) - ARTD	ARTD 100	Graphic Design I	Student will demonstrate the ability to create dynamic imagery through the use of scale, proportion and cropping.
			Students will demonstrate the principal of contrast in graphic design (the use of elements of differing scale or value to create emphasis, direction or interest). Skill demonstration: students will be given an evaluation form consisting of a given set of elements that they will use to design 4 thumbnail (small) variations to demonstrate the concept of contrast in design.

	ARTD 150	Digital Concepts and Techniques in Art	Students will apply and use layered information to generate digital art.
			Students will be able to demonstrate the difference between vector art and bitmapped art.
	ARTD 200	Graphic Design II - Lettering and Layout	Students will demonstrate the ability to create a typographic hierarchy in the development of a magazine layout.
			Students will identify an underlying grid in a given publication.
	ARTD 210	Typography Design	Acquire raw data/information and contextualize it in map form.
			Students will identify a typographic hierarchy in a given layout.
	ARTD 220	Motion Design	Students will be able to use keyframes to create 2D animation using AfterEffects software
			Students will design layered audio content with corresponding visual or textual information.
	ARTD 240	3D Printing for Artists	Students will be given a geometric model with problematic geometry and will define a solution to create a printable object.
			Students will evaluate the geometry in a polygonal model and describe any problems that might lead to printing failure.
Discipline (AMB-ARTS) - ARTI	ARTI 100	Concept Sketching	Student work will reflect informed usage of historical reference materials as a point of departure. The work will be stylistically cohesive and design elements will point to a recognizable period in history.
			Students will be able to correctly set up their creative work-space according to the requirement for the medium used.
			Students will be able to demonstrate the skills necessary to produce a construction drawing of a mechanical design of their own invention using linear perspective while considering aesthetically pleasing proportions.
			Students will demonstrate the ability to create pictorial depth and the illusion of 3-dimensional form on a 2-dimensional surface through the use of linear perspective.
			Students will demonstrate the ability to render the material properties of highly reflective, moderately reflective and non-reflective objects
			Students will demonstrate the ability to successfully identify and create accurate value scales from 0-100% black, continuous or in a specified number of steps
			The basic 3-D forms cube, cylinder, cone and sphere will be accurately shaded using light, medium and dark values. Cast shadows and reflected light from a single light source are included.
			The successful student will be able to repeat the steps of a basic technique following a demonstration.
	ARTI 210	Illustration I - Rendering Techniques	Students are able to formally compose illustrations using color schemes

		Students will demonstrate the ability to communicate a concept metaphorically by designing an appropriate pictorial representation.
ARTI 220	Illustration II, Digital Techniques	Students will demonstrate the ability to create a digital monochromatic value study from a scanned line drawing in a pixel based program. Results will reflect technical proficiency in the proper usage of tools, color/value consistency and an understanding of light and shade to indicate form.
		Students will demonstrate the understanding of copyright issues related to reference and source materials used in Art.
ARTI 246	Digital 3D Design and	Students will identify the workflow of 3D modeling, from ideation to final render.
		Students will prepare a project using Arnold rendering. This includes correctly modifying render settings to create a production level render.
ARTI 247	Digital 3D Design and Animation	Students will demonstrate the ability to batch render a personal animation project and assemble the project using compositing software.
		Students will demonstrate the creation of keyframes using Maya software. .
ARTI 248	Digital 3D Design and Sculpture	Student will demonstrate three ways of generating a mesh in ZBrush. These include using primitives and converting, using ZSpheres, and importing a base mesh from another source.
		Students will demonstrate how to save a tool within ZBrush, and subsequently reload and edit the saved tool.
Discipline (AMB-BUSED) - ACCT	ACCT 101	Bookkeeping A basic knowledge of accounting terms, concepts and procedures in preparation for entering the job market in accounting or other non-accounting careers, such as clerical, secretarial, technical, sales and management; or preparation for more advanced studies in accounting. Formulate and critically review a set of financial statements (income statement, statement of owner's equity and balance sheet) for service or merchandising firms and synthesize the findings in relation to the operating results and the financial position of the firm.
		Complete an accounting cycle for a business.
	ACCT 104	Accounting Spreadsheet Concepts The student will be able to analyze a variety of accounting problems and apply his/her Financial Accounting knowledge in the development of financial accounting solutions utilizing Excel spreadsheets.
	ACCT 105	Individual Income Taxes Prepare tax returns for single, head of household, and married filing statuses for federal and state.
	ACCT 107	Taxation of Business Prepare tax returns for corporations and partnerships
	ACCT 110	Quickbooks Apply the use of accounting software in the private sector or for home bookkeeping and accounting use.
		Integrate, master, and apply accounting theory, concepts and practice with accounting software.

		Master the accounting software package for daily, weekly, monthly, yearly accounting practices.
ACCT 115	Sales Tax, Payroll Taxes, and Employee Benefits	A student will be able to analyze a fact situation dealing with payroll, determine a strategy for preparing payroll tax returns, and then prepare the returns appropriate to the situation. A student will be able to analyze a fact situation dealing with sales taxes, determine a strategy for preparing sales tax returns , and then prepare a sales tax return appropriate to the situation.
ACCT 201	Financial Accounting	Analyze and record business transactions using the double entry accounting method and in accordance with generally accepted accounting principles (GAAP).
		Interpret and analyze the Income Statement, Balance Sheet, and Statement of Cash Flows for the purpose of making business decisions.
		Prepare a Balance Sheet, an Income Statement, and a Statement of Cash Flows.
ACCT 202	Managerial Accounting	Construct and analyze accounting information for the purpose of making business decisions.
		Prepare and evaluate information and reports used by management to plan, direct, motivate, and control manufacturing processes for various business costing models.
		Use a cost behavior model for the purpose of making business decisions.
Discipline (AMB-BUSED) - BMGT	BMGT 101	Introduction to Management A student will be able to analyze a fact situation relating to a management situation, determine what information is needed, and do a project that reflects the appropriate treatment of the situation.
	BMGT 110	Human Resource Management A student will be able to analyze a fact situation relating to a human resources problem, determine what information is needed, and do a report that reflects the appropriate treatment of the situation.
	BMGT 115	Organizational Theory and Design A student will be able to analyze a fact situation relating to decision-making in business, determine what information is needed, and do a report that reflects the appropriate treatment of the situation
		A student will be able to apply current organizational design theories, concepts, and practices to business organization situations.
		A student will be able to demonstrate an understanding of current organization design theories and practices for real-world business organizations and situations.
	BMGT 130	Management/Leadership Issues A student will be able to analyze a fact situation relating to a management problem, determine what information is needed, and do a report that reflects the appropriate treatment of the situation
		At the end of this course, each student should be able to examine a fact situation relating to a management problem, ascertain what information is needed, and determine appropriate corrective action through the use of concepts and tools provided in this course.

			Students will develop critical thinking and writing skills.
	BMGT 153	Small Business Entrepreneurship	A student will be able to evaluate the importance of creative thinking and innovation to the entrepreneur and the role it plays to their own business idea.
			A student will be able to develop/ create an effective business plan
			A student will be able to report and distinguish between the various methods with which a new form establishes legitimacy in the market.
Discipline (AMB-BUSED) - BUS	BUS 86	ELECTRONIC HEALTH RECORD APPLICATIONS	Master the concepts of the electronic health record in the medical environment.
			Students will complete hands-on software activities at the end of the chapter, and then take a quiz to evaluate software features learned.  Students will pass assignments and quizzes meeting minimum course requirements or better.
	BUS 88	MEDICAL OFFICE ADMINISTRATION	(1.1) Operational Functions: Manage computerized appointment system using medisoft software (Ch. 7 Assignment).
			(1.2) Basic medical assisting clerical functions: Apply professional written communications skills when preparing business correspondence (Ch. 6A Assignment).
			(1.3) Bookkeeping Principles: Demonstrate accounts receivable/payable procedures (Ch. 14 assignment).
			Students recognize and follow the medical administrative competencies developed by the CAAHEP and ABHES accrediting agencies.
	BUS 100	Introduction to Business	A student will be able to analyze a business situation and recommend appropriate actions.
			A student will be able to describe the fundamental principles, methodologies, and theories that are used in business.
	BUS 104	Business Information	NA
			Solve common business problems choosing among appropriate Information Technology applications and systems.
	BUS 110	Business Mathematics	Given certain data, students will be able to establish a plan of action utilizing present and future values to develop a combination of invested cash some years prior to retirement which when taken in conjunction with an annuity will provide a means to meet a goal of a certain amount of monthly pension payments for an set period of time.
			Students will demonstrate the ability to process and interpret information and will apply mathematical formulas to various business situations for the purpose of making effective financial decisions.

BUS 115	Business Law	Given the facts based on real cases students will glean information from interviews of the plaintiff and defendant, monitor courtroom arguments and proceedings, analyze relevant evidence, research similar actual case rulings and develop their own ruling. The student must then defend his/her decision while other students critique the findings.
		To be defined by new faculty member, Lakshmi Paranthaman
BUS 117	Legal Environment of Business	Develop an understanding of the law and the legal environment as it relates to business operations.
BUS 125	Business English	A student will be able to analyze sentences for the correct use of grammar and punctuation and revise the sentences where necessary to be grammatically correct.
		A student will be able to write a 2-3 paragraph paper with three or fewer grammar errors
BUS 129	Principles of Logistics	Student will demonstrate ways in which management can improve their firm's competitive position by employing supply chain management in various areas of supply chain and to satisfy its customers.
BUS 130	Principles of Supply Chain Management	Students will critically analyze and review the type of distribution needs for a distribution channel within various business arenas. A decision will be reached and the findings synthesized as to the logic and reasoning utilized to select a given channel of distribution for the particular goods or services.
BUS 136	Money Management and Planning for the Future	A student will be able to evaluate information and make critical decisions in consumer financial situations
		A student will be able to prepare a set of personal financial statements, including a balance sheet and a cash flow statement
BUS 138	Business Ethics	A student will be able to apply ethical concepts and practices for business organizations and their related stakeholder groups.
		A student will be able to demonstrate an understanding of ethical concepts and practices for business organizations and their related stakeholder groups.
BUS 142	Customer Service	The student will have an understanding of customer service and its relationship to business.
BUS 150	Advertising	Students will be able to analyze and critique current advertisements for their use of strategic messaging elements.
		Students will be able to create an advertising campaign for a client and present it in a professional manner.
BUS 152	Social Media for Business	As a team, students will be able to develop a content strategy and sample content as part of a social media plan for a real (or imagined) client.
		Students will be able to implement their brand across at least 3 different social media channels of their choice

BUS 155	Marketing	Working in a team, students will be able to recognize a marketing opportunity and develop the appropriate product, price, place, and promotion to capitalize on that opportunity.
		Working individually or as a team, students will be able to develop a market research survey and collect data for a marketing problem.
BUS 157	E-Commerce	The student will be able to develop strategies implementing e-commerce technologies to exploit business opportunities
		The student will have an understanding of e-commerce and its relationship to business.
BUS 165	Beginning Keyboarding	Touch-type the alphabet keys on straight copy for 1 minute at a minimum speed of 24 gwam with 1 error, or a speed of 22 net words a minute
		Touch-type the alphabet keys on straight copy for 2 minutes at a minimum speed of 24 gwam with 2 errors, or a speed of 20 net words a minute
BUS 166	Intermediate Keyboarding	Create, edit, format, save, print, and manage a variety of multi-page business document files including memos, letters, tables, and reports.
		Develop speed and accuracy on numeric and straight-copy text at minimum or better than course requirements.
BUS 170	Word for Business - Basic	Apply correct business document formatting including text enhancements; find and replace; moving and copying text; bullets and numbering; themes; multi-page document formatting including tabs, sections, headers/footers/page numbering, SmartArt, styles, and tables; desktop publishing templates outline; footnotes, endnotes and table of contents. Complete and submit error-free assignments
		Study and apply the basic functions of a word processing software package including creating, saving, opening, closing, editing, printing, and managing a variety of business documents.
BUS 171	Word for Business -	Creating on-screen forms using advanced table settings.
		Study and apply the more advanced features of a word processing software package including templates, styles, style sets, advanced themes, and outlines; mail-merge features to form letters, mailing labels, envelopes, and lists; collaboration including tracking changes, comments, compare/combine documents, embedding/linking objects, hyperlinks, and basic web page features; customizing and automating a variety of business documents with advanced templates/styles/ themes, quick parts, fields, properties, and macros; creating on-screen forms using advanced table techniques; and, managing long documents with sub- and master-documents, changing page-number formats, inserting style references, creating indexes, bibliographies, citations, and, advanced table of contents/table of figures.

BUS 173	Contemporary Job Search Techniques	Create state of the art electronic portfolio for the job search process.
BUS 175	Excel Basic	Interpret and apply basic spreadsheet concepts and skills to a variety of business-related workbooks and spreadsheets utilizing excellent file management and proofreading skills
		Produce charts and graphics pertinent to the business environment from spreadsheet source data, to include the proper layout and selection of source data, understanding of the primary chart types and their purposes such as column/bar, pie, line, area, scatter, combo, histogram; manage chart elements such as titles, legends, plot areas, x and y axis settings, color schemes, labels, dimensions, and placement.
		Write concise, effective formulas using appropriate math operators and spreadsheet functions, in the proper syntax and order of operation, applied to contiguous and non-contiguous cells and ranges of data including: the use of sum, average, min, max, median, round, IFs; date functions; nested formulas; and absolute and relative cell addresses,
BUS 176	Excel Intermediate	Manipulate and manage data in workbooks and worksheets as data ranges, lists, and more advanced table features.
		Use appropriate features and functions to manipulate and summarize data; organize data in a range, list, table, or pivot table; includes use of: sort/filter, table tools, groups, subtotals, pivot tables, slicers, and database functions in formulas.
BUS 177	Excel Advanced	Audit/error-check and evaluate data precedence, dependencies, and formulas.
		Use financial functions to calculate, analyze, and project data relevant to business financial issues. This includes the use of functions for income statement and balance sheet reports; loans and investments; amortization schedules with interest and principal payments; depreciation schedules; and the calculation of net present value, internal rate of return, and payback periods.
BUS 180	Access Basic	Interpret and apply basic database software concepts and skills to a variety of business-related databases utilizing excellent file management and proofreading skills
BUS 185	Powerpoint for Business	Complete and submit the instructor-led final exam or student-created project with a grade of C or better.
		Interpret and apply basic-intermediate presentation software concepts and skills to a variety of business-related presentations utilizing excellent file management and proofreading skills.
		Plan and create a variety of business-related presentations with an average grade of 70% or better.
BUS 187	Project for Business	Complete end-of-chapter case problems with a grade of C or better.
		Students will pass the final exam with a grade of C or better.



		Understand the introductory concepts of Initiating, planning, executing, controlling, and managing a business project using Microsoft Office Project.
BUS 189	Beyond Outlook	Mastery of electronic calendaring with Outlook
		Mastery of electronic mail with attachments with Outlook
BUS 190	Internet for Business	Define, interpret, and apply fundamental Internet terminology, concepts, searches and practices to be deemed information literate.
		Describe and apply a variety of online social media tools, portals, online research and reference tools, and, special-interest Web sites
		Describe, discuss, and apply the components of e-mail systems and e-mail messages
		Describe, discuss, and define e-business and a variety of e-business models including e-retailing software
		Describe, explain, discuss, and apply common Web site and Web page characteristics
		Evaluate the credibility of search results; citing web sources; and plagiarism
		Explore Internet technologies and security
		Understand, identify, and apply a variety of search tools and browser search features
BUS 204	Quantitative Business Analysis	The student will be able to perform appropriate analysis on data relevant to a business problem, and reach an appropriate conclusion or decision.
		The student will be able to prepare and/or critique a business recommendation on the basis of appropriate statistical analysis.
		The student will be able to solve a business problem using appropriate quantitative techniques to analyze the relevant business data.
BUS 205	Business Communication	Apply industry level communication principles and practices in current business documents and written and oral reports.
		Building confidence in writing business messages using the You Approach, positive language, and the 5 Cs of successful communication (clear, concise, correct, complete, and courteous).
BUS 80	Medical Terminology and	Master the anatomy of each body system.
		Master the construction, pronunciation, and spelling of medical terminology associated with each body system.
BUS 82	Medical Insurance Billing and Coding	Master medical insurance, billing, diagnostic, and medical procedural coding following industry guidelines.
		Students will apply their mastery of concepts to a variety of medical reports.
BUS 84	Healthcare Writing Techniques	Students will apply the five stages of the writing process with correct writing style as applied to a variety of medical documents including a resume.
		Students will create and edit a variety of medical documents emphasizing correct sentence structure, punctuation, and prepositions.

			Students will review basic grammar including nouns, pronouns, verbs, adjectives, and adverbs as applied to a variety of written medical documents.
Discipline (AMB-BUSED) - IBUS	IBUS 100	Introduction to International Business	Demonstrate applied international management techniques in a 2 week simulation of an international business firm.
			Students of Introduction to International Business will identify why firms engage in international business.
	IBUS 105	International Marketing	Recognize the importance of culture in marketing strategies.
			Students will be able to identify the uncontrollable forces affecting the international marketing mix.
	IBUS 110	The Cultural Environment of	Student will successfully describe the guidelines to conduct effective international business.
			Students will be able to identify some of the cultural differences with doing business in a foreign country.
	IBUS 115	International Banking and Finance	Students will be able to understand risk fluctuations of currencies in the global financial trade.
			Understand the role of international financial management in the daily operations of international firms.
	IBUS 120	Essentials of Import/Export	Acquire a broad knowledge of the tools involved in import/export and its importance in the global arena, including political allies as well as adversaries.
			Student will be able to identify the three problem areas for not exporting by management.
Discipline (AMB-BUSED) - LS	LS 105	Legal Communications and Methods	Develop the basic skills of legal writing and case analysis.
	LS 110	Computer Skills for the Legal Profession	Students will be able to apply to the legal environment, intermediate to advanced skills in the most popular software productivity packages, to include Microsoft Office: Word Excel, Access and PowerPoint, Outlook, Adobe Acrobat, as well as current legal software such as Lexis/Nexus, Timeslips, Abacus Law and Tabs.
	LS 121	Introduction to Law	Implement legal analysis, reasoning and problem-solving skills to evaluate the strength of a legal argument and likely outcome of a case.
			Understand the structure and fundamental legal principles in the U.S. legal system and key concepts in selected areas of substantive law as measured by performance on content exams.
	LS 145	Legal Ethics	The student will demonstrate knowledge of ethics and professional responsibility as a legal professional.

	LS 240	Civil Liberties and Procedures	The student will be able to demonstrate knowledge of the U. S. Constitution, with an emphasis on the Bill of Rights.
	LS 261	Torts and Personal Injury	Give specific examples of how tort law applies to the general society.
	LS 290	Contemporary Legal Issues	This course is a Capstone course, requiring students to analyze current events, think critically by evaluating the events and their relationship to a particular legal issue and to express in an MLA paper their analyses.
Discipline (AMB-BUSED) - RE	RE 100	Real Estate Principles	A successful student will analyze the principles, components, and regulations of basic real estate contracts and transactions, determine which are related to a particular problem, and solve the problem using those principles, components and regulations.
			A successful student will be able to analyze documents associated with real estate transactions, determine which documents are appropriate for each type of transactions, and do a project involving the use of documents.
			Student will be able to define three ways to create agency.
			Student will gain the knowledge necessary to be eligible for the state licensing exam.
	RE 105	Real Estate Finance	Student will be able to understand the Consumer Credit Protection Act of 1968 also known as the Truth in Lending Act.
			Students will learn methods of financing real estate purchases.
	RE 110	Real Estate Appraisal	A student will be able to determine which forms are required by various lenders, choose the appropriate forms for the particular situation, and create a loan package that will be complete and accurate.
			A student will be able to evaluate data from appraisal sources to determine market trends and values, determine the information that is relevant to the particular property at hand, and write a report that takes that information into consideration.
			Student will be able to identify three basic approaches to value used by appraisers.
			Students will gain the knowledge necessary to successfully complete the advanced real estate appraisal course (required to sit for the state exam).
	RE 111	Advanced Real Estate Appraisal	A student will be able to analyze a fact situation for a residential property, determine the valuation of the property using the sales comparison approach, and write up a report demonstrating the valuation derived.
			Student will be able to identify which standards of the USPAP apply to the development and reporting of a real property appraisal assignment.
			Students will complete required 15 hours of the Uniform Standards of Professional Appraisal Practice necessary to apply for either the real estate residential exam or certified residential exam.
	RE 115	Real Estate Practice	Student will be able to identify what is prohibited by fair housing laws.

		Student will gain the knowledge necessary in the Practice of RE to be eligible for the state licensing exam. There are three requires courses of which Practice is one.
RE 120	Legal Aspects of Real	Student will gain the knowledge necessary to be eligible for the state broker licensing exam.
		Students will learn the four fundamental ways of classifying all contracts.
RE 140	Introduction to Property Management	Learn to apply the principles of property management as evidenced by a grade of "C" or better in the course.
		Students will be able to understand the Unruh Act.
RE 150	Residential Appraisal	A student will be able to analyze an advanced residential application involving complex property, ownership and market conditions, determine a strategy to create an appraisal report, and write a report addressing the fact situation. A student will be able to perform a residential market analysis using valuation statistics and models and create a report which utilizes these tools.
		Students will gain the knowledge necessary to be eligible for the state real estate broker licensing exam.
		Students will know and understand the three appraisal modules approved by OREA:
RE 155	Escrow and the Title Procedures	A student will be able to identify and analyze the preliminary information vital to the binding contract in the form of escrow instructions, determine which forms will be necessary, and fill in the proper forms.
		A student will critically assess the importance of maintaining escrow files, determining the appropriate methods of maintaining files, and show how files will be maintained by presenting an example.
Discipline (AMB-COMPSCI) - CSCI	CSCI 112	Programming Fundamentals I
		Students will be able to create algorithms for solving simple problems.
		Students will be able to describe the mechanics of parameter passing.
		Students will be able to describe the properties of a variable such as its associated address, value, scope, persistence, and size.
		Students will be able to design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, and functions.
	CSCI 114	Programming Fundamentals II
		Students will be able to apply design principles of inheritance in the development of software.
		Students will be able to develop a Java class that contains instance variables, constructors, and methods. Methods may have parameters and a return type.
		Students will be able to utilize the principles of modularity, abstraction, and encapsulation in the creation of Java classes.

CSCI 130	Linux Fundamentals	Demonstrate competence in using a Linux based computer
		Perform a successful installation of the Linux operating system
CSCI 160	Overview of the Video Game Industry	Describe the different employment categories in the video game industry
		Describe the historical, technological, business, social and psychological aspects of the video game industry
CSCI 161	Video Game Design	Develop a video game design document
		Evaluate a video game design document
CSCI 210	Data Structures	Students will be able to discuss time and space tradeoffs among different data structures that could be used to represent specific information.
		Students will be able to select efficient sorting and searching algorithms to solve common programming problems.
		Students will be able to write programs that use the fundamental abstract data types: stacks, queues, linked lists, trees and hash tables.
CSCI 212	Machine Organization and Assembly Language	Given a problem definition/specification the student will design, code, debug and provide the instructor with an executable program that fulfills the specification.
		The student will be able to describe the organization of the von Neumann architecture
CSCI 222	C++ and Object-Oriented Programming	Students will be able to apply design principles of inheritance, polymorphism and virtual functions in the development of software.
		Students will be able to utilize the principles of modularity, abstraction, and encapsulation in the creation of C++ classes.
		Students will be able to utilize the syntax and semantics of C++ in the development of software.
CSCI 230	Java GUI Programming	A student completing this course will be able to add images to a gui screen.
		A student completing this course will be able to successfully program Swing rendering Fundamentals.
CSCI 235	Android Development	Students will be able to develop functional and correct applications for Android.
		Students will gain the ability to construct appropriate abstractions to manage complexity and to think creatively about new problems.
		Students will understand the unique capabilities and limitations of the Android hardware and software.
CSCI 250	Introduction to Artificial Intelligence	Students will be able to discuss basic Artificial Intelligence principles; Understand when it is applicable and what its limitations are.
		Students will be able to utilize popular Machine Learning frameworks and standard workflows for writing Machine Learning programs.

		Students will be able to write codes for solving simple computer vision and text processing problems by utilizing Deep Learning algorithms.
	CSCI 260	Video Game
		Develop a basic 3D video game from scratch using Microsoft DirectX.
		Maintain and upgrade existing video game programs
	CSCI 275	iOS Development
		Students will be able to develop functional and correct applications using the Swift programming language on Apple mobile devices, including iPhone and iPad.
		Students will gain the ability to construct appropriate abstractions to manage complexity and to think creatively about new problems using the Swift programming language.
		Students will understand the unique capabilities and limitations of the iPhone and iPad hardware and software.
Discipline (AMB-COMPSCI) - CSIT	CSIT 105	Computer Concepts and Applications
		Students will be able to demonstrate and use safe online computing practices.
		Students will be able to demonstrate basic skills in Microsoft Application software including Word, Excel, Access, and Power Point.
		Students will identify and define concepts associated with computer literacy including basic terminology; computer literacy versus information literacy; hardware; software; and information systems.
	CSIT 125	Computer Information Systems
		Apply critical thinking skills in identifying information systems problems and the information technology tools which would be the most efficient in solving these various business problems.
		Demonstrate proficiency solving business problems using modern productivity tools such as spreadsheets, databases, web sites, or emerging technology while using computer hardware and software appropriately.
		Demonstrate the ability to determine information system requirements discussing how they are developed and distinguishing the differences between the various types of information systems.
	CSIT 145	Introduction to Programming using Java
		Develop a program that contains sequence, selection and iteration control structures.
		Students will evaluate and utilize appropriate primitive data types of int, char, and float, as well as simple data structures such as arrays as it relates to the programming challenge.
	CSIT 150	Introduction to SQL
		Demonstrate Industry-accepted coding standards.
		Students will be able to use and test SQL statements that manipulate information, create database objects, and construct correct data integrity and security controls for a relational database according specified criteria.

CSIT 160	Oracle Database Management Systems	Demonstrate Industry-accepted coding standards
		Students will be able to use and test Oracle SQL statements that manipulate information, create database objects, and construct correct data integrity and security controls for a relational database according specified criteria.
CSIT 165	R Programming	Students will be able to create a programming using the R programming language including the use of Vectors, Matrices, or Arrays.
		Students will be able to create statistical graphics using the R programming language.
CSIT 170	Visual Basic I	Develop a Visual Basic program that makes decisions based on user input
		Develop a Visual Basic program that uses iteration to re-accomplish code under the control of a variable value
		Develop a Visual Basic program that utilizes programmer designed functions and procedures
CSIT 175	Python Programming	Student code will be evaluated to see that it demonstrate Industry accepted coding standards
		Students will be able to meet the first requirement specified in the Directed Study contract
CSIT 180	C# Programming I	Develop a C# program that makes decisions based on user input
		Develop a C# program that uses iteration to re-accomplish code under the control of a variable value
		Develop a C# program that utilizes programmer designed functions and procedures
CSIT 226	DASHBOARDS AND DATA VISUALIZATION	Analyze the data set to determine and create scorecard objectives, characters, and balanced scorecards.
		Design, evaluate and create data visualization and dashboards using the Tableau programming Language
CSIT 230	DATA MODELING & PROGRAMMING FOR MS	Students will be able to determine data models for real world scenario analysis.
		Students will implement advanced programming skills using tools such as Power BI, and Power Pivot programs to customize solutions.
CSIT 280	C# Programming II	Develop a C# program that reads and processes data stored in a disk file

			Develop a C# program that stores user input in a disk file.
			Develop a C# program utilizes an array to store and process user supplied data
Discipline (AMB-COMPSCI) - CSNT	CSNT 110	Hardware and O.S. Fundamentals	A student will be able to connect a computer to a network and secure the computer from viruses, hacking, and online threats.
			A student will be able to install all components of a personal computer system and configure the computer system
			A student will be able to perform preventative maintenance and troubleshoot problems with a personal computer.
			A student will be able to properly document all issues and procedures regarding configuration and troubleshooting.
	CSNT 111	Networking Fundamentals	A student will be able to connect a computer to a network and secure the network from intrusion and other online threats.
			A student will be able to install and configure all components of a small to midsized network including PC networking cards, wireless cards, routers, switches, bridges, hubs, and cabling.
			A student will be able to perform preventative maintenance and troubleshoot problems with a small to midsized network.
			A student will be able to properly document all issues and procedures regarding installation, configuration and troubleshooting.
	CSNT 120	Windows Client and Microsoft Office	A student completing this course will be able to successfully configure network connectivity.
			A student completing this course will be able to successfully install the current Windows Client Operating System.
	CSNT 121	Windows Server	Students completing this course will be able to successfully manage and maintain physical and logical devices.
			Students completing this course will be able to successfully manage users, computers and groups.



CSNT 122	Windows Systems Administration	A student will be able to configure advanced features for Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), and configure IP Address Management (IPAM) with Windows Server 2012.
		Students will be able to Administer Advanced Audit Policies, DNS Zones, and DNS Records using Microsoft Windows Server 2012.
		Students will be able to Administer Windows Deployment Services, Patch Management, Microsoft Management Console, Distributed Files System and File Server Resource Manager using Microsoft Windows Server 2012.
CSNT 124	Implementing a Microsoft Desktop	A student will be able to design an application distribution strategy that is appropriate for an organizational environment.
		Access Auditing, and Dynamic Access Control using Microsoft Windows Server 2012
		Students will be able to Configure Network Load Balancing, Failover Clustering and Manage Failover Clustering using Microsoft Windows Server 2012
CSNT 140	Linux Administration	A student will understand and describe how to use Linux user interfaces and X11 Window system.
		Understand and describe how to perform Linux administrative tasks
CSNT 141	Linux Networking and Security	A student will be able to configure and troubleshoot Filesystem and Devices
		A student will understand, configure, and troubleshoot Linux Security
		A student will understand, configure, and troubleshoot major Linux network services
		A student will understand, configure, and troubleshoot the Linux kernel
		A student will understand, configure, and troubleshoot the Linux system startup.
		The student will understand and describe Linux capacity planning.
CSNT 160	Cisco Networking Fundamentals	Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks.
		Explain fundamental Ethernet concepts such as media, services, and operations and Build a simple Ethernet network using routers and switches.

		Understand and describe the devices and services used to support communications in data networks and the Internet.
		Understand and describe the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments.
		Understand and describe the role of protocol layers in data networks.
		Use Cisco command-line interface (CLI) commands to perform basic router and switch configurations
CSNT 161	Cisco Router Configuration	Configure and troubleshoot an Open Shortest Path First (OSPF) network
		Configure and troubleshoot static routing and default routing (RIP and RIPng)
		Understand and describe basic switching concepts and the operation of Cisco switches
		Understand and describe dynamic routing protocols, distance vector routing protocols, and link-state routing protocols
		Understand and describe how VLANs create logically separate networks and how routing occurs between them
		Understand and describe the purpose, nature, and operations of a router, routing tables, and the route lookup process

		Understand, configure, and troubleshoot access control lists (ACLs) for IPv4 and IPv6 networks
CSNT 180	Wireless Networking	A student completing this course will be able to summarize the process involved in WLAN authentication and association. They will be able to define, describe and apply concepts associated with WLAN services sets and power management features, and understand 802.11 frame formats and terminology. The student will be able to identify methods in the current 802.11 standard for locating, joining and maintaining connectivity with a WLAN, including coordination functions and channel access methods. They will be able to identify the purpose of WLAN infrastructure and client devices and describe how to install, secure and manage them.
		A student will be able to define and explain the basic concepts of RF behavior, understand and apply the basic components of RF mathematics, identify RF Signal characteristics, and implement solutions that require RF antennas.
CSNT 181	Hacker Prevention/Security	Network Security. A student will be able to implement security configuration parameters on network devices and other technologies, use secure administration principles, explain network design elements and compounds, implement protocols and services, and troubleshoot security issues related to wireless.
		Threats and Vulnerabilities A student will be able to explain types of malware. A student will also be able to summarize various types of attacks, understand social engineering attacks, and explain types of wireless attacks and application attacks. Give a scenario, a student will be able to analyze and select the appropriate type of mitigation and deterrent techniques. Given a scenario, a student will be able to use appropriate tools and techniques to discover security threats and vulnerabilities. A student will also be able to explain the proper use of penetration testing versus vulnerability scanning.
CSNT 250	Cyber Defense and Analysis	A student will be able to document a cyber reconnaissance plan, utilize the tools and strategies in the cyber reconnaissance activity and then successfully analyze the results.

		A student will be able to implement a vulnerability assessment, analyze the results and develop a remediation plan to successfully remove vulnerabilities.	
CSNT 255	Ethical Hacking Principles	Students will be able to analyze a cryptographic cipher, identify the algorithm used to create the cipher and explain the best uses for a specific cryptographic algorithm.	
		Students will be able to analyze the results of a vulnerability assessment, develop a penetration plan and successfully attack a given host.	
CSNT 260	Cisco Advanced Routing and Switching	A student will be able to configure advanced routing protocols and configure advanced switching techniques.	
		A student will be able to design and manage advanced networks.	
CSNT 261	Cisco Wide Area Network Design and Support	A student will be able to properly document all issues and procedures regarding configuration and troubleshooting.	
		A student will be able to successfully install and configure multiple LANs, interconnecting them into a larger WAN. A student will be able to configure communication, restrictions, and security between all points in the LAN and WAN.	
CSNT 280	Computer Forensics Fundamentals	Students will successfully generate a forensic report that will simulate their forensic analysis of a computer forensic investigation.	
		Students will understand the field of Computer Forensics and the process for a Computer Forensic Investigation.	
Discipline (AMB-COMPSCI) - CSWB	CSWB 110	Web Site Development with HTML5/CSS3	A student will be able to code most attributes and styling of a web site through inline, embedded and external CSS techniques.
			A student will be able to hand code a 3-5 page informational web site using the latest coding standards.
			A student will be able to properly document all issues and procedures regarding coding practices using appropriate comment tags.
	CSWB 120	JavaScript and jQuery	Demonstrate Industry-accepted coding standards
			Students will be able to use a requirements specification to design and develop JavaScript programs that meet those requirements.
	CSWB 135	Advanced JavaScript and Mobile Apps	Demonstrate Industry-accepted coding standards

			Students will be able to use a requirements specification to design and develop JavaScript programs that meet those requirements.
	CSWB 150	PHP with MySQL	Demonstrate Industry-accepted coding standards
			Students will be able to use a requirements specification to design and develop PHP/MySQL programs that meet those requirements.
Discipline (AMB-GRAPHIC) - GC	GC 100	Graphic Communications	Identify and compare layout designs
			Identify historical influences related to visual communication
			identify principles of design, composition and typography
	GC 101	History of Graphic Communications	Student will be able to recognize the relationship between the technology of the era and it's impact on visual communication.
			Summarize the historical development of graphic communication from the formation of writing to the digital revolution.
	GC 102	History of the Book and Publishing: Papyrus to	Student will be knowledgeable in the use of printing technology through history.
			Students will think critically as they do research for papers on subject matter related to the dissemination of information through printing.
	GC 115	Graphics and Media: A Multicultural Perspective	Describe the various niches the graphic designer/producer must market to.
			Identify, compare, and contrast examples of graphics products that demonstrate specific market niches.
Discipline (AMB-GRAPHIC) - GCIP	GCIP 105	Design for Print Production	At the completion of this course, students will apply the use of the appropriate image file formats within a design project.
			Design projects for multiple output processes including screen-printing, wide format ink jet, and digital printing.
	GCIP 140	Digital Imaging/Photoshop I	Create retouched and colorize photographs, understand resolution, use multiple layers, and color mode usage.
			Will be able to create images, used in a variety of format outputs. Examples are JPG, PNG, TIFF, PDF.
	GCIP 141	Digital Imaging/Photoshop II	Assemble and arrange smart objects, adjustment layers, layer styles and/or effects to design and create a digital composition.
			Demonstrate an intermediate skill level by applying blending modes, adjustment layers and selective color masking for image enhancement, tonal correction, and/or retouching and repairing.

		The student will be able to create a duotone curve using a black curve base and a secondary pantone curve that can be reproduced in print.
GCIIP 149	Page Layout and Design I	Combine text, graphics, and color (spot and CMYK) to produce a document with page layout software.
		Create multi page documents
GCIIP 152	Digital	Design for and printing to a range of substrates.
		Students will use vector tools to produce complex 4-color and spot color in computer generated graphics for print.
GCIIP 168	Digital Imaging with	Demonstrate successful drone operation and image capture.
		Demonstrate successful mission planning, drone operation and image capture of mapping project within two hours of solar noon, and use photogrammetry software to post-process.
GCIIP 170	Screen Printing	Print a multicolor screen-print job using spot colors
		Screen Print a simple design using standard industry practices.
GCIIP 172	Textile Screen Printing	Print a four-color process textile screen print job.
		Produce a screen-printed design on textile using standard industry practices.
GCIIP 240	Digital Imaging/Photoshop III	Apply the use of Smart Objects, Selections, Adjustment Layers and Blend Modes to create an advanced masking project constructed with proper perspective, dimensions, and resolution.
		Student will be able to utilize multiple applications, specifically Adobe Illustrator and Photoshop, to create large format projects for print (ie: Posters) in the proper resolutions and file formats.
		Students will be able to work with actions, channels and paths to create a unique and original print project.
GCIIP 249	Page Layout and Design II	Student will be able to design and publish media for the appropriate output format.
		Students will be able to create style sheet in multipage documents.
GCIIP 252	Digital Publishing/Illustrator II	Integrate typography and graphics and demonstrates a mastery of color for print and design principals.
		Students will design for and print to a variety of substrates.
GCIIP 268	Digital Imaging with	Use intelligent mission planning modes to script out flight paths for image capture.
		Use NDVI payload, capture images within two hours of solar noon, and utilize mission planning to acquire images and post-process to create a map for precision agriculture.
GCIIP 270	Commercial Screen Printing	Produce printed textiles using special techniques such as discharge inks, foils, gloss overprints, and puff inks.
		Screen-print a complex design using multiple colors on an automated textile press.
Discipline (AMB-GRAPHIC) - GCMW	GCMW 100	History of Multimedia Design and produce a multimedia presentation (a narrative) that reflects the learner's understandings and values regarding the impact of multimedia in contemporary society.

		Participate in multimedia immersion experiences: gaming, simulations, virtual reality, and training; reflect and report your experiences.
		Using blogs, wikis, and a position paper, analyze and report on the development of new digital media from its historical roots on a global scale; explain how technology connects science, society, culture, and the arts through multimedia.
GCMW 101	Multimedia I	Produce a multimedia presentation incorporating motion graphics or animation, with typography, sound, and special effects.
		Produce motion graphics that solve a problem by communicating the desired message, and output the completed project in the appropriate format.
GCMW 102	Web Page Layout I	Employ and document industry standard project management skills for producing a comprehensive website, which include analysis, design, development, implementation, and evaluation phases, within a timeline framework.
		Produce a web page that integrates graphics and typography, and if appropriate animation, motion graphics, and sound.
GCMW	Multimedia for Social	Students will be able to assess and dissect a basic social networking site like Facebook.
		Students will produce multimedia for at least one Social Web Environment.
GCMW 112	Mobile Devices/Web Page Layout	Design an interactive layout with a user-friendly look and feel.
		The student will be able to create a basic web site that functions well on a variety of mobile or hand-held devices.
GCMW 115	Web Page Layout/WordPress	Build dynamic websites and blog with WordPress and implement the open source Content Management System.
		Update, customize and manage a WordPress website from its back-end content management system and components, such as themes.
GCMW 120	Designing for the Social Web	Apply social psychology theory to a social web project; explain why the selected design would work.
		Students will design a web site within a Social Web Environment
GCMW 154	Preparing Web Graphics	Compare and contrast vector and bitmap images; demonstrate production skills for each of these image types.
		Design a comprehensive graphic for a Website splash page.

GCMW 165	Digital Video Design	1. The student will be able to work with still images and animate them. 2. The student will be able to use and apply video transitions. 3. The student will be able to identify and create alpha channels. 4. The student will be able to set up a green screen and use a color key to composite it. 5. The student will be able to shoot and capture video from a tape or hard drive. 6. The student will be able to create video for podcasting, internet broadcast, broadcast and DVD production.
		The student will be able to shoot and edit from a Point of view camera, including time lapse, high speed, and 4K shots.
GCMW 177	Search Engine Optimization (SEO) for	Develop a plan for a mock site that includes keywords, improved usability, and analytics to manage and track success.
		The student will be able to optimize a web page for increase visibility on the web.
GCMW 190	Copyright for Graphic Designers & Web Developers	Compare and contrast the choices available from the Library of Congress to register graphic images and multimedia intellectual property (done as a simulation).
		Explore a case study about copyrights in the Graphics industry in depth, consider the arguments, and take a position.
GCMW 201	Multimedia II	Demonstrate audio design skills, incorporate audio editing skills, and accurately synchronize audio for video.
		Produce a dvd incorporating motion graphics or animation, with typography, sound, video, stills, web links, scripting, subtitles and data files.
		Produce marketing videos incorporating virtual drum tracks, with sound effects, loops and plugins to meet the needs of the client.
GCMW 202	Web Page Layout II	Design and develop a complex website that incorporates typography, graphics images, photographic images, and multimedia ( digital images, sound, motion graphics, animation, etc.); sites must validate.
		Produce a website that passes a validator in order to conform to W3C standards.
GCMW 204	Motion Graphics for Multimedia	Be able to navigate the After Effects software and create a motion graphics project using still images and setting them in motion with keyframes.
		The student will be able to create Masks and animated masks to be incorporated in a 5 second video clip.
GCMW 205	Digital Video for Multimedia	Be able to navigate the Video Editing Software and create a finished digital video project synchronizing sound and video with the use of transitions.
		Produce a digital video project targeted toward web/mobile or social media platforms utilizing industry standard equipment and technology, post-production and audio recording software, graphics and titles.



		Use compositing techniques and industry standard equipment and technology to create realistic visual effects utilizing keyed green screen shots over graphics, stills, video and/or animation.	
GCMW 206	Motion Graphics Production and	Produce a compositing project incorporating motion graphics or animation, with green/blue screen shots, visual and special effects.	
		Students will be able to output video to meet streaming video parameters.	
GCMW 232	Web Accessibility Design	Select a path: designer/developer; educator; or administrator; Develop a position paper or manual for learner's organization, or actually develop a web site that is accessible and validates.	
		Use a web accessibility checker to test a website; use the results to improve the site so that the site will be fixed and comply with ADA/Section 508.	
Discipline (AMB-MEDIASTUDIES) - CINE	CINE 100	Art of the Cinema	Critically analyze motion pictures as an industry, art form, technology and socio-cultural artifact.
			Use film terminology to analyze the aesthetics and meaning of screenwriting, mise-en-scène, cinematography, editing, sound, narrative, documentary and genre in a motion picture.
	CINE 102	History of Film to 1945	Analyze and evaluate how motion pictures reflect, and contribute to, social, political, industrial, technological and cultural changes from their beginnings to 1945.
			Identify and analyze the principle film movements, auteurs and national cinemas from motion pictures' beginnings to 1945, and their aesthetic contribution to film culture.
	CINE 103	History of Film 1945 - Present	Analyze and evaluate how motion pictures reflect, and contribute to, social, political, industrial, technological and cultural changes since 1945.
			Identify and analyze the principle film movements, auteurs and national cinemas which emerged since 1945, and their aesthetic contribution to film culture.
	CINE 105	Film Subjects	Assess the functions of particular film production techniques as they relate to works in the subject area through writing and discussion.
			Criticize a significant motion picture as representative of its auteur, genre, movement, and/or national film industry.
			Identify the contributions of important auteurs, film movements or national cinemas to the art and industry of the motion picture.
	CINE 110	Documentary Film	Analyze documentary in terms of screenwriting, cinematography, editing, and sound design.

		Identify significant documentary filmmakers, important films, and documentary types from a variety of periods.
		Identify the key differences between narrative and documentary film.
CINE 115	Creative Writing for Television and Cinema	Analyze screenplay structure and craft character-based stories with clear conflicts.
		Compose a complete, short, narrative screenplay demonstrating proper screenplay structure and format and receive constructive feedback and revise work effectively.
		Develop methods to protect and promote screenplays for production.
CINE 120	Film Criticism	Analyze film in a variety of areas of filmmaking including, but not limited to, cinematography, editing, and sound design.
		Identify critical theories and use them to analyze film.
		Students will comprehend the difference between film reviewing and the scholarly study of film.
CINE 122	Identity in American Film	Analyze historical patterns of movie representations of race, ethnicity, class, gender, sexual orientation, age, and ability, particularly in the United States in the 21st century
		Analyze historical patterns of representation of race, class, gender, sexual orientation, age, and/or ethnicity in a motion picture and their influence on present day people in the US.
		Demonstrate a basic understanding of movie-making concepts, including the use of movie specific vocabulary, through the critical analysis of screened films.
		Identify the influence of race, ethnicity, class, gender, sexual orientation, age, and ability on the socio-cultural experience of present-day people in the United States.
CINE 123	QUEER CINEMA	Analyze historical patterns of movie representations of Queerness and Queer people from the birth of the motion picture through the present, particularly in the United States while also acknowledging global moviemaking traditions
		Analyze the socio-cultural and historical formation of Queerness as an identity, as a style of filmmaking, and as an analytical tool useful for asserting political power.
		Apply the Cycle of Integration, from Invisibility, Caricature, Absence, Monstrosity, and Variation through Normalcy, to movie representations of Queerness and Queer people.

		Demonstrate a basic understanding of movie-making concepts, including the use of movie specific vocabulary, through the critical analysis of queer cinema.	
CINE 125	Beginning Single Camera Film and Video Production	As part of a team, the student will complete an 8 to 10 minute short subject film that will show the aesthetics of narrative filmmaking.	
		Students will understand the differences between film and video by completing a 3 minute, MOS Super8mm film.	
		Will demonstrate technical proficiency in a variety of areas of film-making from pre-production through production to post-production.	
		Will show ability to prioritize workload as part of a production crew to complete filmed and videotaped group projects.	
CINE 225	Intermediate Single Camera Film and Video	Each student will complete a documentary short 3 - 5 minutes in length.	
		Students will complete a 10 - 20 minute film that shows production techniques of narrative or documentary film.	
		Students will recognize the differences between narrative and documentary film.	
Discipline (AMB-MEDIASTUDIES) - COMM	COMM 100	Introduction to Mass Communication	Students should be able to analyze and characterize possible bias in the news industry.
			Students will understand the role news organizations play in our democracy
	COMM	Introduction to Public	Compose written public relations materials in a coherent, concise and appropriate format.
			Critique the importance of ethics and professionalism to the public relations profession.
			Demonstrate an understanding of the role of the public relations professional>
			Given a fact sheet, students will analyze information and write an effective news release.
			Students will be able to design and develop strategic goals and objectives for a public relations campaign.
	COMM	Race, Gender and Media	Students should be able to identify and apply a media effects theory.
			Students will identify and describe common stereotypes in the media.
	COMM 204	PUBLIC RELATIONS WRITING AND MEDIA	Conceptualize, design, and write all elements of the public relations plan
		Locate and use reliable sources of information in the preparation of written materials.	

Discipline (AMB-MEDIASTUDIES) - DBA	DBA 100	Introduction to Radio and TV	Research and design a radio station format.
			Students will understand the business component of advertising revenue and ratings for a radio or TV broadcast station.
	DBA 100L	Introduction to Radio and Television	Develop a TV program idea and write a script for studio production.
			Students will learn operations of the television camera to produce short videos in a hands-on lab environment.
	DBA 110	Broadcast and Media Writing	Demonstrate proficiency in writing two column audio/video scripts used in broadcast commercials and public service announcements.
			Develop original story ideas into professional script formats.
	DBA 120	Digital Television Studio Production	Students will operate broadcast cameras, microphones and related studio equipment to create short videos in a TV studio facility
			Students will work in a team to create, design and produce a short video that reflects proper camera, lighting and audio composition.
	DBA 130	Radio Production	Demonstrate and produce a professional radio broadcasting program. These include proper voice work, sound mixing on a audio board, following a radio format, recording, and editing techniques on audio tape
			Practice and demonstrate proper breathing and voice techniques needed in preparation for on-air radio announcing, podcasting or voice-over work.
	DBA 135A	Basic Radio Station Operations	Demonstrate skills in beginning radio station operations to successfully complete on-air assignments.
			Learn and demonstrate technical skills with KKSM audio equipment used in on-air operations.
	DBA 135B	BEGINNING RADIO STATION OPERATIONS	Develop content and music for a format show to air on KKSM radio.
			Students must demonstrate ability to follow radio station format clock.
	DBA 135C	INTERMEDIATE RADIO STATION OPERATIONS	Students will demonstrate ability to fulfill leadership positions at the radio stations – public service director, music director, production director, promotions director.
			Students will participate in radio station promotions on-location to gain insight into marketing and outreach practices in the industry.
	DBA 135D	Advanced Radio Station Operations	Advanced radio students will actively participate in social media outreach for KKSM and gain understanding of the importance of connecting with the community in a business setting.
		Demonstrate advanced skills in radio station operations	

DBA 150	Performance and Acting for Broadcast and Film	Demonstrate proper performance acting techniques for TV. ☐
		student should be able to produce a professional level performance demo reel and resume aimed at the intent of acquiring employment.
DBA 170	Introduction to Video Editing	Construct a coherent promotional video by experimenting with provided media while applying knowledge of non-linear editing strategies.
		Select and integrate appropriate tools necessary to successfully assemble a completed non-linear sequence.
DBA 180	Sports Broadcasting	Anchor or co-host a live on-air sporting event including play-by-play and analysis.
		Radio students will cover local sporting events and learn how to set-up a live remote for broadcast.
DBA 220	TV Production and Directing	Research, plan and compose a broadcast TV proposal including a written script and studio or location plans with necessary audio/video components.☐
		Students will learn and work in all positions in television production and broadcast a weekly half-hour live TV program. Students will gain hands-on experience behind-the-scenes and as TV hosts, and learn industry practices.
DBA 230	Digital Audio Avid Pro Tools	Students will demonstrate their skills in audio editing by creating a promotional spot which meets broadcast requirements for KKSM.☐
		Students will re-interpret found footage by creating, combining and mixing new and existing audio elements into a visually and auditorily cohesive structure.
DBA 240A	BASIC TELEVISION	Analyze and evaluate the merit of various news stories available for television broadcast.☐
		Students will identify story ideas and angles for developing TV news and sports programs for North County News and Prep Sports Live.
DBA 240B	Beginning Television News/Sports	Students will demonstrate the ability to produce a professional level television news package.
		Students will learn hands-on skills with studio and field cameras used in broadcast stations to produce news and sports programming.
DBA 240C	INTERMEDIATE TELEVISION	Analyze, evaluate, distinguish, and weigh various stories for final selection to air on a TV News Broadcast. This is based on the Radio Television News Director Association criteria.☐
		Students will practice proper broadcast scripting and video editing for TV news and sports packages for air in North County News or Prep Sports Live.
DBA 240D	Advanced Television News/Sports	Students demonstrate ability to fulfill leadership positions in the television newsroom –news director, sports director, producer, and technical director.

		Students will learn and demonstrate industry practices when anchoring and/or reporting on stories airing in North County News and Prep Sports Live	
DBA 270	Digital Video Editing	Students will apply knowledge of keyframes, expressions and other animation tools and techniques to construct a video comprised primarily of animated text, shapes and masks.	
		Students will demonstrate an ability to read and manipulate histograms, waveforms and parade scopes by adjusting and correcting luma and RGB values until they present within federal broadcast standards.	
DBA 275	Avid Editing for Television and Film	Identify and explain the functions of each of the primary windows and tools associated with Avid's non-linear editing software	
		Identify and explain the components of a Avid Software digital non-linear video editing system.	
DBA 298B	INTERMEDIATE BROADCAST INTERNSHIP	Actively participate and complete 162 hours of work in a student internship in the radio, TV, film, video industry.	
		Students will connect with industry professionals and secure internships that connect them to individuals, companies and broadcast stations to increase their professional networking contacts.	
DBA 298C	Advanced Broadcast Internships	Ability to apply radio and/or television production skills learned in advanced production classes in a real world working environment. ☐	
		Students will gain crucial industry work experience necessary to secure future employment in the broadcast industry.	
Discipline (AMB-MEDIASTUDIES) - JOUR	JOUR 101	Multimedia Writing and Reporting	Students will use and evaluate technologies that enhance the news writing process.
			The student shall write a basic, hard-news lead based on proper journalism style.
			The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
	JOUR 105	Multimedia News Writing and Production	Students will use and evaluate technologies that enhance the news writing process.
			The student shall write a basic news story for the campus newspaper The Telescope.
			The students will learn and apply journalism ethics in their daily work and recognize the newspaper's role in society.
	JOUR 110L	Multimedia Journalism Laboratory	The student shall write a basic, hard-news lead based on proper journalism style or be able to take a hard news photo and write an accompanying photo caption based on AP Style.

		The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
JOUR 112L	Laboratory for Online Journalism	Students will create a basic, hard-news, multimedia package with both a written and multimedia component.
		Students will explore and evaluate the different types of online journalism.
		Students will learn to apply journalism ethics to their online journalism work and recognize the online media's role in society.
JOUR 130	Writing for Online Journalism	Students will create a basic, hard-news, multimedia package with both a written and multimedia component.
		Students will explore and evaluate the different types of online journalism.
		Students will learn to apply journalism ethics to their online journalism work and recognize the online media's role in society.
JOUR 200	Mastering Social Media	Student will provide consistent, well-researched and well-written content for one social media platform.
		Students will explore and evaluate the different types of social media.
		Students will learn to apply journalism ethics to their social media work and recognize social media's role in society.
JOUR 205	Intermediate Multimedia News Writing and	Students will use and evaluate technologies that enhance the news writing process.
		The student shall write an enterprise story for the campus newspaper The Telescope.
		The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
JOUR 210	Advanced Multimedia News Production	Student will be able to write a hard news story using appropriate style, grammar and form.
		Students will use and evaluate technologies that enhance the news writing process.
		The students shall edit news stories for The Telescope using Associated Press Style.
		The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
JOUR 215	Advanced Multimedia News Editing	Students will be able to write a hard news story based on proper style and form.
		Students will use and evaluate technologies that enhance the news writing process.

			The students shall use design and editing programs to produce print and online publications of the campus newspaper, The Telescope.
			The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
Discipline (AMB-MEDIASTUDIES) - PHOT	N PHOT 916	Alternative Photographic Processes for Older	Students create images with historical techniques culminating in fine art results.(Active )
			Students will develop their own personal aesthetic while using alternative processes in image making.
	N PHOT 920	Getting to Know Lightroom for Older Adults	Students will demonstrate their ability to create meaningful, technically sound photographs using Lightroom and Photoshop digital imaging software and inkjet printers. They will assemble their course work into an organized and creative portfolio.
			Students will be able to achieve proper exposure by utilizing one of the several exposure mode settings on a digital camera.
			Students will develop the language to define art concepts, the elements and principles of design, and image creation terminology to effectively discuss visual imagery. Students will develop the ability to understand the creative process of making photographs and engage critically and effectively with images and media. (Active )
	N PHOT 930	Digital Darkroom I for Older Adults	Students will demonstrate proficiency in Camera Raw and Photoshop as a digital darkroom; they will use this software to create a non-destructive workflow.
			Students will demonstrate their ability to create meaningful, technically sound photographs using digital imaging software and inkjet printers. they will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity. (Active )
	N PHOT 950	Getting to Know your Digital Camera for Older	Students will learn the basic elements and principles of design, and produce photographs that show an awareness of composition.(Active )
			Students will be a able to achieve proper exposure by utilizing one of the several exposure mode settings on a digital camera. (Active )
	PHOT 50	DIGITAL CAMERA	Students will be a able to achieve proper exposure by utilizing one of the several exposure mode settings on a digital camera.
			Students will learn the basic elements and principles of design, and produce photographs that show an awareness of composition.



PHOT 100	Elementary Film and Darkroom Photography	Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
		Students will be able to explain, analyze and understand basic exposure with 35mm film cameras by utilizing correct aperture and shutter speed combinations.
PHOT 105	Intermediate Black and White Photography	Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
		Students will recognize and know how to use various focal length lenses based on subject matter and purpose.
PHOT 120	Digital Photography	Students will be able to achieve proper exposure by utilizing one of the several exposure mode settings on a digital camera.
		Students will demonstrate best practices of digital image management. Students will be introduced to the digital post-production workflow in Lightroom.
		Students will demonstrate the ability to utilize manual functions on their digital cameras and understand the three elements of exposure.
		Students will utilize the elements and principles of design to effectively discuss and create photographs.
PHOT 124	INTRODUCTION TO FILM AND DARKROOM FOR DIGITAL	Create photographic prints of optimum technical quality, craft and professional standards.
		Demonstrate ability to recognize and recall analog darkroom materials and processes. ?
		Demonstrate functional knowledge of camera controls, image exposure and film processing techniques.
PHOT 125	History and Criticism of Photography	Student will be able to identify the contributions to photography by photographers representing a wide range of ethnic and cultural diversity.
		Students will be able to confidently and competently compare and contrast major photographic periods and movements in terms of technique, style and participant, and place these photographs within a historical timeline.
PHOT 130	Digital Darkroom I	Students will demonstrate a proficiency in Camera Raw and Photoshop as a digital darkroom; they will use this software to create a non-destructive workflow.
		Students will demonstrate their ability to create meaningful, technically sound photographs using digital imaging software and inkjet printers. they will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.

		Students will develop a personal aesthetic and photographic vision with understanding of historical and contemporary photographic theory and application.
PHOT 135	Digital Darkroom II	Digital Photos Students will demonstrate their ability to create conceptually and technically advanced photographs using digital imaging software and inkjet printers. They will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity. (Active )
		Students will demonstrate a proficiency in Camera Raw and Photoshop as a digital darkroom; they will use this software to create a non-destructive workflow. (Active )
PHOT 136	Digital Darkroom: Black & White	Students will assemble their course work into an organized print and digital portfolio displaying advanced levels of knowledge, skill and creativity.
		Understands digital photography image creation and identifies advanced level image editing software features and their proper use to create polished Black and White image output.
PHOT 140	Photojournalism	Students will apply what they learn about making storytelling images through class demonstrations, review of newspaper photographs and class assignments
		Students will know how to write a caption for news photographs which include the 5-W's (who what why when and where).
PHOT 145	Advanced	Student will create a web site of their Photojournalism images
		Students will be able use sound and image editing programs and their images to create 2-3 minute documentary stories
PHOT 160	PHOTOGRAPHY: PROFESSIONAL	Develop awareness and competency in self-promotion, marketing and the business of photography with strategic and tactical planning for a life-long career
		Students will create a package of personalized marketing materials to enter the creative workforce
		Students will create a personalized marketing strategy for their personal brand as a creative professional
PHOT 171	Landscape and Culture	Student will write a 2-5 page paper on a photographer, historic or contemporary, whose work shows exploration of the man-altered landscape.
		Students will create imagery which explores the dynamic of change on the landscape when altered by 'man'.
PHOT 209	Photographic Portfolio	Student must create an Artist Statement that accompanies their portfolio at end of semester
		Students will gain the skills necessary to prepare and produce a cohesive portfolio of photographs which they can use to apply to art school entrance, job search or gallery representation.
PHOT 210	Advanced Black and White Photography	Students will assemble their course work into an organized print and digital portfolio displaying advanced levels of knowledge, skill and creativity.

		Upon course completion students will be able to photograph with a 4 X 5 inch view camera making perspective corrections as needed. They will expose and process film using "Zone System" techniques and print these negatives in a wet darkroom.
	PHOT 215 Creative Photography	Student will use critical thinking skills to understand significance of intent in an artwork.
		Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
	PHOT 216 Alternative Photographic Processes	Students create images with historical techniques culminating in fine art results.
		Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
	PHOT 220 Commercial Photography	Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
		Students will exhibit a working knowledge of the concepts and techniques of lighting for commercial photography.
	PHOT 225 Photographic Portraiture	Student will present their completed project to class during critique and share comments
		Students will exhibit a working knowledge of the concepts and techniques of lighting for portrait photography. ☒
Discipline (AMB-PERARTS) - DNCE	DNCE 100 Survey of Dance	Analyze live dance performance for genre, performance, choreography
		Instructor will test on the qualities inherent in differing dance genres
	DNCE 101 Survey of World Dance	Analyze live dance performance for genre, performance, choreography
		Identify various dance genres
	DNCE 102 The Hollywood Musical: Dance on Film	Identify major trends in dance on film by decade
		Identify the movement of the camera: Angles, frames, and motion
	DNCE 105 Introduction to Dance	Identify major dance history genres
		Identify seminal dancers and choreographers through history
	DNCE 110 Modern Dance I	Demonstrate ability to learn basic movement sequences of at least 16 counts, with attention to musicality, technique, artistry and accuracy.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
	DNCE 111 Modern Dance II	Demonstrate ability to learn basic movement sequences of at least 16 counts, with attention to musicality, technique, artistry and accuracy.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement

DNCE 115	Ballet I	Assess current fitness levels and track improvements in Ballet I
		Demonstrate the ability to execute technique and alignment in Ballet I
DNCE 116	Ballet II	Demonstrate ability to learn basic movement sequences of at least 16 counts, with attention to musicality, technique, artistry and accuracy.
		The ability to execute technique and alignment in a fundamental genre/skills level movement
DNCE 117	Pointe I	Demonstrate ability to learn basic movement sequences of at least 16 counts, with attention to musicality, technique, artistry and accuracy.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 118	Pointe II	Demonstrate ability to learn basic movement sequences of at least 16 counts, with attention to musicality, technique, artistry and accuracy.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 120	Jazz Technique I	Demonstrate ability to learn basic movement sequences of at least 16 counts, with attention to musicality, technique, artistry and accuracy.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 121	Jazz Technique II	Demonstrate ability to learn basic movement sequences of at least 16 counts, with attention to musicality, technique, artistry and accuracy.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 127	Spanish Flamenco I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 128	Spanish Flamenco II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 130	Tap I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		The ability to demonstrate (perform) a 16 count movement sequence (minimum 16 counts) with attention to accuracy, musicality, artistry and technique.
DNCE 131	Tap II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will successfully demonstrate (perform) a 16 count movement combination with attention to technique, musicality, accuracy, and artistry.
DNCE 135	Ballroom Dance I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement

DNCE 136	Ballroom Dance II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 137	Cuban and Brazilian Drumming I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		The students will be able to identify and demonstration various rhythms from Cuban, Brazilian and Haitian traditional drumming.
DNCE 138	Cuban and Brazilian Drumming II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		The students will be able to identify and demonstration various rhythms from Cuban, Brazilian and Haitian traditional drumming.
DNCE 140	Dance Improvisation I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 141	Dance Improvisation II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 145	Choreography I	Analyze the components of a movement phrase
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement.
DNCE 146	Choreography II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement.
		Understand and demonstrate choreographic forms
DNCE 147	Repertory	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement.
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 148	Drum and Dance Ensemble I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		The students will successfully learn and perform a 16 ct. movement phrase.
DNCE 149	Afro-Cuban/Brazilian	Assess current fitness levels and track improvements in Afro-Cuban/Brazilian Dance
		Demonstrate the ability to execute technique and alignment in a fundamental Afro-Cuban/Brazilian Dance
DNCE 150	Afro-Cuban/Brazilian Dance II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to learn and demonstrate a 16 ct. movement phrase/combination with attention to artistry, musicality, accuracy, and technique
DNCE 151	Latin Social Dance I	Assess current fitness levels and track improvements in Latin Social Dance I.

		Demonstrate the ability to execute technique and alignment for Latin Social Dance I.
DNCE 152	Latin Social Dance II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to learn and demonstrate a 16 count phrase with attention to musicality, partnering, technique, and accuracy.
DNCE 153	Capoeira: Afro/Brazilian Martial Arts I	Assess current fitness levels and track improvements for Capoeira I: Afro-Brazilian Martial Art
		Demonstrate the ability to execute technique and alignment for Capoeira I: Afro-Brazilian Martial Art.
DNCE 154	Capoeira: Afro/Brazilian Martial Arts II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will demonstrate rules of engagement when playing Capoeira
DNCE 155	Hip Hop I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to learn and perform 16 counts of movement with attention to artistry, musicality, accuracy and technique
DNCE 156	Hip Hop II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to demonstrate a 16 ct. combination with attention to accuracy, technique, musicality, and artistry
DNCE 158	Hawaiian and Tahitian Dance I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to demonstrate a 16 ct. combination with attention to musicality, artistry, technique and accuracy
DNCE 159	Hawaiian and Tahitian Dance II	Students will be able to demonstrate a 16 ct. combination with attention to musicality, artistry, technique and accuracy
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 161	Teaching Methods in Dance	Demonstrate an understanding of ethic consideration and leadership skills in a teaching environment.
		students should be able to identify various learning styles
DNCE 162	Near and Middle Eastern I	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement

DNCE 163	Near and Middle Eastern II	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 165	Production Management	Apply principles and methods of organization, promotion, and programming as related to the presentation of college and community dance productions
		Students will successfully complete 30 hours of Performing Arts related intern hours.
DNCE 170	Pilates (Reg. Trade Mark)	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 173	Musical Theatre Scenes I	Demonstrate the ability to synthesize dance, vocal, acting techniques into a song or scene.
		The ability to execute proper vocal, acting, dance technique at the appropriate level.
DNCE 174	Musical Theatre Scenes II	Demonstrate the ability to integrate music, theatre, and dance into a musical theatre character
		Demonstrate the ability to integrate music, theatre, and dance into a musical theatre scene
DNCE 190	World Dance Production I	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 205	Modern Dance III	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to learn and demonstrate a 16 count phrase with attention to musicality, partnering, technique, and accuracy.
DNCE 206	Modern Dance IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to demonstrate a 16 ct. combination with attention to musicality, artistry, technique and accuracy
DNCE 210	Ballet III	Assess current fitness levels and tract improvements for Ballet III
		Demonstrate the ability to execute technique and alignment for Ballet III
DNCE 211	Ballet IV	Demonstrate ability to learn movement sequences from 2-3 minutes long with attention to artistry, technique, and performance.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 215	Jazz Technique III	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will learn and demonstrate a 16 count phrase of movement in the appropriate style and at the appropriate level.
DNCE 216	Jazz Technique IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement

		Students will learn and demonstrate a 16 count phrase of movement in the appropriate style and at the appropriate level.
DNCE 217	Pointe III	Demonstrate ability to learn movement sequences from 2-3 minutes long with attention to artistry, technique, and performance.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 218	Pointe IV	Demonstrate ability to learn movement sequences from 2-3 minutes long with attention to artistry, technique, and performance.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 225	Contemporary Dance Ensemble I	Demonstrate professional dance work ethic through commitment to rehearsal and performance process.
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 226	Contemporary Dance Ensemble II	Demonstrate professional dance work ethic through commitment to rehearsal and performance process.
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 231	Tap IV	Students will learn and demonstrate a 16 count phrase of movement in the appropriate style and at the appropriate level.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 237	Cuban and Brazilian Drumming III	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		The students will be able to identify and demonstration various rhythms from Cuban, Brazilian and Haitian traditional drumming.
DNCE 238	Cuban and Brazilian Drumming IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		The students will be able to identify and demonstration various rhythms from Cuban, Brazilian and Haitian traditional drumming.
DNCE 248	Drum and Dance Ensemble II	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
		Visual assessment of participation in dance performances, professionalism and cooperation



DNCE 249	Afro-Cuban/Brazilian Dance III	Students will learn and demonstrate a 16 count phrase of movement in the appropriate style and at the appropriate level.
		Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 250	Afro-Cuban/Brazilian Dance IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to demonstrate a 16 ct. combination with attention to musicality, artistry, technique and accuracy at the appropriate level.
DNCE 251	Latin Social Dance III	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will learn and demonstrate a 16 count phrase of movement in the appropriate style and at the appropriate level.
DNCE 252	Latin Social Dance IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will learn and demonstrate a 16 count phrase of movement in the appropriate style and at the appropriate level.
DNCE 253	Capoeira: Afro/Brazilian Martial Arts III	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will demonstrate how to safely engage in playing Capoeira
DNCE 254	Capoeira: Afro/Brazilian Martial Arts IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will demonstrate rules of engagement when playing Capoeira
DNCE 256	Hip Hop IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to demonstrate a 16 ct. combination with attention to musicality, artistry, technique and accuracy at the appropriate level.
DNCE 258	Hawaiian and Tahitian Dance III	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will learn and demonstrate a 16 ct. movement phrase at the appropriate level.
DNCE 259	Hawaiian and Tahitian Dance IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
		Students will be able to demonstrate a 16 ct. combination with attention to musicality, artistry, technique and accuracy at the appropriate level.

DNCE 262	Near and Middle Eastern III	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 263	Near and Middle Eastern IV	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 270	Contemporary Ballet	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 271	Classical Ballet	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 272	Contemporary Ballet	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 273	Modern Dance	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 274	Contemporary Modern Dance Production I	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 275	Modern Dance	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 276	Contemporary Modern Dance Production II	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 277	Classical Jazz Production	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 278	Modern Jazz Production I	Demonstrate professional work ethic and leadership skills in a performance setting
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 279	Tap Production I	Demonstrate professional work ethic and leadership skills in a performance setting

		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.	
DNCE 280	Student Choreography Production I	Students will demonstrate professional work ethic and leadership skills in a performance setting	
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.	
DNCE 282	Classical Ballet Production II	Students will be able to demonstrate professional work ethic and leadership skills in a performance setting	
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.	
DNCE 285	Student Choreography Production II	Demonstrate professional work ethic and leadership skills in a performance setting.	
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.	
DNCE 287	Classical Jazz Production	Demonstrate professional work ethic and leadership skills in a performance setting	
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.	
DNCE 288	Modern Jazz Production	Demonstrate professional work ethic in a performance setting.	
		The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.	
DNCE 289	Tap Production II	Demonstrate professional work ethic and leadership skills in a performance setting	
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.	
DNCE 290	World Dance Production	Demonstrate professional work ethic and leadership skills in a performance setting	
		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.	
Discipline (AMB-PERARTS) - MUS	MUS 100	Music Appreciation	Students can accurately connect developments in Music History to corresponding major historical events.
			Students can articulate two basic elements of style of each of the Baroque, Classic, Romantic, and 20th Century eras.
	MUS 101	Survey of 20th Century	Student will identify the major stylistic eras of 20th century music.
			Students will successfully identify signature characteristics of varying eras of twentieth century music.
	MUS 102	Introduction to Jazz	Students can aurally discern at least three style periods in jazz.
			Students can critically connect important socio-historical events to changes in jazz style

MUS 103	Fundamentals of Music	As a result of successful completion of the course, the student will demonstrate the ability to read treble and bass clefs, going as far as two leger lines above the treble staff and two leger lines below the bass staff.
		Students will be able to successfully demonstrate understanding of rhythmic notation in written musical scores
MUS 105	Music Theory I	Student can identify cadence types including perfect authentic, imperfect authentic, half, plagal, and deceptive
		Students will play four common types of triads on the piano (major, minor, diminished and augmented)
MUS 106	Music Theory II	Harmonize a given melody using non-dominant 7th chords, secondary/applied chords, diatonic and modulating sequences, and modulation to closely related keys.
		Students are able to structurally analyze a musical score from the Common Practice Period utilizing Roman numerals with figured bass, Lead sheet notation, and phrase/cadence indications.
MUS 110	Music Skills I	Student will demonstrate the ability to sing a diatonic scale in solfeggio.
		Students will chant common rhythmic cells in simple and compound meters
MUS 111	Music Skills II	Student will be able to successfully write in music notation the rhythm and pitches of a performed melody in the minor mode in both simple and compound meters.
		Student will demonstrate the ability to sing a chromatic scale in solfeggio.
MUS 115	Basic Keyboard I	As a result of successful completion of the course, the student will demonstrate the ability to read treble and bass clefs, going as far as two leger lines above the treble staff and two leger lines below the bass staff.
		Students will demonstrate their understanding and ability to of the five finger pentatonic scales and triads in all major and minor keys.
MUS 116	Accelerated Basic Keyboard	Students can demonstrate the four types triads (major, minor, diminished, augmented) from a given note
		Students will demonstrate the ability to play a scale in any key, major or minor, two octaves hands together up and down at the pace of one quarter note = 60 minimum
MUS 117	Basic Keyboard II	Students can demonstrate the four types triads (major, minor, diminished, augmented) from a given note (Active )
		Students will demonstrate the ability to play a major scale in one octave, hands together, one octave apart in any of the 7 white-key majors, and at least two of the 5 black-key majors. Students should demonstrate this skill at the rate of one note per second with quarter note = 60.

MUS 119	Piano Skills I	Students can demonstrate the ability to create an appropriate left hand accompaniment for a simple melody
		Students demonstrate the ability to play a scale in two octaves, hands together, one octave apart, up and down, with correct fingering, beginning on any key.
MUS 130	Fundamental Vocal Skills	Consistently demonstrate basic elements of good vocal technique
		Student demonstrates awareness of intonation, and ability to correct as appropriate for first semester students
MUS 131	Vocal Literature and	Consistently demonstrate basic elements of good vocal technique.
		Student demonstrates correct enunciation for a song written in Italian, German or French
MUS 148	Palomar Chorale	Students sing with accurate pitch and intonation, reflecting the written music score
		Students sing with accurate rhythm , as directed by the ensemble leader
MUS 149	Spectrum Pop/Jazz	Students sing with accurate rhythm, as directed by the ensemble leader.
MUS 151	Concert Band	90% or more of students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.
		Students play with accurate rhythm, as directed by ensemble leader
MUS 152	Jazz Ensemble	Students play with accurate rhythm, as directed by ensemble leader
		Students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.
MUS 155	Chamber Ensemble -	Students play with accurate rhythm, as directed by ensemble leader
		Students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.
MUS 157	Guitar Ensembles	Students play with accurate rhythm, as directed by the ensemble leader
MUS 158	Chamber Singers	Students sing with accurate pitch, as directed by the ensemble leader
		Students sing with accurate rhythm, as directed by the ensemble leader
MUS 159	Musical Theatre Orchestra	90% or more of students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.
		Students play with accurate rhythm, as directed by ensemble leader
MUS 161	Summer Concert Band	90% or more of students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.(Active )
		Students play with accurate rhythm, as directed by ensemble leader
MUS 171	World Music	Student will be able to aurally identify the instruments and map portions to the cultural origins of a piece of music with 70% accuracy
		Student will demonstrate understanding of the meaning of cultural relativity using three case studies from different cultures examined in the semester.

MUS 172	Repertory Jazz Ensemble	Students play with accurate rhythm, as directed by ensemble leader
		Students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.
MUS 175	Beginning Guitar	Demonstrate a healthy, body-wise approach to the unnatural movements of playing the guitar.
		Students will demonstrate their ability to read the common notation systems for the guitar, such as standard notation, tablature, and chord diagrams
MUS 176	Intermediate Guitar	Demonstrate a healthy, body-wise approach to the unnatural movements of playing the guitar.
		Students will demonstrate their ability to read the common notation systems for the guitar, such as standard notation, tablature, and chord diagrams
MUS 178	Classical Guitar	Demonstrate a healthy, body-wise approach to the unnatural movements of playing the guitar.
MUS 179	Beginning Flamenco Guitar	Demonstrate a healthy, body-wise approach to the unnatural movements of playing the guitar.
MUS 180	Computer Music I	Students will create a multitrack MIDI sequence using a current and appropriate digital audio workstation (DAW).
		Students will design original sounds using current and appropriate software.
		Students will learn to create multi-track MIDI sequences with originally designed sounds.
MUS 181	Computer Music II	Students will create a project demonstrating advanced knowledge of MIDI and digital audio techniques.
		Students will create original sound designs using advanced and professional level software.
		Students will demonstrate knowledge of advanced sound design through an original digital audio composition.
MUS 184	Electronic Ensemble	Students compose and perform original composition in a public performance.
		Students will create an original composition demonstrating the acquisition of appropriate level composition and computer music techniques.
		Students will have their original composition performed.
MUS 187	Computer Music	Students compose and perform original composition in a public performance.
		Students will create an original composition demonstrating the acquisition of music composition techniques.
		Students will create and facilitate a public performance of the original composition.
MUS 198	Palomar Symphony Orchestra	Students demonstrate the ability to play with rhythmic accuracy with section and ensemble as directed by the conductor.

		Students will demonstrate understanding of the tuning process as it relates to the production of tone and playing in an ensemble environment
MUS 210	Advanced Harmony	Students will demonstrate an understanding of the construction and use several types of chromatically-altered chords.
		Students will demonstrate the ability to complete a formal analysis of a solo instrumental sonata.
MUS 211	Counterpoint	Students will be able to compose effectively, utilizing the stylistic elements and guidelines Twelve-Tone principles and procedures.
		Students will be able to compose effectively, utilizing the stylistic elements of a fugue.
MUS 215	Music Skills III	Students will demonstrate the ability to sing music using accurate solfege syllables.
		Students will demonstrate the ability to use conducting gestures to demonstrate beat placement in simple meter.
MUS 216	Music Skills IV	Student will demonstrate the ability to transcribe four-part harmonic dictation at the university transfer level.
		Students will be able to perform two octave major scales, hands together, with proper fingering, in quarter notes at 60bpm.
MUS 220	Applied Music	Student will demonstrate ability to practice efficiently in preparation for public performance.
		Students will reflect verbally on their public performance citing aspects of professionalism, stage deportment, technique and musicianship
MUS 222	Performance Studies	Student will demonstrate ability to practice efficiently in preparation for public performance.
		Students will verbally assess the performance of their peers during the course of the semester
MUS 223	Premier Chamber	Students perform with accurate rhythm, as directed by ensemble leader
MUS 224	Introduction to Jazz Piano	Student demonstrates understanding of the three main jazz chord types (major, minor, dominant).
		Students will demonstrate an understanding of the exercises and focus needed to successfully improvise a melody over a given chord progression.
MUS 225	Piano Skills II	Play all major and minor scales, two octaves, hands together.
		Student demonstrates understanding of the musical concept of phrasing.
MUS 250	Choral Conducting	Student will demonstrate the ability to use the physical gestures of conducting to communicate the symbolic language of a score to a group of performers.
MUS 251	Master Class in Keyboard Literature, Analysis and Performance	The student will demonstrate the ability to successfully perform a solo piano piece in front of other students.

<p>Discipline (AMB-PERARTS) - TA</p>	<p>TA 100</p>	<p>Introduction to the Theatre</p>	<p>Due to the subjective and interdisciplinary nature of the theatre classroom, we take a holistic and qualitative approach to assessing the following learning outcomes. Students will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate the ways in which plays and performances reflect society and pose questions that illuminate the human condition with particular attention to the influence of race, class, gender, and ethnicity.</li> <li>• Effectively collaborate and communicate with respect in a diverse setting using the particular elements and language, signs and symbols of "stage" performance</li> <li>• Understand some processes through which artists look at the world, and articulate complex "truths" of human experience and society</li> <li>• Identify how the theatrical elements and dramatic structures create a dynamic and unique encounter between the spectator and the performance within historical and contemporary cultural contexts.</li> <li>• Understand and articulate the distinct production roles and processes of the individual, interpretive theatre artists - playwright, director, designer and actor</li> <li>• Write a critical analysis of live performance that demonstrates an understanding of the play's themes in relation to social context and how the production elements of writing, direction, acting, and design contribute to the communication of those themes.</li> </ul>
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		<p>Record your reflections on the Student Learning Outcomes below and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement.</p> <ul style="list-style-type: none"> <li>• Articulate ways in which plays and performances reflect society and pose questions that illuminate the human condition.</li> <li>• Recognize how the theatrical elements and dramatic structures create a dynamic and unique encounter between the spectator and the performance</li> <li>• Effectively collaborate and communicate using the particular elements and language, signs and symbols of "stage" performance</li> <li>• Understand some processes through which artists look at the world, and articulate some complex "truths" of human experience and society</li> <li>• Identify the contribution of the production elements to the overall theatrical experience</li> <li>• Understand and articulate the distinct production roles and processes of the individual, interpretive theatre artists - playwright, director, designer and actor</li> </ul>
		Students will be able to articulate ways in which plays and performances reflect society and pose questions that illuminate the human condition.
		Students will be able to identify the contribution of the production elements - set, lighting, costume, make-up and sound -- to the overall theatrical experience.
TA 106A	Basic Costume I:	Analyze production design concepts based on practical evaluation.
		Demonstrate hands-on understanding of basic costume technology through the construction of simple garments and crafts.
		Develop basic sewing skills for costume construction
		Have an understanding of the overall technical costume process, including construction measuring and fitting, patterning, pulling, costume shop procedures, safety, costume crafts, wardrobe maintenance and organization, and production wardrobe crew
		Identify materials and appropriately use the terminology/vocabulary found and used in costume technology.
		Using the principles of design and basic construction skills the student will be able to execute a plan and actualize a costume design for a given text.

TA 107	Lighting for Stage and Television	Demonstrate the basic skills required of a professional lighting technician, which will allow the student to work in professional facilities when appropriate and available.
		Identify the various aspects of light and its characteristics, which will enable students to more fully appreciate the aesthetic demands of production practice.
TA 108	Stagecraft and Scene Design for Theatre and	Apply basic color theory and interior design skills to theatrical and television/film design requirements.
		Demonstrate basic skills necessary to conceive, design, graphically represent and execute all aspects of scenery and properties for the theatre and television settings.
		Demonstrate basic visual skills and knowledge of the elements of design to critically evaluate other productions, both professional and non professional.
		Demonstrate use of various hand and power tools in scenery construction and finishing.
		The student will be able to accurately identify the principles of composition.
		Work effectively in diverse theatre facilities and entertainment venues. Be familiar enough with computer design and theatre graphics, computer aided rigging and stage management.
TA 109	Elementary Stage Make-	Conceive, design and prepare make-up appropriate to various roles.
		Develop appropriate techniques for effective execution of make-up designs.
		Identify and analyze the impact of various periods of political, social and economic history on fashion and, in turn, the influence of history on make-up for the theatre.
		Synthesize make-up designs with costumes designed for specific characters.
		Synthesize the practical and aesthetic aspects of make-up design for theatre, television and film production.
		Through analysis of a character from a given text, the student will be able to design a makeup application for the character.
TA 111	Technical Theatre	Accurately evaluate and discuss the impact of the production process on the final product.
		Apply theatre production skills toward requirements for theatre majors and technical theatre certificates.
		Demonstrate advanced knowledge, understanding, and critical thinking about the theatrical production process
TA 113A	Improvistional Theatre I	Apply the basic skills of improvisation to the performance of short scenes: Offers, Advancing & Extending, Shared focus & Focus zones, Status, Objective & Tactics

		<p>Record your reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement:</p> <ol style="list-style-type: none"> <li>1. Identify and articulate the basic skills and vocabulary of improvisational theatre.</li> <li>2. Apply the basic skills of improvisation to the performance of short scenes or physical improvisations</li> </ol>
		<p>Student will sustain focus, deep listening and ensemble connection for the duration of an improvisation using the 9 viewpoints - Kinesthetic Response, Spatial Relationships, Tempo, Duration, Repetition, Architecture, Floor Pattern, Shape &amp; Gesture</p>
TA 113B	IMPROVISATIONAL THEATRE II	<p>Students will be able to sustain an extended improvisational narrative by developing sensitivity to the skills of advancing and extending, deep listening &amp; reincorporation</p>

TA 115	Acting I	<p>Record your reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement:</p> <ul style="list-style-type: none"> <li>• Effectively communicate using the terminology related to the acting process and the language of theatre.</li> <li>• Engage with a partner in a manner that enables both partners to be affected by each others' actions.</li> <li>• Collaborate effectively in an ensemble environment.</li> <li>• Analyze a scene from the perspective of an actor</li> <li>• Apply discipline and focus to the process of rehearsing a scene</li> <li>• Synthesize the methods and techniques of the class to play a truthful through-line of actions and maintain a moment-to-moment reality through the effective use of body, voice and imagination.</li> <li>• Analyze her own and other actors performance with specific and detailed discussion of the tools and techniques of acting.</li> </ul>
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		<p>Record your reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to perform a detailed score of actions which embody a moment-to-moment physical life within an imaginary circumstance.</li> <li>• Students will demonstrate the ability to interact truthfully and spontaneously with stimulus generated by an acting partner.</li> <li>• Students will comprehensively analyze a scripted scene for elements in the text that suggest specific motivations, objective and actions.</li> <li>• Students will demonstrate a clear understanding of the relation between Objective, Physical Action and Given Circumstances in playing the heightened circumstances of a scripted scene or monologue.</li> </ul>
		<p>The student will be able to engage with a partner in a manner that enables both partners to be affected each others' actions.</p>
TA 116	Acting II	<p>Record your reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate the ability to interact truthfully and spontaneously with stimulus generated by an acting partner through a process of active listening and reacting.</li> <li>• Students will comprehensively analyze a scripted scene for elements in the text that suggest specific motivations, objectives and actions.</li> <li>• Students will demonstrate a clear understanding of the relation between Objective, Physical Action and Given Circumstances in playing the heightened circumstances of a scripted scene or monologue.</li> </ul>

		Students will demonstrate a clear understanding of the relation between Objective, Physical Action and Given Circumstances in the heightened circumstances of a scripted scene.
		Students will demonstrate an actor's understanding of the fundamental skills necessary to analyze and perform a scene through the use of Objectives, Actions & Intentions, Listening & Responding, and a clearly defined Physical Life in relation to the scene's environment and to the other characters in the scene.
TA 119	Voice and Speech	<p>Please take some time to record your reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement:</p> <ul style="list-style-type: none"> <li>• Understand the basic anatomy and physiology of the vocal instrument.</li> <li>• Acquire an awareness of the relationship between posture, relaxation, breath, voice and presence.</li> <li>• Acquire the basic skills for healthy vocal call and articulation.</li> <li>• Use their knowledge and awareness for expressive interpretation and communication of text.</li> </ul>
		Students will perform a short monologue with precise attention to articulation, power and expressive physicalization.
TA 150	Dramatic Literature and Script Analysis	Identify the similarities and differences between various styles and periods of theatre literature.
		<p>Record your reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement:</p> <ul style="list-style-type: none"> <li>• Identify the similarities and differences between various styles and periods of theatre literature.</li> </ul>
TA 160	Beginning Stage	Analyze production designs in order to provide the required lighting for those productions.

		Record your reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement.:  - Demonstrate an understanding of the fundamental skills necessary to clearly and completely analyze and dynamically present in performance the dramatic action of a scene.
TA 184	Creative Theatre Ensemble	Students will be able to articulate and apply elements of theatrical composition including, but not limited to Kinesthetic Response, Spatial Relationships, Tempo, Shape, Gesture, Duration, Topography, Architecture and Text
		Students will be able to engage in a variety of internal and external research from a broad range of sources and apply their discoveries and insights to creating original theatrical compositions or deepening their work on traditional scripted material
		Work in an ensemble setting to contribute to the realization of a theatrical presentation
TA 191A	REHEARSAL AND PERFORMANCE I	Student actors will rehearse and perform for the production at the level demanded by the parameters of the project and the nature of the specific role.
TA 191A	Rehearsal and Performance I	Student will demonstrate the discipline necessary for the craft - arriving on time for all calls, meeting deadlines for memorization of text and staging, gracefully adjusting to notes from the director, engaging in self-directed character and world-building research
		Student will rehearse and perform their role in the production with attention to the basic skills of acting - living truthfully in the imaginary circumstance, listening and reacting and affecting their onstage partners with verbal and physical acting
TA 191B	REHEARSAL AND PERFORMANCE II	Student actors will rehearse and perform for the production at the level demanded by the parameters of the project and the nature of the specific role.
		Student will be able to apply the elements of rehearsal to create a consistent, dynamic and spontaneous performance of the role.
		Student will be able to implement all the necessary steps for the preparation of their role: text analysis, beat analysis, character research, and their application in the rehearsal process.
TA 191C	REHEARSAL AND PERFORMANCE III	Student actors will rehearse and perform for the production at the level demanded by the parameters of the project and the nature of the specific role.
		Student will fashion a dynamic rehearsal process that emphasizes deep exploration into detailed behavioral life of the character and explores the boundaries of the actors' capabilities.

		Student will perform their role with attention the detailed behavioral life of the character as discovered and expressed in the specific physical and verbal actions/reaction of the role. Actor will sustain focus and energy to experience and project the imaginary world for the duration of the play.
TA 191D	REHEARSAL AND PERFORMANCE IV	Student actor will perform their role with specific attention to integrating all the behavioral and theatrical dynamics according to the demands of the project.
		Student actors will rehearse and perform for the production at the level demanded by the parameters of the project and the nature of the specific role.
		The student actor will implement a comprehensive rehearsal process with attention to script analysis, listening, reacting and affecting their onstage partners with verbal and physical actions, detailed behavioral life of the character and non-behavioral dynamics of performance which include ongoing awareness the the performers presence in time and space including such elements as kinesthetic response, tempo, shape, gesture, architecture, repetition, duration, topography, and spatial relationships.
TA 192A	Technical Theatre Practicum I	Identify and safely utilize appropriate tools to fulfill production requirements for the performance.
		Observe and evaluate the process of technical rehearsals and performances of a theatrical production.
		Observe and evaluate the roles of the stage crew on a theatrical production.
		Understand and effectively perform house crew duties on a theatrical production.
TA 192B	TECHNICAL THEATRE PRACTICUM II	Identify and safely utilize appropriate tools to fulfill production requirements for performance.
		Observe and evaluate the design process on a theatrical production.
		Observe and evaluate the roles of the technical staff on a theatrical production.



		Understand and effectively perform stage crew duties on a theatrical production.
TA 192C	TECHNICAL THEATRE PRACTICUM III	Identify and safely utilize appropriate tools to fulfill production requirements for performance.
		Observe and evaluate the leadership roles of the technical staff on a theatrical production.
		Observe and evaluate the organization and management of crew duties on a theatrical production.
		Understand and effectively perform a technical staff role on a theatrical production.
TA 192D	TECHNICAL THEATRE PRACTICUM IV	Evaluate the backstage needs and effectively assign crew duties for a theatrical production.
		Identify and safely utilize appropriate tools to fulfill production requirements for performance.
		Observe and evaluate the roles of the design staff on a theatrical production.
		Understand and effectively perform a leadership role in the technical staff on a theatrical production.
TA 215	Acting III	Student will compile a comprehensive analysis of all textual evidence that contributes to the understanding and portrayal of the character.
		Student will demonstrate the ability to develop, articulate and take action in accordance with the character's strong point of view on other characters, situations and social dynamics within the world of the play.
		Student will demonstrate the ability to transform their own physicality in order to embody the physical dynamics true to the character.
TA 216	Acting IV	Reflections on the Student Learning Outcomes and any other notable aspects of your class this semester. While no quantitative data is necessary, reflect on your qualitative observations about the effectiveness of teaching and learning in your class. Pay particular attention to the specific SLO(s) that were identified for focus this semester, but please reflect on any aspects of your classes that were especially successful and those that need improvement:  - Student will complete the performance of a scene fulfilling the demands of a specific period or style.

**CAREER, TECHNICAL, EXTENDED EDUCATION**

Discipline (CTEE-COOPED) - CE	CE 100	Cooperative Education	Demonstrate the ability to communicate effectively through written means pertaining to career fulfillment, including resume, cover letter, email, and presentation.
			Students will (a) identify skills they want to develop, skills they want to improve, and/or a new project they want to complete at their job site during the semester and (b) be able to explain why the skills or project are important to the organization.
			Students will demonstrate the acquisition of new employment skills, the improvement of existing employment skills, and/or the completion of a new project at their job site.
	CE 110	Cooperative Education - General	Students will (a) identify skills they want to develop, skills they want to improve, and/or a new project they want to complete at their job site during the semester and (b) be able to explain why the skills or project are important to the organization.
			Students will be able to identify organizational objectives and contribute to the achievement of these objectives through the utilization of a business model similar to management by objectives, which requires a written agreement between a supervisor and employee/student, to accomplish measurable on the job learning objectives by completing work based projects involving problem solving while undertaking new or expanded workplace responsibilities.
			Students will demonstrate the acquisition of new employment skills, the improvement of existing employment skills, and/or the completion of a new project at their job site.
	CE 150	Cooperative Education Internship	Student will be able to apply concepts from the classroom to the work setting & apply job skills so as to begin a career in that specific disipline. Students will gain confidence in the ability to prioritize work, meet deadlines, and make decisions in the work place.
			Students will be able to identify organizational objectives which requires a written agreement between a supervisor and employee/student, to accomplish measurable on the job learning objectives by completing work based projects involving problem solving while undertaking new or expanded workplace responsibilities.
			Students will (a) identify skills they want to develop, skills they want to improve, and/or a new project they want to complete at their job site during the semester and (b) be able to explain why the skills or project are important to the organization.
			Students will demonstrate the acquisition of new employment skills, the improvement of existing employment skills, and/or the completion of a new project at their job site.

Discipline (CTEE-DESIGN) - FCS	FCS 110	Microbiology and Foods	Understand and identify each of the seven HACCP principles.
Discipline (CTEE-DESIGNMANU) - ARCH	ARCH 105	Basic Architectural Drafting	The student will express design intent through oral presentations and graphic displays.
			The students will understand the general concept of site, construction methodology, program, and code. Demonstrates proficiency using hand drafting skills.
	ARCH 120	Architectural History	After completion of this course student will demonstrate ability to identify Egyptian, Mesopotamia, Aegean and Greek, Roman and Byzantine, Romanesque and Gothic, and the Renaissance and Baroque structures.
			After completion of this course student will demonstrate ability to visualize Egyptian, Mesopotamia, Aegean and Greek, Roman and Byzantine, Romanesque and Gothic, and the Renaissance and Baroque structures.
	ARCH 121	Multicultural Architectural History	After completion of this course student will demonstrate ability to identify architecture of cultures outside the Western main-stream including Pre-Columbian America, India and Southeast Asia, China and Japan, Russia and Eastern Europe; and the Moslem Empires.
			Compare and contrast a key building type (i.e. residential, religious, etc.) from PreColumbian America with a similar type from an Islamic or Far Eastern culture. The analysis must include cultural, geographical and climatic forces that shape the structures, as well as the structural materials and methods.
	ARCH 122	ARCHITECTURAL THEORY	After completion of this course student will demonstrate ability to draw architectural structures from the Classical Period to the present.
			Student will be able to analyze and discuss a specific architectural philosophy or movement of the 20th century
	ARCH 135	Architectural Materials and Methods of	Research, analyze, and discuss the manufacture, installation and use of a specific building product, including the environmental impact of its manufacture and its recyclability.

		<p>Student projects/drawings will be evaluated based on the following:</p> <ol style="list-style-type: none"> <li>1. Compare and contrast various wood, steel, and concrete building materials, structural systems and associated building systems in a series of quizzes and examinations</li> <li>2. Demonstrate an understanding of the structural analysis of simple wood beams by correctly diagramming and solving a series of structural problems</li> <li>3. Develop an understanding of the forming, mixing, and casting of concrete by attending demonstrations and lectures</li> <li>4. Demonstrate an in-depth understanding of a selected building material by preparing a semester-long report and notebook which includes the description, history, environmental implications, architectural applications, and construction installation of that material</li> <li>5. Demonstrate an in-depth understanding of a selected building material by preparing a semester-long report and notebook which includes the description, history, environmental implications, architectural applications, and construction installation of that material</li> </ol> <p>Demonstrate an in-depth understanding of a selected building material by preparing a semester-long report and notebook which includes the description, history, environmental implications, architectural applications, and construction installation of that material</p>
ARCH 145	Designing for Communication and	After completion of this course student will demonstrate the ability to construct architectural perspective drawings using both "office" and "perspective-plan" systems.
		The successful student will demonstrate an understanding of the key aspects of architectural rendering.
ARCH 150	Beginning Computer Aided Drafting	Design and develop floor plans and elevation drawings for residential and commercial interiors and exteriors using Auto CAD
		Plot to scale, create effective space planning, apply building codes to design, and use barrier-free design rules. Adjust existing two-dimensional floor plans and layouts for three-dimensional viewing and editing.
ARCH 160	Environmental Architecture and Design	Solve a residential interior design challenge to create a full digital package layout of 2 and 3 dimensional drawings that incorporate trade specific resource applications.
		Students will have portfolio evidence of personal research and analysis of building strategies to reduce costs and waste by selection of alternative materials. Implementation and interpretation of siting, waste management, evaluation of material shipping methods, choosing controls, lighting and renewable energy power sources for light construction are part of the portfolio.
ARCH 196	Special Problems in Architecture	After completion of this course student will demonstrate the ability to develop architectural design through program analysis, context and site analysis and properties of materials.

		After completion of this course student will demonstrate the ability to draw two and three dimensional compositions, design concepts, and applications through the study of abstract spatial constructions.
ARCH 200	Advanced Computer Aided Drafting	After completion of this course student will demonstrate ability to draw using AutoCAD advanced commands and principles to construct fully dimensioned and annotated floor plan drawings.
		Analyze and convert design floor plans and elevations for a two-story residence into a set of dimensioned and noted construction documents.
ARCH 202	Introduction to Revit Architecture	After completion of this course student will demonstrate proficiency in beginning Revit software commands and principles to create dimensioned floor plans, building sections, and elevations.
		After completion of this course student will demonstrate the ability to draw using Revit software basic commands and principles to create dimensioned floor plans, building sections, and elevations.
ARCH 204	Advanced Revit	After completion of this course student will demonstrate proficiency in beginning Revit software commands and principles to build complex "Building Information Models" (BIM), including structural frames and beams, preparation of schedules, architectural and structural details, HVAC component integration and renderings.
		After completion of this course student will demonstrate the ability to draw using Revit software advanced commands and principles to build complex "Building Information Models" (BIM), including structural frames and beams, preparation of schedules, architectural and structural details, HVAC component integration and renderings.
ARCH 215	Design Studio IA	Design and construct a large architectural model or digital model that demonstrates an understanding of architectural complexity, basic architectural elements of form, and the manipulation of space.
		Design and prepare a study model and presentation board of a residence that demonstrates an understanding of residential design, architectural context, and site restrictions
		Research, assemble and deliver an oral presentation comparing a minimum of two related works by a well-known architect employing architectural terminology and analyzing design objectives and forms.
ARCH 216	Design Studio IB	After completion of this course student will demonstrate proficiency in architectural design through program analysis, context and site analysis and properties of materials.
		After completion of this course student will demonstrate the ability to develop spatial compositions in relationship to site and context.
ARCH 217	Design Studio IIA	The student will express design intent thru oral presentations and graphic displays

			The students will understand the general concept of site, construction methodology, program, and code.
	ARCH 218	Design Studio IIB	The student will express design intent thru oral presentations and graphic display
			The students will understand the architectural programming, design narrative, and ecological "green" design.
Discipline (CTEE-DESIGNMANU) - CI	CI 89	PLUMBING CODES	Demonstrate the ability to determine the proper sizing for the plumbing systems from drawings and schematics of drainage and water supply systems.
			Demonstrate the ability to recognize plumbing code violations.
	CI 90	MECHANICAL CODES	Demonstrate knowledge of California Title 24 Code.
			Demonstrate knowledge of mechanical systems.
	CI 100	Building Codes I	Students will research Chapters 1 through 12 of the International Building Code (IBC) to evaluate buildings for code compliance.
			Students will write industry appropriate communications by researching and evaluating the appropriate code interpretations.
	CI 101	Building Codes II	Students will be required to research California Title 24 and examine local amendments to the California Building Code. Students will prepare a written list of required inspections for wood, concrete and masonry buildings that illustrates a comprehensive understanding of when inspections are required during the construction schedule.
			Students will evaluate the framing requirements of wood and concrete buildings and prepare a table listing the required inspections.
	CI 105	Electrical Codes I	Build a Code complying electrical system from a blank floor plan for a single family residence or a small commercial building (student choice). The student will be required to calculate the proper electrical service size (load calculations).
			Design and layout an electrical system from a blank floor plan for a single family residence or a small commercial building (student choice). The student will be required to design the receptacle outlet floorplan, equipment layouts, and develop a branch circuiting layout.
	CI 106	Electrical Codes II	Research and interpret the special occupancies, equipment, and conditions (second half) of the National Electrical Code. The student will be able to comprehend and assess proper electrical design, and summarize Code requirements.
			Research and interpret the special occupancies, equipment, and conditions (second half) of the National Electrical Code. The student will be able to comprehend and explain the NEC vocabulary.

	CI 115	Nonstructural Plan Review	Students will independently research Chapters 1 through 7 of the IBC to evaluate the plan checking services required by government agencies that issue building permits to private developers. Students will be given a take home examination to apply their knowledge of the techniques used by plan examiners, to evaluate site plans, floor plans, and exterior elevations for compliance with the code.
			Students will use standard plan checklists that are used by municipal plan checkers in the review of construction drawings. The plan checklists will include such subjects as access for the disabled, energy conservation and storm water pollution prevention.
	CI 125	Plan Reading Technologies	Given a set of building plans, students will demonstrate knowledge of the use of orthographic projection and the application in a set of building plans and details. (Active )
			Given a set of building plans, students will demonstrate knowledge of the use of lines and symbols and their application in a set of building plans.
	CI 130	CalGreen Codes	Explain the minimum requirements for a green building that incorporates specific construction and design methods that promote sustainability in simple residential and nonresidential structures.
			Research California Green Code requirements for water conservation, storm water pollution prevention and energy efficiencies that exceed the state energy standards by 15%.
Discipline (CTEE-DESIGNMANU) - DT	DT 101	AutoCAD I	After completion of this course student will demonstrate proficiency in basic AutoCAD Draw, Modify, and Annotate commands.
			After completion of this course student will demonstrate proficiency in determining appropriate limits, grid, snap , linetype scales, text height, dimension scales, table styles and titleblocks for specific drawing scales.
			Create layers, text styles, linetypes, table styles and dimension styles to create prototypes for use in industry standard drawings.
			Perform drawing, modifying and annotation commands in order to produce industry standard drawings.
			Save, share and print/plot drawings using various resources.
	DT 102	AutoCAD II	After completion of this course student will demonstrate proficiency in advanced AutoCAD Draw, Modify, and Annotate commands.

		After completion of this course student will demonstrate proficiency in determining appropriate limits, grid, snap , linetype scales, text height, dimension scales, table styles and titleblocks for specific drawing scales.
		Create and annotate isometric drawings.
		Create standard, attributed, dynamic, constrained and annotative blocks.
		Draw and plot from model and layout space.
DT 103	SolidWorks I	Build simple assemblies of basic core components using SolidWorks software.
		Create four configurations of the same parts using SolidWorks software.
		Draw basic core features of all parts using SolidWorks software.
		Successful students will be able to use the latest SolidWORKS software to develop basic 3D models
		Successful students will be able to use the latest SolidWORKS software to develop drawings for documentation and manufacturing using the models produced in SolidWORKS.
DT 104	SolidWorks II	Create advanced assemblies constructed using joint connections between components constituting a basic mechanism using SolidWorks software.
		Perform kinematic (motion) studies using mechanized assemblies to analyze the feasibility of the design using SolidWorks software.
		Successful students will be able to use the latest SolidWORKS software to construct advanced 3D models.
		Successful students will be able to use the latest SolidWORKS software to develop and set up advanced drawings in orthographic projection and assemblies for documentation and manufacturing.
		Use advanced modeling techniques to create complex parts incorporating organic shapes using SolidWorks software.
DT 110	Technical Drafting I	70% of the students will be able to understand 2D plane geometry and apply it to the design and lay out of drawings using AutoCAD
		Apply industry standard drafting techniques for creation of mechanical drawings.
		At the completion of this course at least 70% of the students will be able to use basic drafting techniques using the latest software.
		Examine 2D plane geometry and its application for design and layout of drawings.
DT 111	Technical Drafting II	Compose a written Design Proposal for approval sighting specifications and design intent.
		Demonstrate the ability to create a prototype of the design.
		Draw a complete industry standard package of Production Drawings along with all necessary documentation for manufacturing.



		Manufacture part to industry standards including inspecting and measuring the finished design with proper documentation.
		Successful students will be able to use advanced drafting techniques using the latest software.
		Successful students will be able to use the latest software to develop advanced drawings using dimensions and tolerances for documentation and manufacturing.
DT 113	Solid Modeling for Engineering I	After completion of this course student will demonstrate proficiency in basic Creo and SolidWorks commands to develop basic 3D models.
		After completion of this course student will demonstrate proficiency in determining appropriate limits, grid, snap , linetype scales, text height, dimension scales and practices, table styles and title locks for specific drawing scales.
DT 114	CREO I	Build simple assemblies of basic core components using Creo software.
		Create detailed and assembly production ready drawings using Creo software.
		Draw basic core features of all parts using Creo software.
DT 115	CREO II	Create advanced assemblies constructed using joint connections between components constituting a basic mechanism using Creo software.
		Use advanced modeling techniques to create complex parts incorporating organic shapes using Creo software
DT 117	Blueprint Reading and GD&T	Interpret types of mechanical blueprints, symbols, notes and specifications for the manufacturing industry.
		Successful students will be able to use acceptable geometric dimensioning and tolerancing practices to produce mechanical drawings for documentation and manufacturing.
		Successful students will be able to use precision measuring tools to document geometric dimensions and tolerances of a part to specifications to within .001".
		Use acceptable geometric dimensioning and tolerancing practices to produce drawings for documentation and manufacturing.
DT 190	CNC Machining/Master CAM I	Successful students will be able to set up a Haas mill: Set machine zero, set part zero, and tool heights
		Successful students will be able to use the latest version of MasterCAM to import a basic 3D model from SolidWORKS or AutoCAD, and set up tool paths for machining.
DT 225	Exploring Robotics and Electrical Circuits	Combine multiple circuits in order to complete a complex operation.
		Comprehend basic operation and function of electrical components.
		Construct an electronic circuit on a breadboard.

		Identify a variety of electrical components.	
DT 226	Printed Circuit Board Design I	After completion of this course student will demonstrate ability to draw using basic Altium basic commands resulting in a compiled package of related drawings for the fabrication and assembly of a printed circuit board to industry standards, given a configuration drawing, photo package and parts list.	
		After completion of this course student will demonstrate proficiency using basic Altium commands resulting in a complete package of related drawings for the fabrication and assembly of a printed circuit board to industry standards, given a configuration drawing, photo package and parts list.	
		Apply the concepts of Design for Test (DFT) and Design for Manufacturing (DFM) into all aspects of the design process.	
		Demonstrate the ability to use the four main features of a circuit board layout tool: Symbol editor, Footprint editor, schematic capture editor, and PCB layout editor.	
		Describe the PCB design flow, from Specification to Documentation.	
DT 227	Printed Circuit Board Design II	After completion of this course student will demonstrate proficiency using advanced Altium commands resulting in a complete package of related drawings for the fabrication and assembly of a printed circuit board to industry standards, given a configuration drawing, photo package and parts list.	
		Describe the manufacturing process for the fabrication and assembly of a printed circuit board.	
		Draw a complete project consisting of drawings and instructions for fabrication and assembly of a printed circuit board to industry standards given a configuration drawing and parts list.	
		Recognize the expectations and deliverables of documentation to a fabricator and assembler of printed circuit boards.	
		Special emphasis will be placed on advanced applications including surface mount technology. Includes artwork and complete documentation for analog and digital multi-layer, flexible and high-speed boards using current IPC standards. Drafting will be performed on the computer using Altium software.	
Discipline (CTEE-DESIGNMANU) - FASH	FASH 100	Fashion Industry	Distinguish the differences between fashion designers and fashion merchandiser, and identify their importance to the fashion industry.
			Identify career opportunities available in the fashion industry and understand their relationship to various levels of the industry.
			Reconstruct the process of fashion creation from trend research to product.

FASH 105	Fashion Analysis and Clothing Selection	Understanding the cultural, psychological, sociological, and economic aspects of clothing as they relate to the individual.
		Use the elements and principals of design to select a wardrobe by applying this information to self and others.
FASH 110	Textiles	Become aware of textile materials that go beyond ordinary performance expectations and fulfill unique functions.
		Differentiate and identify studied types of fabric construction and which type is most appropriate for a specific end use in apparel based on an assesment of performance characteristics.
FASH 115	Visual Merchandising I	Execute an interior and/or exterior display for a retail environment.
		List the five principles of design that will be found in Visual Presentations
FASH 116	Visual Merchandising II	Lead, organize and direct a group of VMI students through the set up of a display.
		Describe the three major approaches used by retailer to achieve visual presentation at will attract customer attention.
FASH 120	Fashion Buying/Management II	Demonstrate an overall understanding of the principles of planning, organizing and managing a retail store from a retail buyer's point of view.
		Describe the various pricing strategies available to the retailer, including: mark-ups, mark-downs, 6 month budget plan, and open to buy.
FASH 125	Retailing/Promotion	Explain how retailers manage their sales, promotion, and publicity through identifying target markets, SWOT, demographics and psychographics
		Name the four basic components of the retailers promotional mix and their relationship with other promotional decisions.
FASH 126	Fashion Show	Coordinate and implement a fashion show
		Students will participate as active team members within an assigned group to coordinate and execute the fashion show. This includes; attending fittings, model selection, load-in of the show, creation and distribution of promotional materials, proper care of merchandise and returning merchandise.
FASH 130	History of Fashion/Costume	analyze style characteristics of Western costume by historical time period and develop the ability to formulate concepts for contemporary costume.
		Demonstrate ability to search, discriminate, and choose appropriate historical costume resources for reference and study.

		The student will assess and evaluate historical costume research as is required for fashion designers, television stylists, theater costumers, film costumers, museum curators, and historical enactment societies.
FASH 135	Introductory Sewing for Apparel	Use industrial patterns and the assembly sewing method to construct completed, basic garments.
		Differentiate between the quality of fabrication, construction, and finishes used in garments from two separate price points.
		Students will be able to demonstrate their knowledge of the correct operation of industrial, domestic and serger sewing machines.
FASH 136	Advanced Sewing for	Acquire knowledge of construction terminology and its application to garment construction.
		Demonstrate proficiency in construction skills required to produce a high quality custom sewn garment
FASH 139	Pattern Making/Fashion Design	Acquire knowledge and skills to develop basic patterns and use flat pattern manipulation techniques to add style lines and change silhouette of basic pattern.
		Create original designs and garments.
FASH 141	Advanced Pattern	Acquire knowledge and skill of the draping method of pattern making and design.
		Create original designs to be used in the Moda fashion show.
FASH 145	Fashion Illustration and Presentation	Fundamentals in drawing fashion figures and illustrating fashion garments
		Students will be able to demonstrate graphic and rendering techniques with various artistic materials and other media found in fashion advertisements.
FASH 148	Digital Design for Fashion	develop interface skills in Adobe Illustrator/Photoshop
		Apply Adobe Photoshop and Illustrator as it relates to the fashion industry.
FASH 155	World of Fashion	Analyze the political, economic, historical, sociological and psychological environment of different cultures and how this is interpreted in dress.
		Compare, contrast elements of the fashion industry by on site visitations to manufacturers, designers, retailers, museums, fashion publications, fashion shows and marts in fashion centers of the world;
		The students will gain first-hand knowledge of the fashion industry's most important locations in the world. They will meet with industry specialists and increase their knowledge about the skill set and abilities they will need to acquire to find successful employment in the global fashion market.



	ID 145	Kitchen Design	Students will specify kitchen appliances that meet building code requirements for residential design.
			Utilize the principles of bathroom design.
			Utilize the principles of kitchen design
	ID 150	Beginning Computer Aided Drafting	Create and draw using the latest version of AutoCAD or Revit software, effective space planning, apply building codes, and use barrier free design rules.
			Upon completion of this course students will be able to analyze a documented ADA environmental design problem, determine a strategy to correct the problem and draft and plot a drawing that addresses a correction.
	ID 151	Advanced Computer Aided Drafting for	Solve a residential interior design challenge to create a full digital package of 3D models that incorporate trade specific resource applications.
			Upon completion of this course students will be able to analyze a documented ADA environmental design problem, determine a strategy to correct the problem and draft and plot a drawing that addresses a correction. Demonstrate competency in creating and recovering work files.
	ID 170	Space Planning	Demonstrate the use of universal design principles in the planning of spaces.
			Students will complete an interior from a given building core and shell with interior wall and furniture layout that is organization (business type) specific.
Discipline (CTEE- DESIGNMANU) - MACH (formally IT)	MACH 120	Precision Measure and Metrology	Apply techniques of how to use precision measuring tools to document geometric dimensions and tolerances of a part to specifications to within .001".
			Develop skills needed to understand and use advanced measuring techniques on equipment such as CMM, Faro Arm, and optical Comparator.
	MACH 125	Tooling Concepts	Analyze and interpret the concepts of metal removal, quality systems, and work holding.
			Define and recognize metal removal concepts--HSS vs. Carbide, Current Industry techniques.
	MACH 190	CNC Machining	Apply the Basics of Machining technology to manufacturing
			Design and draw parts using MasterCam
			Introduction of basic precision measuring tools to check tolerances of manufactured parts
			Optimal 2D and 3D modeling techniques and importing from various CAD drafting programs into the desired machine for programming and operation to manufacture the parts.
			Safe operations of the 2D computer aided machines
	MACH 191	CNC Machining MasterCam II	Advanced 3D modeling using various CAD products such as MasterCAM, AutoCAD, and SolidWORKS
			Advanced machine programming, multiple set ups, and operation of CNC lathes and mills

			Apply advanced machine techniques, programming, multiple set ups, and operation of CNC lathes and mills
			Apply advanced machine techniques, programming, multiple setups, and operation of CNC lathes and mills
			Safe operations of advanced 3D CNC machines
	MACH 228	Metallurgy and Industrial	Identify and analyze the difference in metals and their application
			Recognize and name materials using Heat Codes, Color Codes, and Industry standards
Discipline (CTEE- DESIGNMANU) - NUTR	NUTR 100	Introduction to Nutrition and Food Professions	Determine nutrient recommendations for a sample client or self.
			Develop a plan for chosen profession in nutrition, food science, dietetics, exercise, or fitness.
	NUTR 120	Food and Culture	Assess health concerns related to nutrition based on a specific culture's dietary habits and practices.
			Investigate and identify how various cultural factors influence food choices.
	NUTR 165	Fundamentals of	Explain the relationship between current eating patterns and health.
			Students will convert a 3-day day consumption pattern into a detailed report of the essential nutrient content of the consumption pattern.
	NUTR 185	Science of Human	Compare and contrast recent evidence-based findings on relevant nutrition topics.
			Evaluate current nutrition research to identify credible, evidence-based resources of nutrition information.
Discipline (CTEE-EMERGMED) - EME	EME 100	Emergency Medical Responder	Students will demonstrate proficiency by successfully passing the written and practical exam according to American Heart Association (AHA) standards.
			Upon course completion, the student will be ready to enter the EMT program by demonstrating competency of first responder principles as listed in their text by passing a final exam with an 80% or better.
	EME 106	Emergency Medical Technician (Lecture)	Demonstrate the ability to conduct a complete and patient appropriate assessment based on complaints and signs and symptoms.
			Upon course completion the student will demonstrate a basic understanding of the anatomy, physiology and pathophysiology of the body systems by passing written quizzes and exams with an 80% or better
			Upon course completion the student will demonstrate appreciation for a thorough patient assessment and integrate basic pathophysiological principles and assessment findings to formulate a proper treatment plan for a patient experiencing a medical and/or traumatic emergency based on national and local protocols by passing written quizzes and exams with an 80% or better

		Upon course completion, students will be able to demonstrate understanding of the pathophysiology, signs and symptoms for medical illnesses and traumatic emergencies and treat patients according to national standards.
EME 106L	Emergency Medical Technician Skills (Laboratory)	Upon completing two 12 hour clinical shifts (one hospital and one ambulance) students will demonstrate the ability to conduct a complete and appropriate patient assessment based on complaints, signs and symptoms in a clinical and field setting.
		Upon course completion, students will demonstrate the ability to perform basic EMT skills according to the County of San Diego and national standards
EME 116	Emergency Medical Technician Refresher Course	Students will demonstrate understanding of the pathophysiology, signs/symptoms of common medical illnesses and traumatic conditions, and current treatment per San Diego County Treatment protocols by completing the 24 hour continuing education course.
EME 175	Paramedic Preparation (Lecture)	Upon completion of this course the student will demonstrate a basic understanding of the anatomy, physiology and pathophysiology of the cardiac, respiratory and nervous system by passing quizzes and exams with an 80% or better
		Upon course completion the student will integrate their knowledge of pathophysiological principles and assessment findings to formulate a proper treatment plan for a patient experiencing a medical and/or traumatic emergency based local protocols.
		Upon course completion, students will recognize the significance of the signs and symptoms as they apply to specific disease pathologies by passing a written final exam with an 80% or better.
EME 175L	Paramedic Preparation Skills (Laboratory)	Upon completion of this course the student will demonstrate proficiency of basic life support skills by passing a skills exam.
		Upon course completion the student will perform a thorough patient assessment and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical and/or traumatic emergency based on national and local protocols.
		Upon course completion, students will integrate knowledge of pathophysiology, disease process and assessment findings and based on information gathered at the scene, formulate and initiate an appropriate treatment plan according to current San Diego County protocols by passing a patient simulation with an 80% or better.
EME 206	Introduction to Paramedic Training (Lecture)	Upon completion of this course the student will demonstrate an in depth understanding of assessment and treatment methodologies utilized in advanced-level care, including advanced airway management, basic pharmacology, and parenteral medication administration by passing written quizzes and the block exam with an 80% or better.



		Upon completion of this course the student will demonstrate an in-depth understanding of the anatomy and physiology and fundamental knowledge of the pathophysiology of the respiratory system and nervous system by passing written quizzes and the block exam with an 80% or better
		Upon completion of this module, students will demonstrate knowledge of the of San Diego County EMS system and the importance of the integration of the system into the paramedic practice by passing written quizzes and block exam with an 80% or better.
EME 206L	Introduction to Paramedic Training (Laboratory)	Upon completion of this course the student will demonstrate how to properly perform BLS and ALS procedures on a patient experiencing an airway and/or breathing emergency as well as the proper administration of medications via IM, IN, IV, PO, SL and/or IO routes by passing graded skills assessments with an 80% or better.
		Upon completion of this module, students will respond to a simulated basic emergency and based on information gathered at the scene, formulate and initiate an appropriate treatment plan according to current San Diego County protocols by passing the simulation with an 80% or better.
		Upon course completion of this module, the student perform a thorough patient assessment and will Integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical and/or traumatic emergency based on national and local protocols by passing the simulation with an 80% or better.
EME 207	Paramedic Medical Training (Lecture)	Upon completion of this module the student with demonstrate mastery of cardiac electrophysiology, to include electrocardiogram (EKG) interpretation and recognition and treatment of EKG abnormalities as appropriate by passing written quizzes and the block exam with an 80% or better
		Upon completion of this module, students will integrate didactic knowledge of common medical emergencies and formulate an appropriate treatment plans based on pathophysiology, signs and symptoms according to current San Diego County Protocols by passing quizzes and a medical block exam with an 80% or better.
		Upon completion of this module, the student will demonstrate a broad and deep knowledge of the pathophysiology and management of medical emergencies involving acute or chronic manifestations of disorders of the cardiovascular, respiratory, metabolic, immunological, endocrine, and neurological systems by passing written quizzes and the block exam with an 80% or better

EME 207L	Paramedic Medical Skills (Laboratory)	Upon completion of this course, the student will properly identify EKG rhythms to include 3 lead, 4 lead and 12 lead EKGs and integrate pathophysiological principles and assessment findings to formulate and execute appropriate treatment plans for identified dysrhythmias based on ACLS, national and local protocols.
		Upon completion of this module, the student will perform a thorough assessment on a patient experiencing a medical emergency and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical emergency based on national and local protocols in a simulated scenario.
		Upon module completion, students will respond to a simulated medical emergency and based on information gathered at the scene, formulate and initiate an appropriate treatment plan according to current San Diego County medical protocols with an 80% or better.
EME 208	Paramedic Trauma Training (Lecture)	Upon completion of this module, students will integrate didactic knowledge of common traumatic injuries and formulate an appropriate treatment plan according to current San Diego County Trauma Protocols by passing written quizzes and a block exam with an 80% or better.
		Upon completion of this module, the student will demonstrate a broad and deep understanding of the pathophysiology and management of medical emergencies involving transfer of kinetic energy to the body systems by passing written quizzes and the block exam with an 80% or better.
		Upon completion of this module, the student will demonstrate appreciation of the rationale underlying the assessment and treatment practices involving medical emergencies of traumatic etiology, with an emphasis on the most effective methodologies to maintain proper oxygenation and/or perfusion to the compromised patient by passing written quizzes and the block exam with an 80% or better.
EME 208L	Trauma Skills (Laboratory)	Upon completion of the module, students will respond to a simulated trauma emergency and based on information gathered at the scene, formulate and initiate an appropriate treatment plan according to current San Diego County Trauma protocols with an 80% or better.
		Upon completion of this course, the student will formulate and execute triage management plans in mass casualty incidents to include active shooter, hazardous materials, and weapon of mass destruction based on PHTLS, TECC, national and local protocols.

		Upon completion of this course, the student will perform a thorough assessment and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical and/or traumatic emergency based on PHTLS, national and local protocols in a simulated scenario.
EME 209	Paramedic Obstetrical and Pediatric Training (Lecture)	Upon completion of this module, students will integrate didactic knowledge of common OB and pediatric emergencies and formulate an appropriate treatment plan according to current San Diego County Protocols by passing written quizzes and block exam with an 80% or better.
		Upon completion of this module, the student will demonstrate a broad and deep understanding of the management of medical emergencies involving the pediatric patient, with an emphasis on special considerations unique to this subpopulation by passing written quizzes and the block exam with an 80% or better.
		Upon completion of this module, the student will demonstrate a broad and deep understanding of the practice of obstetrics in the field setting, to include both uncomplicated child birth as well as the complete spectrum of obstetrical emergencies by passing written quizzes and the block exam with an 80% or better.
EME 209L	Paramedic Obstetrical and Pediatric Skills (Laboratory)	Upon completion of this course, the student will perform a thorough assessment and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a newborn, infant or pediatric patient experiencing a medical emergency based on PEPP, national and/or local protocols in a simulated scenario.
		Upon completion of this course, the student will perform a thorough assessment and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a gynecological and or obstetrical emergency based on national or local protocols in a simulated scenario.
		Upon module completion, students will respond to a simulated OB and pediatric emergency and based on information gathered at the scene, formulate and initiate an appropriate treatment plan according to current San Diego County Trauma protocols with an 80% or better.
EME 210	Hospital Clinical Experience	Upon completing the clinical experience, students will demonstrate the ability to conduct a complete and appropriate patient assessment and based on information gathered, formulate and initiate an appropriate treatment plan according to current San Diego County protocols by receiving an evaluation of competent by a licensed professional.

		Upon course completion, students must pass an oral board interview and protocol exam with an 80% or better to qualify for placement in the clinical setting.
EME 211	Clinical Integration I	Recognize significance of the signs and symptoms as they apply to specific disease pathologies and patient assessments.
		Upon completion of this course the student will explain a proper assessment and appropriate treatment plans based on patient presentation and chief complaint during observation shifts with approved ALS agencies.
		Upon completion of this course, the student will explain the pathophysiological principles of medical emergencies encountered during their observation shifts.
EME 212	Clinical Integration II	Recognize significance of the signs and symptoms as they apply to specific disease pathologies based on patient assessments.
		Upon completion of this course the student will explain a proper assessment and appropriate treatment plans based on patient presentation and chief complaint during observation shifts with approved ALS agencies.
		Upon completion of this course, the student will explain the pathophysiological principles of medical emergencies encountered during their observation shifts.
EME 215	Field Internship	Upon completion of the field internship, the student will demonstrate the principles of therapeutic communication during their assessment and treatment of a patient experiencing a medical emergency.
		Upon completion of the field internship, the student will perform a thorough assessment and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical emergency based on national and local protocols.
		Upon completion of the field internship, the student will respond to medical and traumatic emergencies and based on information gathered at the scene, formulate and initiate an appropriate treatment plan according to current San Diego County protocols.
EME 220	Paramedic Refresher A	Appropriately treat patients according to current local protocol.
		Upon completion of the course the student will demonstrate a broad and deep knowledge of the pathophysiology and management of medical emergencies involving acute or chronic manifestations of disorders of the cardiovascular, respiratory, metabolic, immunological, endocrine, and neurological systems by passing two block exams with an 80% or better.

			Upon completion of this module, the student will perform a thorough assessment on a patient experiencing a medical emergency and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical emergency based on national and local protocols in simulated scenarios.
	EME 221	Paramedic Refresher B	Upon completion of the course the student will demonstrate a broad and deep knowledge of the pathophysiology and management of traumatic, OB and pediatric emergencies by passing the block exams with an 80% or better.
			Upon completion of this module, the student will perform a thorough assessment on a patient experiencing a traumatic, OB or pediatric emergency and integrate pathophysiological principles and assessment findings to formulate and execute a proper treatment plan for a patient experiencing a medical emergency based on national and local protocols in simulated scenarios.
	EME 224	Clinical Refresher	Upon completing the clinical experience, students will demonstrate the ability to conduct a complete and appropriate patient assessment and based on information gathered, formulate and initiate an appropriate treatment plan according to current San Diego County protocols by receiving an evaluation of competent by a licensed professional.
			Upon course completion, students must pass an oral board interview and protocol exam with an 80% or better to qualify for placement in the clinical setting.
Discipline (CTEE-OCCNONCR) - PWM	PWM 50	INTRODUCTION TO PUBLIC WORKS	Create a Personal Career Development Plan in Public Works, which will include discovering regional and global career opportunities in Public Works.☐
			Develop a Public Works Desk Reference Guide by compiling lecture notes, course handout, and other reference materials discovered by the student(s) or provided in the course for use by the student during their studies at Palomar College and in their career.
			Develop an Operative Resume.
	PWM 51	STREET CONSTRUCTN/MAINTENANCE	Create a schedule for the various phases of a street construction project and describe the goals and challenges of each on a typical project.
			Evaluate the condition of an existing street and develop a maintenance plan for a given level of service and budget

	PWM 52	ASPHALT AND PORTLAND CEMENT	Describe the various components in an asphalt and concrete mix. Given a desired performance of a mix, determine which components will yield the best performance, the appropriate mix design proportions, and show all mathematical computations resulting to the proper proportions.
			Given various real world scenarios, students will be asked to predict the performance of various asphalt and concrete mix designs under real world conditions, and explain the proper construction methods for installation.
	PWM 53	PUBLIC WORKS INSPECTION	Demonstrate the ability to evaluate asphalt pavement submittals for contract compliance.
			Describe the Role of the Public Works Inspector
	PWM 55	PUBLIC WORKS ADMINISTRATION	Given 10 operational categories found in typical city fiscal allocations, students will be required to develop a budget to reflect dollar amounts necessary to support a specific Public Works Maintenance Department operation (i.e. asphalt, wastewater, storm drain, street light maintenance, park's operations).
			Students will research an operating budget from a familiar regional municipal agency and make changes and recommendations based on a specific cities demand for services, existing infrastructure and population.
	PWM 57	PLAN INTERPRETATION/COST EST	Given a variety of Public Works construction plans, the student will be able to demonstrate the ability to read and interpret public works plans. The set of construction plans will include: plan and profile sheets, and detail sheets and stationing.
			Given a variety of Public Works construction plans, the student will demonstrate the ability to determine and calculate the required quantities of materials needed for a public works project.
Discipline (CTEE-PUBSAF) - AJ	AJ 92	BASIC POLICE ACADEMY III	Students will be able to demonstrate adequate knowledge of Emergency Management and how to handle Unusual Occurrences and Emergency Management situations related to anti-terrorism or natural disasters as defined by Peace Officers Standards and Training (POST).
			Students will be able to demonstrate an adequate knowledge of Preliminary Investigations and Crimes in Progress. They will also need to demonstrate proficiency with a firearm as defined by California Peace Officer Standards and Training.
	AJ 100	Introduction To Criminal Justice	Students will be able to identify and differentiate between an adversarial and inquisitional system of criminal justice.

		The successful students will be able distinguish the three parts of the criminal justice system in the United States which are: Law Enforcement Judicial Corrections
AJ 101	Criminal Evidence	Analyze the exclusionary rule and identify the exceptions
		Students will be able to identify the constitutional rights protected by the 4th, 5th, 6th and 8th Amendments to the U.S. Constitution as they relate to the collection and use of evidence in a criminal investigation and proceeding.
AJ 102	Criminal Procedures	Outline the structure of the California Court System.
		Students will be able to identify the constitutional rights of people in the U.S. through the 4th, 5th, 6th and 8th Amendments to the U.S. Constitution as they relate to criminal procedures by law enforcement, judicial and corrections systems.
AJ 103	Community Relations	The student will be able to distinguish between situations where race can be used in law enforcement profiling and when it can not be used. 70% of the students will be able to make this distinction on the final exam.
		The student will be made aware of In-Service training options for police officers regarding multi-cultural policing.
AJ 104	Criminal Law	The student will be able to identify and locate specific laws in the California Penal Code.
		The student will be able to list the elements to thirty common felonies and indicate which type of criminal intent is involved.
AJ 106	Police Ethics	Analyze ethical dilemmas and employ appropriate models for making effective ethical decisions,
		The student will be able to use critical thinking in solving an ethical problem using one of the processing methods mentioned in the book.
AJ 110	Basic Criminal	The successful student will be able to conduct a basic criminal investigation
		The successful student will be able to evaluate a crime scene, collect evidence, and document the incident
AJ 115	Patrol Procedures	The successful student will be able to discuss officer survival
		The successful student will be able to discuss the basic steps taken in preparatory to patrol duties.
AJ 131	Juvenile Justice	Develop a program for reducing violence in middle schools.
		The student will create a juvenile delinquency prevention program.
AJ 140	Criminal Justice In The 21ST Century - Field Study	Students will participate in a field study of a federal or state law enforcement, prosecution, court or corrections agency and be able to identify key administrative, operational and liaison responsibilities of the agency studied.
		The students will have first hand knowledge regarding various jurisdictions of the criminal justice system.

AJ 141	Enforcement Psychology	Students will be able to explain the various rationale for the appropriate to victims of crime.
		The student will identify and analyze the importance of victimology by writing a paper concerning the topic.
AJ 151	Introduction to Terrorism	Students will be able to identify and know the difference between "Jihad" and "Islamic Jihad".
		The student will be able to identify at least three domestic or international terrorist groups.
AJ 152	Weapons of Mass Destruction	Students will be able to identify aspects of the decontamination process to include the decontamination corridor, secondary decontamination and mass decontamination activities.
		The student will be able to site the five different types of weapons of mass destruction.
AJ 153	Issues in Homeland Security	Students will be able to identify and articulate the difference between traditional and non-traditional hazards associated with the responsibilities of the Department of Homeland Security.
		The student will be able to identify the responsibilities of the Department of Homeland Security.
AJ 180	Criminology	The student will analyze the "Broken Window Theory" as it pertains to the crime rate.
		The students will analyze crime causation theories in relationship to criminal behavior.
AJ 210	Basic Crime Scene Forensic Science	The students will be able to properly collect and analyze various categories of evidence at myriad of crime scenes.
		The students will learn how to approach a crime scene and use various methods for documentation .
AJ 211	Fingerprint Identification	The student will be able to recognize and classify patterns of fingerprints.
		The students will learn how to compare fingerprints and find matchless.
AJ 93	Basic Police Academy Module III	Students will be able to demonstrate an adequate knowledge of basic criminal law, professionalism, diversity, and ethics for law enforcement for Level III Reserve Officers in the State of California as define by California Peace Officers Standards and Training (POST).
		Students will be able to demonstrate an adequate knowledge of First Aid/CPR, firearms, and arrest and control procedures for law enforcement as specified in Penal Code Section 832 and for Level III Reserve Officers in the State of California as define by California Peace Officers Standards and Training (POST).
AJ 94A	Basic Police Academy Module IIA	Students will be able to demonstrate an adequate knowledge of criminal law and policing in the community in law enforcement for Level II Reserve Officers in the State of California as defined by the California Peace Officer Standards and Training (POST).
		Students will be able to demonstrate an adequate knowledge of firearms and arrest and control techniques for law enforcement for Level II Reserve Officers in the State of California as defined by the California Peace Officer Standards and Training (POST).



	AJ 94B	Basic Police Academy Module IIB	Students will be able to demonstrate an adequate knowledge of cultural diversity/discrimination and preliminary investigations for law enforcement for Level II Reserve Officers in the State of California as defined by the California Peace Officer Standards and Training (POST).
			Students will be able to demonstrate an adequate knowledge of patrol techniques, crimes in progress, and report writing for law enforcement for Level II Reserve Officers in the State of California as defined by California Peace Officer Standards and Training (POST).
	AJ 95A	Basic Police Academy Module IA	Students will be able to demonstrate adequate knowledge of emergency management and how to handle unusual occurrences and emergency management situations related to anti-terrorism or natural disasters as defined for sworn law enforcement and Level I Reserve Officers in the State of California by California Peace Officers Standards and Training (POST).
			Students will be able to demonstrate an adequate knowledge of criminal law, investigations, and physical fitness training. They will also need to demonstrate proficiency with a firearm for sworn law enforcement and Level I Reserve Officers in the State of California as defined by California Peace Officer Standards and Training (POST).
	AJ 95B	Basic Police Academy Module IB	Students will be able to demonstrate adequate knowledge of patrol techniques, traffic enforcement, and traffic collision investigations for sworn law enforcement and Level I Reserve Officers in the State of California as defined by California Peace Officer Standards and Training (POST).
			Students will be able to demonstrate an adequate knowledge of criminal investigations and crimes in progress for sworn law enforcement and Level I Reserve Officers in the State of California as defined by California Peace Officer Standards and Training (POST).
Discipline (CTEE-PUBSAF) - FIRE	FIRE 51	FIRE ACADEMY PREPARATION	At the completion of Fire 51, 80% of the students will be able to pass the North County Regional Physical Ability exam
			At the completion of the course, the student should be able to demonstrate the ability to perform basic firefighter skills in preparation for attending a Fire Academy.
			Students will demonstrate their knowledge in the areas of firefighter physical fitness, oral board exams, resumes for entry level positions in the fire service and the importance of teamwork.
			The student will be able to perform specific fitness training requirements designed for the Fire Service.
	FIRE 71	TRENCH RESCUE	Students will demonstrate their understanding of the necessary techniques required to safely and effectively rescue victims from excavation or trenching cave-ins.
			The student will understand the local, state and federal laws that apply to Confined spaces, relating to a Trench rescue emergencies, with a heavy emphasis on OSHA regulations.

FIRE 72	SWIFTWATER RESCUE	Students will demonstrate their understanding of the necessary techniques required to safely and effectively rescue victims from swiftwater emergencies.
		The student will demonstrate their understanding of the proper use and application of equipment used to rescue persons trapped in swift-water situations.
FIRE 98	FIRE SERVICE SKILLS	The student will be able to define, identify and/or perform fire service skills.
		The student will be able to demonstrate a wide variety of firefighter skills and maintain a high level of proficiency as a public safety servant.
FIRE 100	Fire Protection	Students will demonstrate their understanding of Fire Department Organization.
		Students will illustrate the history of the fire service, describe the components and development of the fire and emergency services and recognize careers in fire and emergency services.
FIRE 101	Firefighter Safety	Students will demonstrate their understanding of firefighter safety and the 16 Firefighter Life Safety Initiatives.
		The students will identify and explain the 16 life safety initiatives and demonstrate their understanding of the concepts of risk management and mitigation as it pertains to emergency services.
FIRE 115	Hazardous Materials I	The student will be able to define basic HazMat terms at the First Responder Level.
		The students will demonstrate a basic understanding of hazardous materials chemistry and demonstrate proficiency in the use of DOT guidebooks.
		Upon completion of this course, the student will be able to identify and describe hazardous chemicals, including their physical properties, uses in industry, and characteristics when involved in spills, fires, and accidents.
FIRE 118	Fire Prevention	Students will demonstrate their understanding of fire prevention principles and procedures.
		The students will be able to identify laws, codes, ordinances, and regulations as they relate to fire prevention and demonstrate an understanding of code enforcement as it impacts life and property loss.
FIRE 120	Building Construction for Fire Protection	Students will demonstrate their understanding of types of building construction and related hazards.
		The students will identify various classifications of building construction and demonstrate their understanding of theoretical concepts of how fire impacts major types of building construction.
FIRE 125	Fire Apparatus and	Students will demonstrate their understanding of apparatus, equipment and fire hydraulics.
		The student will demonstrate their knowledge of the components of a Fire Apparatus and their appropriate use, including proper operation of Fire Apparatus.

FIRE 130	Fire Protection Equipment and Systems	The student will be able to define and describe basic terms and concepts related to fire protection systems
		The students will identify and describe various types and uses of fire protection systems and describe the basic elements of a public water supply system as it relates to fire protection.
FIRE 131	Emergency Preparedness	The student will demonstrate their knowledge of key emergency management terms, including hazard, risk, vulnerability, emergency, disaster, catastrophe, and others when applied to a community's emergency management assessment process.
		The student will demonstrate their understanding of emergency preparedness actions for natural and man made hazards as applied to a community's emergency operations plan.
		The student will list and describe the major natural, and technological hazards that affect a selected community and propose actions that can be taken to mitigate the impacts.
FIRE 132	Fundamentals of Emergency Management	Student will assess the ability of a community or region to respond to the hazards that are determined to be present in the community or region - response capacity. This will include noting any deficiencies in the ability to respond.
		Students will demonstrate their understanding of assessing community threat and vulnerability.
		The student will demonstrate their understanding of common post-disaster problems and how first responders and the emergency manager may overcome those challenges now and in the future.
FIRE 133	Disaster Mitigation	List and describe the major natural, and technological hazards that affect community and propose actions that can be taken to mitigate the impacts in both a structural and non-structural way.
		Students will demonstrate their understanding of the role of the emergency manager and the four phases of emergency management.
		The student will explain the role of the state and federal government in pre and post disaster structural and non-structural mitigation activity.
FIRE 142	Fire Ethics	Students will demonstrate their understanding of ethics and morality by making appropriate choices when given a specific scenario.
		The student will demonstrate their understanding of the importance of public trust in public safety officers by becoming role models and exhibiting the highest level of ethical behavior, both on the job and in their personal lives.
FIRE 145	Fire Fighting Tactics and	Students will demonstrate their understanding of firefighting tactics and strategies.
		The student will create a strategy and implement appropriate tactics and possess a working knowledge and executions of ICS/NIMS at the incident.

FIRE 151	Fire Fighter I Academy	Students will be able to demonstrate mastery of skills such as managing hose lines, placing ladders, performing rescue and other tactical skills through simulations and critical thinking in order to pass the State Firefighter 1 manipulative exam.
		Students will be able to pass the State Firefighter 1 written exam which allows the student to demonstrate an understanding of fire behavior, chemical processes, and critical thinking skills that would be needed at an emergency incident.
		The student will be able to demonstrate the ability to communicate effectively through multiple methods of communication including: written, electronic, face-to-face, and radio transmitted messages.
		The student will be able to analyze and assess firefighter hazards inherent to the profession.
		The student will be able to define and demonstrate knowledge of fire department organization and culture, and the expectations of entry-level fire department personnel.
		The student will be able to demonstrate their knowledge of strategies, tactics and incident command through the selection and implementation of firefighting methods, and the application of the Incident Command and Emergency Management Systems.
		The student will demonstrate knowledge of fire department equipment through the selection and application of equipment for given firefighting tasks.
		The student will demonstrate safe practices by using standard safety procedures.
FIRE 160	Wildland Fire Control I	The student will be able to define and describe wildland firefighting.
		The students will describe the science, principles and skills necessary to enhance their effectiveness as a wildland firefighter and provide for safety.
FIRE 165	Fundamentals of Fire Protection Chemistry	The student will be able to define, identify and/or explain basic terms and concepts related to fire behavior and the combustion process.
		The students will identify the fundamental theories of fire behavior and combustion, and differentiate the various types of extinguishing agents.
FIRE 171B	Company Officer 2B/General Administrative Functions	Describe the motivation and impact of state and federal laws and regulations as they apply to the company officer to reduce risk and civil and criminal liability.
		Describe the process for budget development and implementation.
		Describe the process for policy and procedure development, evaluation, and change.
FIRE 180	Fire Prevention 1A	Students will demonstrate their understanding of fire prevention procedures, building inspections and fire life safety.
FIRE 181	Fire Prevention 1B	Students will demonstrate their understanding of identifying and classifying the storage and handling of flammable and combustible liquids, gases and other hazardous materials.

	FIRE 194	Fire Instructor 1B	Students will demonstrate their understanding and use of classroom teaching aids, including AV equipment, Overheads, Computers and the Internet.
			Students will demonstrate their understanding of preparing fire service personnel to select, develop, organize and utilize instructional materials for teaching technical lessons.
Discipline (CTEE-TRADEIND) - AB	AB 105	Chassis Restoration and Assembly	Detail and reassemble a classic automobile frame and components.
			Disassemble, research and document information for the restoration of a classic automobile frame and components
			Document and remove a classic automotive body from the frame
	AB 110	Body Restoration and	Student will learn derusting procedures and materials.
			Student will learn to disassemble a vehicle.
			Student will use a Appraisal form to appraise a collector vehicle.
	AB 50	AUTO BODY REPAIR I	Student will apply heat to the stretched area of metal to implement shrinking of stretched metal.
			Student will be able to hammer and dolly affected area with positive results.
			Student will write a basic repair estimate within a 75% of the repair cost.
	AB 51	AUTO BODY REPAIR II	Student will be able to set up vehicle on the frame machine properly.
			Student will use a Tram Gauge to measure automotive body dimensions
			Students will demonstrate safe working practices while working in the laboratory.
	AB 55	AUTO REFINISHING I	Student will adjust a automotive paint gun to spray efficiently.
			Student will be able to mask an area properly.
			Students will demonstrate safe working practices while working in the laboratory.
	AB 56	AUTO BODY REFINISHING	80% of the student will be able to adjust a paint gun for painting.
			Student will be able to mask an automotive panel correctly.
			Student will be able to mix a color to a color code.
Discipline (CTEE-TRADEIND) - ACR	ACR 101	Air Conditioning, Heating, and	After the appropriate lectures the student will score 70% or above on the safety test.
			After the appropriate lectures the student will score 70% or above on the test identifying the major components, and component functions of the refrigeration cycle.
	ACR 102	Air Conditioning, Heating, and	After the appropriate lectures and laboratory assignments the student will score 70% or above on the reading and interpretation of elementary circuit schematic diagram test.
			After the appropriate lectures the student will score 70% or above on the safety test.
	ACR 103	Air Conditioning, Heating, and	After the appropriate lectures and labs, the student will be able to apply identify, define and service communication protocols, automation system components and motor circuits.
			After the appropriate lectures the student will score 70% or above an the safety test

	ACR 105	Refrigerant Management and Recovery	After appropriate lectures, the student will score 70% or above on the safety test.
			After completion of this course students will be able to identify the state of refrigerant at each point in a refrigeration circuit and be able to measure, describe, and predict the operating conditions and direction of heat flow.
	ACR 110	ADVANCED AIR CONDITIONING HEATING AND REFRIGERATION	After the appropriate lectures and labs, the student will be able to apply, identify, define, and service control devices commonly found on air conditioning and refrigeration systems to achieve the best system operation.
			After the appropriate lectures the student will score 70% or above on the safety test
	ACR 112	HVAC Controls and Automation	After the appropriate lectures and labs, the student will be able to apply, identify, define, and service communication protocols, automation system components and motor circuits.
			After the appropriate lectures the student will score 70% or above on the safety test
Discipline (CTEE-TRADEIND) - AT	AT 100	Auto Maintenance and Minor Repair	Students will perform basic services on their vehicles, ie. oil changes, tire rotations, and brake services.
			The student will be able to perform maintenance functions in the lab safely
	AT 105	Automotive Electricity	Students will be able to diagnose and repair electrical system faults.
			Students will be able to evaluate electrical systems using a digital volt-ohm meter (DVOM).
			Students will be able to perform various electrical tests on automotive systems.
			Students will develop a safe attitude towards mechanical operations.
	AT 105L	Automotive Electricity Computer Training Lab	Students will achieve skills empowering them to attain certification in automotive electrical systems.
			Students will become proficient in the use of the online automotive reference program: Prodemand to find automotive electrical information.
			Students will demonstrate safe working practices while working in the laboratory.
			Students will gain proficiency testing automotive electrical circuits through the use of the ATECH training system
	AT 110	Automotive Tune-Up and Engine Analysis	Demonstrate the importance of following safety protocols for mechanical operations.
			Students will be able to analyze engine performance data and determine the proper repair procedure required.
			Students will be able to perform proper repair procedures on engine performance systems.
			Students will be able to retrieve engine performance data using various diagnostic machines.

AT 110L	Automotive Tune Up Computer Training Lab	Students will achieve skills empowering them to attain certification in automotive engine performance fuel systems.
		Students will become proficient in the use of the online automotive reference program: Prodemand to find automotive tune up information.
		Students will complete safety training
		Students will gain proficiency testing automotive tune up circuits through the use of the ATECH training system
AT 115	Automotive Fuel Injection and Fuel	Students will be able to analyze vehicle fuel system data and determine the proper repair procedure required.
		Students will be able to retrieve vehicle fuel system data using various diagnostic machines.
		Students will develop a safe attitude towards automotive fuel systems.
AT 115L	Automotive Fuel Systems Computer Training Lab	Students will achieve skills empowering them to attain certification in automotive engine performance fuel systems.
		Students will become proficient in the use of the online automotive reference program: Prodemand to find fuel system information.
		Students will complete safety training
		Students will gain proficiency testing automotive fuel systems through the use of the ATECH training system
AT 120	Automatic Transmissions and Drive Lines	Students are able to identify the components of a planetary gearset.
		Students will demonstrate safe working practices while working in the laboratory
		Students will understand the meaning of gear ratios and the effect on torque output.
AT 125	Automotive Machining	Students will be able to apply proper safety procedures in automotive applications.
		Students will be proficient in using precise measuring tools on engine parts.
		Students will demonstrate the ability to properly clean and maintain various engine machining equipment
		Students will demonstrate their ability to perform various automotive engine machining operations.
AT 130	Automotive Brakes	Students will demonstrate safe working practices while working in the laboratory.
		Students will successfully machine a floating rotor which comply to industry standards.
AT 135	Front End Alignment and Wheel Service	Students will demonstrate safe working practices while working in the laboratory.

		Students will understand toe, camber and caster angles.
AT 160	Associated Studies in	Student will be able to calculate the effects of heat on various automotive systems
		Student will be able to measure and calculate specific engine parameters
		Students will be able to perform basic calculations relating to automotive hydraulic systems
		Students will be able to perform specific calculations that relate to the behavior of gasses (air) in automotive systems.
		Students will be able to recognize design characteristics of automotive fasteners
AT 165	Automotive Air Conditioning	Demonstrate the use industry diagnostic tools to assess A/C system operation.
		Apply industry safety and health rules and regulations in the Automotive environment using SP-2 training and certification program.
AT 170	Auto Repair Shop	Student will complete various basic automotive service procedures
		Students will work safely on automotive systems
AT 210	Specialized Automotive Electronics	Student will be able to calculate the resistance, voltage and amperage in a series/parallel circuit.
		Students will be able to calculate voltage, current flow and resistance in a series circuit.
AT 215	Automotive Emission	Students will complete safety training
		Students will demonstrate an understanding of the EPA laws and regulations pertaining to vehicle emissions.
AT 225	Automotive Engine Rebuilding	The student will be able to explain and perform the proper rebuilding techniques for a modern automobile engine.
		The student will be able to explain the intricate operation of a modern automobile engine.
		Students will become proficient in state of the art engine cleaning processes
		Students will work safely on automotive engines
		The student will be able to identify the internal parts of a modern automobile engine.
		The student will Demonstrate proficiency using precise measuring tools.
Discipline (CTEE-TRADEIND) - CFT	CFT 100	Fundamentals of Woodworking
		Students will demonstrate safe practices while in the laboratory
		Students will successfully demonstrate the safe use of basic power tools and outline and perform the steps necessary to square up a piece of rough lumber using power tools.
	CFT 105	Machine Woodworking/Furniture
		- Students will be able to identify different types of carcass construction and be able to demonstrate an understanding of the construction details of a specific piece of carcass furniture.



		Identify and analyze wood and man-made materials as they are related to design and function problems inherent in construction of furniture.
		Students will demonstrate safe practices while in the laboratory
CFT 108	Business Woodworking	Students will analyze overhead, materials, labor and profit in order to develop pricing strategies for work.
		Students will be able to identify the factors in creating a market strategy for a specific woodworking business in a given market.
CFT 110A	Period Case Furniture Design	Students will be able to demonstrate an understanding of the construction and design of traditional solid wood carcass furniture as it pertains to wood movement.
		Students will demonstrate safe practices while in the laboratory
CFT 110B	Contemporary Case Furniture Design	Students will demonstrate safe practices while in the laboratory
		Using Period furniture as an example, students will be able to understand the design and construction restraints as they pertain to wood movement.
CFT 111A	Period Case Furniture Production	Students will be able to show proficiency in the use of various jigs for making both through and half blind dovetails used in making drawers.
		Students will demonstrate safe practices while in the laboratory
CFT 111B	Contemporary Case Furniture Production	Students will be able to show proficiency in the use of various jigs for making both through and half blind dovetails used in making drawers.
		Students will demonstrate safe practices while in the laboratory
CFT 118	Furniture Design Development	Students will be able to develop a design of an original piece of furniture based on given criteria either contemporary or period.
CFT 120	Advanced Furniture Lab	Students will demonstrate safe practices while in the laboratory
		Students will; 1.Identify construction details needed to complete project. 2.Analyze construction details, which need further research to complete. 3.Create a plan of procedure to achieve completion of project.
CFT 122	Cabinetmaking	Students will demonstrate safe practices while in the laboratory
		Students will; 1.Identify construction details needed to complete project. 2.Analyze construction details, which need further research to complete. 3.Create a plan of procedure to achieve completion of project.
CFT 124	Chair and Table	Students will demonstrate safe practices while in the laboratory
		Students will; 1.Identify construction details needed to complete project. 2.Analyze construction details, which need further research to complete. 3.Create a plan of procedure to achieve completion of project.
CFT 128	Stringed Instruments Lab	Students will demonstrate safe practices while in the laboratory

		Students will; 1. Identify construction details needed to complete project. 2. Analyze construction details, which need further research to complete. 3. Create a plan of procedure to achieve completion of project.
CFT 132A	Ukulele Making I/Tenor	Apply quality control principles to individual and production work
		Demonstrate competency in the process of steam bending with various methods.
		Students will demonstrate safe practices while in the laboratory
CFT 132B	Ukulele Making II	Fabricate and use various jigs, forms, molds, and fixtures, which will aid in a start-up business and electric guitar production.
		Students will demonstrate safe practices while in the laboratory
CFT 133A	Guitar Technician I/Set-	Students will be able to analyze and diagnose repairs needed on guitar.
		Students will be able to perform repairs needed on guitar and give estimate of labor and material cost.
		Students will demonstrate safe practices while in the laboratory
CFT 133B	Guitar Technician II/Major Repair	Students will be able to perform an advanced custom set-up on guitar, including frets, nut saddle, action and intonation.
		Students will demonstrate safe practices while in the laboratory
CFT 134A	Electric Guitar Construction I/Solid Body	Analyze electric guitar string height and make necessary adjustments and perform necessary processes in order to adjust desired action.
		Students will demonstrate safe practices while in the laboratory
		Students will select lumber of proper species and grain orientation and create/fabricate an electric guitar neck which will function at desired specifications.
CFT 134B	Electric Guitar Construction II/Custom	Fabricate and use various jigs, forms, molds, and fixtures, which will aid in a start-up business and electric guitar production.
		Students will demonstrate safe practices while in the laboratory
CFT 135	Acoustic Guitar Making I	Student will be able to design and construct an acoustic guitar to given specifications.
		Students will demonstrate safe practices while in the laboratory
CFT 136	Acoustic Guitar Making II	Student will be able to design and construct an acoustic guitar to given specifications.
		Students will demonstrate safe practices while in the laboratory
CFT 137	Arch Top Guitar	Student will be able to design and construct an arch top guitar to given specifications.
		Students will demonstrate safe practices while in the laboratory
CFT 138	Arch Top Guitar	Student will be able to design and construct an arch top guitar to given specifications.
		Students will demonstrate safe practices while in the laboratory
CFT 142	The Art and Craft of Planemaking	Demonstrate appropriate strategies in tuning, using and maintaining metal and wooden hand planes
		Students will demonstrate safe practices while in the laboratory

CFT 143	Decorative Box Making	Students will demonstrate competency in construction techniques of box making.
		Students will demonstrate safe practices while in the laboratory
CFT 144	Production Wood Products I	Students will demonstrate an understanding of the principles of reducing complex work to a series of simple tasks or operations and the essential requirement of interchangeability of like parts in production work.
		Students will demonstrate safe practices while in the laboratory
CFT 145	Production Wood	Students will demonstrate safe practices while in the laboratory
		Through the manufacturing of specific products, production techniques of fabrication will be demonstrated.
CFT 148	Marquetry, Inlay and	Students will demonstrate safe practices while in the laboratory
		Students will understand and apply the process of cutting two veneers at once on a bevel to fabricate marquetry.
CFT 149	Hand Joinery I	Students will demonstrate proficiency and skill in the techniques and use of tools needed to hand cut both through and half blind dovetail joinery.
		Students will demonstrate safe practices while in the laboratory
CFT 151	Veneering Technology I	Students will be able to identify and outline: the use of veneer in the furniture industry, various techniques used in cutting joining and applying veneer, and the various tools and adhesives required in the application of veneer to wooden furniture.
		Students will demonstrate safe practices while in the laboratory
CFT 152	Veneering Technology II	Students will demonstrate safe practices while in the laboratory
		Students will show proficiency in advanced veneering techniques and in construction and repair of period furniture.
CFT 153	Studio Furniture Design I	Students will be able to identify design elements in period furniture and identify period and style of furniture.
CFT 155	Classic American Chair Designs	Students will demonstrate proficient knowledge of the materials, tools and methods used in ladder-back and Windsor chair construction.
		Students will demonstrate safe practices while in the laboratory
CFT 156	Advanced Classic American Chair Designs	Students will construct a 3-slat ladder back chair or a Windsor chair using "green" wood.
		Students will demonstrate safe practices while in the laboratory
CFT 159A	Chair and Tables/Prototype	Students will demonstrate proficiency in the process of designing a chair with a specific function.
		Students will demonstrate safe practices while in the laboratory
CFT 159B	Chair and Tables/Prototype	Students will demonstrate proficiency in the process of designing a table with a specific function.

		Students will demonstrate safe practices while in the laboratory
CFT 160A	Chairs and Tables/Production	Students will be able to construct a functional comfortable chair with a specific need.
		Students will demonstrate safe practices while in the laboratory
CFT 160B	Chairs and Tables/Production	Students will be able to construct a functional table with a specific need.
		Students will demonstrate safe practices while in the laboratory
CFT 163	Plastic Laminate Fabrication Techniques	Students will demonstrate proficiency of the fabrication techniques of applying plastic laminate products.
		Students will demonstrate safe practices while in the laboratory
CFT 165A	Cabinetry Design/Face	Students will demonstrate safe practices while in the laboratory
		Students will show proficiency in taking on site measurements and developing working drawings/blue prints for residential cabinetry.
CFT 165B	Cabinetry	Students will be able to design residential cabinetry utilizing the 32mm system.
		Students will demonstrate safe practices while in the laboratory
CFT 167A	Cabinetry Production/Face Frame	Students will gain knowledge of the various material options in residential cabinet construction.
		Students will demonstrate safe practices while in the laboratory
CFT 167B	Cabinetry Production/European	Students will gain knowledge of the various material options in residential cabinet construction.
		Students will demonstrate safe practices while in the laboratory
CFT 168	Cabinetmaking/Architectural Millwork	Students will be able to identify all of the components for stairway construction.
		Students will demonstrate safe practices while in the laboratory
CFT 169	Cabinetmaking/Computer Cabinet Layout	Apply principles of shop safety
		Explore and compare the current available software utilized in cabinetmaking.
CFT 170	Workbench Design and	Students will be able to design and construct functional workbench for shop or factory.
		Students will demonstrate safe practices while in the laboratory
CFT 172	CAD for Cabinets &	Students will be able to identify and utilize all of the tools on the tool bar of Cabinetvision.
		Students will demonstrate safe practices while in the laboratory
CFT 175	Jigs/Fixtures and Routers	Students will demonstrate safe practices while in the laboratory
		Students will gain knowledge of the use and function of available hardware, which can be used in making jigs and fixtures.

CFT 176	The Lathe - An Introduction to	Students will demonstrate safe practices while in the laboratory
		Students will demonstrate their understanding of sharpening the three basic tools ; the skew, the gouge, and the parting tool by grinding the proper straight or curved, hollow grind or flat grind on the appropriate tool.
CFT 177	Lathe II - Intermediate Turning	Students will be able to apply learned processes and techniques to turning period furniture accents, moldings and components.
		Students will demonstrate safe practices while in the laboratory
CFT 178	Lathe III - Advanced Turning	Students will be able to apply turning techniques and processes to the manufacture of Architectural turnings and furniture parts.
		Students will demonstrate safe practices while in the laboratory
CFT 180	Wood Bending and Lamination/Wood	Students will be able to compare and contrast the two basic methods of bending wood; laminate bending and steam bending.
		Students will demonstrate safe practices while in the laboratory
CFT 185	Machine Tool Set-Up and Maintenance	Students will create a shop, machine and tool layout, floor plan for a given space with given needs.
		Students will demonstrate safe practices while in the laboratory
CFT 187	Introduction to Carving	Students will be able to evaluate and select wood appropriate for various carving processes.
		Students will demonstrate safe practices while in the laboratory
CFT 188	Intermediate Carving	Students will demonstrate proficiency in relief carving both low and high relief.
		Students will demonstrate safe practices while in the laboratory
CFT 189	Advanced Carving	Students will demonstrate proficiency in advanced techniques as they apply to the selected topic. Carving in the round Pierced carving Applied carving
		Students will demonstrate safe practices while in the laboratory
CFT 195	Finishing Technology/Touch-Up	Students will be able to describe, evaluate and utilize finishes available and appropriate for specific furniture applications.
		Students will demonstrate safe practices while in the laboratory
CFT 198	Advanced Wood	Students will demonstrate safe practices while in the laboratory
		Students will research and develop a solution and a plan to resolve a specific finishing problem/ application.

Discipline (CTEE-TRADEIND) - DMT	DMT 100	INTRO TO DIESEL MECHANICS	1. I.D. different engines and engine manufactures.
			Students will demonstrate safe practices and procedures in the laboratory
	DMT 200	DIESEL ENGINE	Read and apply technical manuals.
			Students will demonstrate safe working practices while working in the laboratory.
	DMT 105	Heavy-Duty Diesel Tune-Up and Engine Analysis	I.D. engines from four of the major engine manufactures. i.e. Caterpillar, Cummins, International, Detroit Diesel.
			Have students troubleshoot with the Nexiq iQ and other diagnostic tools/software find and erase codes.
			Preform tune up on four of the major engine manufactures engines. i.e. Caterpillar, Cummins, Navistar, Detriot Diesel Corp.
			Use and apply Technical manuals and Service Bullitens
	DMT 110	Heavy-Duty Electricity	Know how to use a Digital Volt, Ohm, Meter
			Work and know safety requirments for heavy duty electrical systems
			Read and apply technical manuals (schematics).
	DMT 115	Alternative Fuels	Through a safaty test at the begining of the semester and lab assignments which are combined with observations in the lab.
	DMT 120	Air Brake Systems	I.D. Air brake system components
			Students will demonstrate safe working practices while working in the laboratory.
	DMT 125	Truck Transmission And Drive Lines	I.D. different transmissions and drivelines.
			Students will demonstrate safe working practices while working in the laboratory.
	DMT 130	Medium-Duty Diesel Engine Tune-Up	I.D. testing diagnostic equipment.
	DMT 135	Basic Hydraulics	Read hydraulic schematics.
			Students will demonstrate safe working practices while working in the laboratory.
	DMT 201	Diesel Engine Rebuilding	Read and apply technical manuals.
		Students will demonstrate safe working practices while working in the laboratory.	
Discipline (CTEE-TRADEIND) - WELD	IT 108	Technical Mathematics	Students will be able to add, subtract, divide, and multiply with whole numbers to solve words problems.
			Work with measurement numbers to measure a variety of objects and distances.
	WELD 100	Welding I	Successful students will pass a safety test related to the field of welding.
			Successful students will produce acceptable welds in the flat position using shielded metal arc welding, gas tungsten arc welding, gas metal arc welding and flux cored arc welding processes.

		Successful students will properly set-up, adjust, operate and shut down basic parameters on shielded metal arc welding, gas tungsten arc welding, gas metal arc welding and flux cored arc welding equipment.
WELD 110	Shielded Metal Arc	Successful students will pass a safety test related to the field of welding.
		Successful students will produce acceptable welds using the shielded metal arc welding process.
		Successful students will properly set-up, adjust, operate and shut down shielded metal arc welding equipment.
WELD 115	Gas Tungsten Arc	Successful students will pass a safety related to the field of welding.
		Successful students will produce acceptable welds using the gas tungsten arc welding process.
		Successful students will properly set-up, adjust, operate and shut down gas tungsten arc welding equipment.
WELD 120	Gas Metal Arc and Flux Cored Arc Welding	Successful students will pass a safety test related to the field of welding.
		Successful students will produce acceptable welds using gas metal arc welding and flux cored arc welding processes.
		Successful students will properly set-up, adjust, operate and shut down gas metal arc welding and flux cored arc welding equipment.
WELD 135	Print Reading for Welders	Students will be able to identify and draft parts using the 3rd angle projection, oblique, and isometric views
		Students will be able to identify the different lines used in prints and technical drawings.
		Students will demonstrate the ability to read welding symbols
		Successful students will pass a safety test related to the field of welding.
WELD 140	Qualification of Welders	Successful students will pass a safety test related to the field of welding.
		Successful students will produce acceptable groove welds using shielded metal arc welding, gas tungsten arc welding, gas metal arc welding and flux cored arc welding processes.
		Successful students will properly set-up, adjust, operate and shut down advanced parameters on shielded metal arc welding, and flux cored arc welding equipment.
WELD 145	Pipe Welding	Successful students will pass a safety test related to the field of welding.
		Successful students will produce acceptable welds on pipe.
		Successful students will properly set-up, adjust, operate and shut down welding equipment for pipe welding.
WELD 150	Welding Inspection	Demonstrate proper techniques for navigating the D1.1 structural code book and the Part B Code book on a timed exam.

			Distinguish between the D1.1 nine clauses in D1.1 while utilizing the TOC ,tables and index to navigate the D1.1 structural code book on a timed exam.
			Identify various welding techniques and cutting techniques , welding and cutting discontinuities and defects using destructive and non destructive examination techniques in accordance with the American Welding Society standards.
			Outline and interpret the duties of the welding inspector, the various types of welding inspectors and the qualifications and examinations that a individual must earn before becoming a welding inspector
			Students will demonstrate proper techniques for navigating a given code book using a timed written assessment.
			Successful students will interpret code requirements given a welding procedure. Through this activity, students should be able to determine if the procedure is compliant with the given code.
			Successful students will pass a safety test related to the field of welding.
	WELD 160	Metal Layout for	Students will demonstrate basic drafting competencies in 2D plane geometry
			Students will demonstrate proper sheet metal fabrication skills through fabrication designated projects. The projects require design, layout, and measuring skills.
			Successful students will pass a safety test related to the field of welding.
Discipline (CTEE-TRADEIND) - WTE	WTE 50	Calculations in Water/Wastewater	Analyze mathematical calculations required to effectively operate and evaluate conventional water/wastewater treatment plant design and operating processes.
			Calculate and evaluate problems associated with water distribution including chemical dosage, capacities and volumes, head and pressures, flow rates, and pumps, motors, and wells.
			Demonstrate knowledge of water and wastewater treatment plants, and water distribution systems.
	WTE 52	Water Distribution Systems	Apply basic mathematical calculations and conversions to anticipate problems as they relate to water volume, flow, velocity, pressure, and chemical dosage.
			Classify and describe the various distribution system components and explain their effect in water distribution system hydraulics.
			Demonstrate and apply proper waterworks terminology.
			Explain the primary functions and responsibilities of water distribution system operators.
			Identify, describe, and compare the sources of water available, their uses, and challenges.
Noncredit Discipline (N ABED) - ADULT BASIC EDUCATION	N ABED 201	LITERACY/ADULT BASIC EDUCATION I	At the end of the course, the student will be able to identify the subject and the predicate of a sentence (written in Spanish).



			By the end of the course, students will be able to complete a selection of addition, subtraction, multiplication, and division problems accurately.
	N ABED 202	LITERACY/ADULT BASIC EDUCATION II	At the end of the course, the student will be able to find the main idea in a text (written in Spanish).
			By the end of the course, students will be able to simplify a selection of fractions.
Noncredit Discipline (N BASC) - BASIC EDUCATION	N BASC 200	LITERACY/ADULT BASIC EDUCATION	Military Academic Skills Program Students will demonstrate the ability to comprehend textbook materials and demonstrate vocabulary and comprehension skills to the second month of the tenth year of education.
			Students will demonstrate computation and Pre Algebra skills equivalent to the second month of the tenth year of education.
	N BASC 903	Supervised Tutoring for Access Technology	Students will develop a plan to achieve individual technology goals.
			Students will develop problem-solving strategies to resolve technology issues.
Noncredit Discipline (N CTZN) - CITIZENSHIP	N CTZN 400	CITIZENSHIP	After 10 weeks of instruction, students will write responses to 25 sample history and civics questions taken from the U.S. Naturalization test.
	N CTZN 900	Citizenship	After 10 weeks of instruction, students will write responses to 25 sample history and civics questions taken from the U.S. Naturalization test.
			Students will be able to demonstrate the skills needed to pass the writing portion of the citizenship test.
Noncredit Discipline (N HSED) - HEALTH AND SAFETY EDUCATION	N HSED 901	COMMUNITY EMERGENCY RESPONSE TEAM	Demonstrate the ability to respond appropriately to emergency situations as directed by emergency personnel.

**LANGUAGES AND LITERATURE**

Discipline (LL-ENGLISH) - ENG	ENG 10	ENGLISH ESSENTIALS	Edit writing for errors in grammar and punctuation.
			Students will write correct and varied sentences within a variety of contexts, including paragraphs and short essays.
			Write a paragraph based on a topic sentence.
			Write a short multi-paragraph essay.
	ENG 50	INTRODUCTORY	Exhibit skills in paraphrasing, summarizing, and the incorporation of quotations in writing.
			Organize and develop five or more paragraphs into an essay that sufficiently supports a thesis.
	ENG 100	English Composition	Analyze written arguments
			Incorporate source material into at least one research-based essay and apply MLA guidelines for documentation.
			Write clear, effective sentences demonstrating sensitivity to language.
			Write coherent, well-developed analytical essays.
	ENG 135	Introduction to Creative	Demonstrate the ability to analyze literary texts by using close-reading skills.
			Students will create metaphoric language related to thematic elements of creative composition in such contexts as poetry and fiction.
	ENG 136	Intermediate Creative	Demonstrate the ability to analyze literary texts by using close-reading skills.
			Students will create metaphoric language related to thematic elements of creative composition in such contexts as poetry and fiction in an advanced context.
	ENG 137	The Literary Magazine: History and Production	Demonstrate the ability to analyze literary texts by using close-reading skills.
			Students will learn the professional/critical vocabulary necessary for working editors.
	ENG 150	Introduction to Linguistics	Students will be able to analyze English words and sentences in terms of their meaningful parts (morphemes), distinctive sounds (phonemes), and phrase structure (syntax).
			Students will demonstrate a basic understanding of how the human brain processes and acquires natural language.
			Students will demonstrate understanding of language change and variation in terms of morphology, phonology, and syntax.
	ENG 202	Critical Thinking and Composition	Analyze and synthesize information and arguments from a variety of texts, including scholarly sources, to develop research-based essays in MLA form.
			Demonstrate an ability to write analytical essays based on comprehension and interpretation of primary and secondary texts.

ENG 203	Critical Thinking and Composition Through	Analyze and synthesize information and arguments from a variety of texts, including scholarly sources, to develop research-based essays in MLA form.
		Demonstrate an ability to write analytical essays based on comprehension and interpretation of primary literary texts and secondary texts.
ENG 205	Introduction to Literature	Analyze and interpret historical, social, and intellectual concepts through a variety of literary texts across a variety of genres.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values across a variety of literary genres.
ENG 210	Survey of British Literature I	Analyze and interpret historical, social, and intellectual concepts through a variety of literary texts in British literature from the Middle Ages through the eighteenth century.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values in British literature from the Middle Ages through the eighteenth century.
ENG 211	Survey of British Literature II	Analyze and interpret historical, social, and intellectual concepts through a variety of literary texts in British literature from the Romantic period to the present.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values in British literature from the Romantic period to the present.
ENG 215	Introduction to the	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 220	Survey of World Literature I	Analyze and interpret historical, social, and intellectual concepts through a variety of literary texts in the major literature of Africa, the Americas, Asia, and Europe from ancient times to about 1600.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values in the major literature of Africa, the Americas, Asia, and Europe from ancient times to about 1600.
ENG 221	Survey of World Literature II	Analyze and interpret historical, social, and intellectual concepts through through a variety of literary texts written in the major literature of Africa, the Americas, Asia, and Europe from ancient times to about 1600.
		Demonstrate the ability to analyze literary texts by using close-reading skills.

		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values in the major literatures of Europe, Asia, the Americas, Africa, and Australia from about 1600 to the present.
ENG 225	Literature of the United States I	Analyze and interpret historical, social, and intellectual concepts through through a variety of literary texts written in the territories that would become the United States, from the pre-colonial period to the Civil War.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values in the territories that would become the United States, from the pre-colonial period to the Civil War.
ENG 226	Literature of the United States II	Analyze and interpret historical, social, and intellectual concepts through through a variety of literary texts written in the United States from the Civil War to the present.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values in the United States from the Civil War to the present.
ENG 230	Introduction to the American Novel	Analyze and interpret historical, social, and intellectual concepts through the study of the American novel.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values in the development of the American novel.
ENG 240	Introduction to Classical Mythology	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 245	Survey of Biblical Literature	Analyze and interpret historical, social, and intellectual concepts through the study of the Bible.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values through the study of the Bible in English.
ENG 250	Introduction to Shakespeare	Analyze and interpret historical, social, and intellectual concepts through the study of some of the works of William Shakespeare.
		Demonstrate the ability to analyze literary texts by using close-reading skills.

		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values through study of the life, times, background, poems, and plays of William Shakespeare.
ENG 255	Literature and Ideas	Analyze and interpret historical, social, and intellectual concepts through the study of a specific theme in literature.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values through tracing the treatment of a thematic idea through literature of particular times and cultures.
ENG 260	Literature through Film	Analyze and interpret historical, social, and intellectual concepts through the study of how works of literature are made into films.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values by studying the expectations and conventions used in literature -- novels, short stories, dramas -- and how those expectations and conventions are affected when they are translated into film.
ENG 265	Science Fiction	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 270	Popular Literature	Analyze and interpret historical, social, and intellectual concepts through the close study of one genre of literature.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values the close study of one genre of popular literature such as science fiction, fantasy, detective fiction, war fiction, humor, or western literature, using short stories and novels.
ENG 280	Women and Literature	Analyze and interpret historical, social, and intellectual concepts through the study of works by women writers.
		Demonstrate the ability to analyze literary texts by using close-reading skills.
		Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values through the study of what it means to be a "woman" writer, while exploring historical and cultural conditions that have shaped women's relationship to literature.

	ENG 290	Comic Books as Literature	Analyze and interpret historical, social, and intellectual concepts through the study of graphic novels.
			Demonstrate the ability to analyze literary texts by using close-reading skills.
			Discern and assess the interconnectedness of literature and human experience, including the ways in which writing defines, shapes, and reflects a culture's history and values through an analysis of the comic book in terms of its unique poetics (the complicated interplay of word and image), the themes that are suggested in various works, the history and development of the form and its subgenres, and the expectations of comic book readers.
	ENG 49	Reading and Writing for College Composition	Analyze written arguments
			Incorporate source material into at least one research-based essay and apply MLA guidelines for documentation.
			Write clear, effective sentences demonstrating sensitivity to language.
			Write coherent, well-developed analytical essays.
Discipline (LL-ENGLISH) - HUM	HUM 100	Introduction to Humanities I	Analyze and interpret historical, social, and intellectual concepts through the study of Western culture from classical times to the late Middle Ages.
			Articulate an understanding and respect for "high culture" and incorporate it into written assignments or other class projects, so that students' interest in it going forward will grow and prove personally satisfying.
			Demonstrate that they can think critically about the major issues of human life: truth, justice, beauty, value, meaning
			Demonstrate understanding and respect of cultural differences that have influenced and that still influence people's responses to life's great questions
			Identify, label, and/or define objective information about the history of Western people's spiritual, intellectual, and artistic endeavors from classical times to the late Middle Ages.
	HUM 101	Introduction to Humanities II	Analyze and interpret historical, social, and intellectual concepts through the study of Western culture from the Renaissance until the present.
			Articulate an understanding and respect for "high culture" and incorporate it into written assignments or other class projects, so that students' interest in it going forward will grow and prove personally satisfying.
			Demonstrate that they can think critically about the major issues of human life: truth, justice, beauty, value, meaning

			Demonstrate understanding and respect of cultural differences that have influenced and that still influence people's responses to life's great questions
			Identify, label, and/or define objective information about the history of Western people's spiritual, intellectual, and artistic endeavors from the Renaissance until the present.
Discipline (LL-ESLANG) - ESL	ESL 9	ENGLISH	Students will listen, identify and mark stressed words in spoken speech.
			Students will use English pronunciation rules to pronounce words and sentences clearly.
	ESL 10	ENGLISH	Students will listen, identify and mark focus words in spoken speech.
			Students will use English pronunciation rules to correctly produce sounds, syllables, words, phrases, sentences, and conversations.
	ESL 12	ESL GRAMMAR SKILLS I	Students will apply knowledge of grammatical errors discussed in class by locating and correcting errors with simple present, simple past, and present progressive in sentences.
			Students will write a timed, in-class set of sentences showing an ability to use simple present, simple past, and present progressive verb tenses.
	ESL 13	ESL GRAMMAR SKILLS II	Students will apply knowledge of grammatical errors discussed in class by locating and correcting errors with present perfect verbs within a paragraph.
			Students will write a timed, in-class paragraph with correct uses of present modals in it.
	ESL 14	ESL GRAMMAR SKILLS III	Students will use knowledge of grammatical errors discussed in class to properly identify and correct errors in noun clauses within a paragraph.
			Students will write a timed, in-class paragraph with correct uses of past modals in it.
	ESL 20	ACADEMIC SPEAKING FOR ESL	By the end of the course, successful students will organize and give an individual presentation incorporating research and visual aids.
			Successful students will be able to take notes on a simplified lecture and effectively use their notes to answer questions based on the lecture.
	ESL 45	READING AND WRITING ESSENTIALS I	At the end of this class, students will write an in-class paragraph on a topic from class using a topic sentence, examples, correct spelling, academic vocabulary and different sentence types.
			Students will find the main idea in a paragraph.
	ESL 55	READING AND WRITING ESSENTIALS II	At the end of this course, students will be able to complete an in-class writing of an extended academic paragraph or multi-paragraph composition on a topic from class. The writing should have a topic sentence, examples and support, academic vocabulary, subordination and coordination, appropriate punctuation, and minimal grammatical errors.
			Students will identify specific details in a moderately complex text.
ESL 98.1	CAREER TRACK ESL I	Demonstrate intermediate-level writing skills by writing work-related paragraphs and short reports that show control of grammar, vocabulary, and organization in their writing.	

		Show computer and analytical skills by using a spreadsheet application to make a chart or graph based on data students have collected.
ESL 98.2	CAREER TRACK ESL II	Students will demonstrate advanced writing skills in a multi-paragraph essay, including control of grammar, vocabulary, and paragraph and essay organization.
		Students will produce a set of graphs or charts based on the interpretation and analysis of data. They will use word-processing and spreadsheet applications to demonstrate their skills.
ESL 101	Written Communication I	Students will be able to write a one-paragraph summary of a short academic article. The summary will include the key components of a summary as well as academic vocabulary and appropriate grammar.
		Students will be able to write an organized, multi-paragraph essay that is on-topic and uses transitions, appropriate grammar, and varied sentence types.
ESL 102	Written Communication	Students will be able to correctly edit their own sentences.
		Students will be able to write an organized, multi-paragraph essay that is supported by outside sources in response to a reading. The essay should feature varied sentence types, transitions, academic vocabulary, and appropriate grammar.
ESL 103	Written Communication III	Students will be able to identify, explain and determine the strength of an author's claim or argument in a reading selection.
		Students will be able to write an organized, detailed, multi-paragraph essay supported by multiple outside sources in response to selected readings. The essay should feature varied sentence types, transitions, academic vocabulary, and appropriate grammar.
ESL 105	Accelerated Written Communication I	Students will be able to write a clear, focused summary of an article. The summary should feature signature components of a summary, academic vocabulary, and appropriate grammar.
		Students will be able to write an organized, multi-paragraph essay that is on-topic and uses appropriate transitions, varied sentence types, and appropriate grammar.
ESL 106	Accelerated Written Communication II	Students will be able to write a summary response after reading an article. The summary should feature signature components of a summary, a response that reacts to an idea found in the article, academic vocabulary, and appropriate grammar.
		Students will be able to write an organized, detailed, multi-paragraph essay supported by multiple outside sources in response to selected readings. The essay should feature varied sentence types, transitions, academic vocabulary, appropriate grammar, and appropriate citations.
ESL 110	College Composition for Non-Native Speakers	Critically read, analyze and summarize college-level texts.



			Respond to college-level texts with thesis-driven analytic essays that demonstrate critical thinking, adequate language development, and clarity of language.
	ESL 31	Writing Support for the Sciences for Non-Native	Students will demonstrate increased familiarity with written rhetorical models common in writing in the sciences.
			Students will demonstrate proficiency with self-editing techniques useful for writing in the sciences.
	ESL 95	English as a Second Language Support	Demonstrate effective listening skills by following a specific set of directions to complete a task.
			Respond appropriately to questions asking about personal skills and qualities as they relate to a specified career or education program.
Noncredit Discipline (N ESL) - NONCREDIT ENGLISH AS A SECOND LANGUAGE	N ESL 901	Beginning ESL I	Students will be able to answer yes/no questions about items in the classroom.
			Students will be able to identify objects commonly found in the classroom, home, or community.
	N ESL 902	Beginning ESL II	Students will accurately fill out a job application
			Students will describe everyday activities using present tense.
	N ESL 903	Beginning ESL III	Students will correctly find and copy required information from a chart.
			Students will describe a thing or a place in 5-7 sentences. They will use correct grammar and vocabulary words they have learned in class in their sentences.
	N ESL 904	Intermediate ESL I	Students will be able to speak clearly on a focused topic for 2-3 minutes.
			Students will be able to write an organized paragraph using correct grammar and appropriate vocabulary.
			Students will demonstrate an ability to read and comprehend simple (mid-intermediate level) texts.
	N ESL 909	English Pronunciation I	Students will listen, identify and mark stressed words in spoken speech.
			Students will use English pronunciation rules to pronounce words and sentences clearly.
	N ESL 910	English Pronunciation II	Students will listen, identify and mark focus words in spoken speech.
			Students will use English pronunciation rules to correctly produce sounds, syllables, words, phrases, sentences, and conversations.
	N ESL 912	ESL Grammar Skills I	Students will apply knowledge of grammatical errors discussed in class by locating and correcting errors with simple present, present progressive, and simple past tenses in sentences.
			Students will write a timed, in-class set of sentences showing an ability to use simple present, simple past, and present progressive verb tenses.

N ESL 913	ESL Grammar Skills II	Students will apply knowledge of grammatical errors discussed in class by locating and correcting errors with present perfect verbs within a paragraph.
		Students will write a timed, in-class paragraph with correct uses of present modals in it.
N ESL 914	ESL Grammar Skills III	Students will use knowledge of grammatical errors discussed in class to properly identify and correct errors in noun clauses within a paragraph.
		Students will write a timed, in-class paragraph with correct uses of past modals in it.
N ESL 920	Academic Speaking and Listening	By the end of the course, successful students will organize and give an individual presentation incorporating research and visual aids.
		Successful students will be able to take notes on a simplified lecture and effectively use their notes to answer questions based on the lecture.
N ESL 922	Beginning Conversation 1	Students will ask and answer questions on familiar topics
		Students will be able to understand everyday questions.
		Students will respond appropriately to yes/no questions on familiar topics.
N ESL 923	Beginning Conversation 2	Students will ask and answer questions on familiar topics.
		Students will understand the main idea of a 5-7 minute video presentation.
N ESL 945	Reading and Writing Essentials I	At the end of this class, students will write an in-class paragraph on a topic from class using a topic sentence, examples, correct spelling, academic vocabulary and different sentence types.
		Students will find the main idea in a paragraph.
N ESL 955	Reading and Writing Essentials II	At the end of this course, students will be able to complete an in-class writing of an extended academic paragraph or multi-paragraph composition on a topic from class. The writing should have a topic sentence, examples and support, academic vocabulary, subordination and coordination, appropriate punctuation, and minimal grammatical errors.
		Students will identify specific details in a moderately complex text.
N ESL 961	Beginning Level Listening and Speaking I	Students will be able to understand and correctly respond to everyday questions in English.
		Students will understand and intelligibly pronounce the English alphabet.
N ESL 962	Beginning Level Listening and Speaking II	Students will be able to talk about their daily lives in understandable English.
		Students will bring something to class and describe it in a few short sentences.
N ESL 963	Beginning Level Listening and Speaking III	Students will be able to understand short narratives.
		Students will introduce themselves to another student in clear and correct English.
N ESL 964	Intermediate Level Listening and Speaking	Students will be able to talk in front of their peers about experiences in their lives.

		Students will organize their ideas on a topic and speak in clear English for two or three minutes.
N ESL 972	Basic ESL Skills	Students will answer questions about information they find in charts.
		Students will be able to identify and demonstrate their understanding of information found in charts or data.
		Students will be able to respond both orally and in written form to questions about basic personal information and daily routine activities.
N ESL 975	Accelerated Written Communication	Write a clear, focused summary of an article. The summary should feature signature components of a summary, academic vocabulary, and appropriate grammar.
		Write an organized, multi-paragraph essay that is on-topic and uses appropriate transitions, varied sentence types, and appropriate grammar.
N ESL 982	Computer Skills 1 – Foundational Skills	Students will be able to copy and paste a letter/message onto an email and send it to their professor.
		Students will be able to type a letter/message using word processing software. The letter will use appropriate etiquette for the purpose and audience.
N ESL 983	Computer Skills 2 – Office Applications	Students will be able to follow written instructions provided by the teacher to produce a document using a computer. They will be able to choose a particular font size and font style and include a graphic. They will be able to save the document to a file and then send it as an e-mail attachment to the teacher.
		Students will be able to follow written instructions provided by the teacher to produce a word document using a computer. They will be able to choose a particular font size and font style and include a graphic on the document.
		Students will be able to save the document and send it as an e-mail attachment to the teacher, using appropriate email etiquette.
N ESL 984	Computer Skills 3 – The Digital Age	Students will be able to locate 2 quality sources on a given topic that are relevant for a given purpose and gather necessary information from the research.
		They will be able to present and synthesize information from the sources in a short report, slideshow, chart, or infographic.
N ESL 990	English as a Second Language Support for Pre-Apprenticeship Courses I	Identify and use mathematical concepts such as whole numbers, fractions, decimals, ratios, and proportions as they relate to measuring and measuring tools in the construction trades.
		Respond appropriately to questions asking about personal skills and qualities as they relate to career advancement in the construction industry.
N ESL 994	CAREER TRACK ESL	Demonstrate intermediate-level writing skills by writing work-related paragraphs and short reports that show control of grammar, vocabulary, and organization in their writing.

			Show computer and analytical skills by using a spreadsheet application to make a chart or graph based on data students have collected.
	N ESL 995	English as a Second Language Support Course	Demonstrate effective listening skills by following a specific set of directions to complete a task.
			Respond appropriately to questions asking about personal skills and qualities as they relate to a specified career or education program.
Discipline (LL-FORLANG) - ARAB	ARAB 101	Arabic I	Speak Arabic at the beginning level describing self and daily life, demonstrating a command of basic vocabulary and structures in the Arabic language.
			Students will produce a brief narrative to describe self and family, demonstrating correct word order and grammatical structures appropriate for the first semester level.
	ARAB 102	Arabic II	Speak Arabic at the beginning-intermediate level describing self and others, demonstrating a command of second semester vocabulary and structures in the Arabic language.
			Students will produce a brief narrative in the past or future tenses, demonstrating correct word order and grammatical structures appropriate for the second semester level.
	ARAB 201	Arabic III	Speak Arabic at the intermediate level, demonstrating a command of intermediate-level vocabulary and structures in the Arabic language.
			Students will produce a brief narrative to express original ideas relating to everyday life, past experiences, future plans or cultural observations. Students will demonstrate correct word order, tense, vocabulary and grammatical structures appropriate for the third semester level.
Discipline (LL-FORLANG) - CHIN	CHIN 101	Chinese I	Recognize and apply the Pinyin pronunciation and writing system to formulate simple everyday conversations at the elementary college level.
	CHIN 102	Chinese II	Apply the Pinyin pronunciation system to formulate everyday conversation at the advanced elementary level.
	CHIN 201	Chinese III	Comprehend and engage in dialogues and conversations regarding daily and school life at the intermediate level.
Discipline (LL-FORLANG) - FREN	FREN 101	French I	Recognize the diversity among Francophone cultures. Compare these cultures to one's own culture.
			Understand every day spoken French relating to daily activities at an appropriate level for elementary French. (revised 2/11/11)
			Write comprehensible sentences to describe self and family with effective vocabulary and grammatical structures appropriate for the elementary level.

		Write comprehensible, brief narratives to express original ideas relating to everyday life and plans for the near future. (revised 12/10/10)
FREN 102	French II	Recognize the diversity among Francophone cultures. Compare these cultures to one's own culture.
		Understand every day spoken French relating to daily activities at an appropriate level for second semester of elementary French
		Write comprehensible, brief narratives in the past tense (le passé composé et l'imparfait) about everyday contexts, demonstrating command of second-semester vocabulary and structures in the French language.
FREN 140	Basic French Pronunciation	Students who successfully complete French 140 will be able to produce French sentences with the intonation and rhythm of standard French.
		Students who successfully complete French 140 will be able to pronounce the basic vowels and consonants of standard French.
FREN 201	French III	Culture appreciation Recognize the diversity among Francophone cultures. Compare these cultures to one's own culture.
		Students who successfully complete French 201 will be able to express in a written form original ideas relating to everyday life, past experiences, future plans and cultural observations.
		Understand every day spoken French relating to daily activities at the intermediary level.
FREN 202	French IV	Students who successfully complete French 202 will be able to express in writing original ideas in multiple past forms relating to vocabulary and ideas from the course.
		Students who successfully complete French 202 will be able to present a project orally, using content, vocabulary and structures relevant to course topics.
		Students who successfully complete the French program will be able to write original ideas using content, vocabulary and structures at the intermediate level and relevant to Francophone culture.
		Understand every day spoken French relating to daily activities at an appropriate level for intermediate French
		Upon successful completion of this course, students will be able to express original thought by responding to a cultural video or audio prompt.
		Upon successful completion of this course, students will be able to present facts and opinions, or debate a cultural issue in response to a written prompt.

Discipline (LL-FORLANG) - GERM	GERM 101	German I	Students will comprehend spoken German appropriate to the first semester level.
			Students will produce a brief narrative in the present tense describing people or activities, demonstrating a command of basic vocabulary and structures in the German language.
			Students will write a paragraph of at least four sentences, demonstrating correct word order and grammatical structures appropriate for the first semester level.
	GERM 102	German II	Students will comprehend spoken German appropriate to the second semester level.
			Students will write a comprehensible brief narrative in the present perfect tense about everyday contexts, demonstrating command of second-semester vocabulary and structures in the German language.
			Students will write a paragraph of at least five sentences, demonstrating correct word order and grammatical structures appropriate for the second semester level.
	GERM 201	German III	Students will comprehend spoken German appropriate to the third semester level.
			Students will produce a cohesive composition about past life experiences demonstrating a command of third-semester vocabulary and structures in the German language.
			Students will write a paragraph of at least five sentences, demonstrating correct word order, tense, vocabulary and grammatical structures appropriate for the third semester level.
	GERM 202	German IV	Students will comprehend and analyze texts in German appropriate for the fourth semester level, such as newspaper articles, essays, or short works of literature.
			Students will comprehend spoken German appropriate to the fourth semester level. (Active)
			Upon successful completion of this course, students will be able to express original thought by responding to a cultural video or audio prompt.
			Upon successful completion of this course, students will be able to present facts and opinions, or debate a cultural issue in response to a written prompt.
	GERM 225	German Reading and Conversation	Students will carry on a verbal exchange with minimal hesitation, incorporating appropriate cultural patterns.
		Students will create a dialogue in German on a familiar topic integrating newly acquired vocabulary and structures.	
Discipline (LL-FORLANG) - ITAL	ITAL 101	Italian I	Students will show comprehension of a simple reading selection about a cultural aspect of the Italian-speaking world which incorporates 101-level vocabulary and structures.
			The student will demonstrate appropriate pronunciation and intonation, and understand the connection between spelling and pronunciation.
	ITAL 102	Italian II	Understand every day spoken Italian relating to daily activities at an appropriate level for second semester elementary Italian.

		Write comprehensible, brief narratives about everyday contexts, demonstrating command of second-semester vocabulary and structures in the Italian language.
ITAL 201	Italian III	Students will be able to produce a cohesive composition about everyday life, experiences, plans or cultural aspects covered in class, demonstrating command of third-semester vocabulary and structures in Italian.
		Understanding every day spoken Italian relating to daily activities at the intermediary level.
ITAL 202	Italian IV	Upon successful completion of this course, students will be able to express original thought by responding to a cultural video or audio prompt.
		Upon successful completion of this course, students will be able to present facts and opinions, or debate a cultural issue in response to a written prompt.
ITAL 225	Italian Reading and Conversation	Students will show comprehension of a reading selection about a cultural aspect of the Italian speaking world at an appropriate level for intermediate Italian.
		Upon completion of this course, students will demonstrate a deeper understanding of correct pronunciation and oral communication in the Italian language.
Discipline (LL-FORLANG) - JAPN	JAPN 101	Japanese I
		Students are assigned a short passage to read which describes an individual including the name, major, age, hometown, year in school, nationality, and activities of a typical weekday and/or weekend. Students then read the questions about the passage and select the most appropriate answer to each question. This SLO assesses the student's ability to read and comprehend the Japanese language through text.
		Students will introduce themselves in sentences orally, giving name, major, age, year in school, nationality, and briefly describe what they typically do on weekdays and weekends, with correct pronunciation and a culturally appropriate attitude.
		Students will introduce themselves in the Japanese language, giving their group identification (the College), and first and last name, with correct pronunciation and a culturally appropriate attitude.
		The evaluator will ask each student about him/herself and the student will answer orally. The questions include name, major, age, hometown, year in school and nationality. Students will also be asked to briefly describe a typical weekday and/or weekend.
		The evaluator will ask students the questions and the student will answer in written sentences. The questions will address name, major, age, hometown, year in school and nationality. Students will also be asked to briefly describe a typical weekday and/or weekend in writing.

JAPN 102	Japanese II	Students are assigned a passage to read about the day's events which include comparisons, superlatives, desires, counters, and expressing their own opinion. Students then select the most appropriate answer to each question about the passage. This SLO assesses the student's ability to read and comprehend the Japanese language.
		Students are required to answer the questions in writing. The questions include comparisons, superlatives, desires, conjunctions, counters, and expressing their own opinion. This SLO assesses the student's ability to write the Japanese language.
		Students present a verbal narrative of their day's events, in which they must describe two or more activities in a single sentence. The instructor will ask the students about the events they spoke of and the students will respond using at least two adjectives in a single sentence.
		Students will be required to write a narrative of their day's events, in which they must write two sentences describing two or more activities in each sentence. Students will describe these activities using comparatives and superlatives in each sentence.
JAPN 130	Introduction of Japanese Culture and Literature	Demonstrate command of content knowledge and logical argumentation, and critical thinking skills through analytical writing on a variety of topics related to the social, historical and cultural aspects of Japan.
		Develop an understanding and retain knowledge of the social, cultural and historical aspects of premodern, modern and contemporary Japanese society through literary texts and films (texts of history, literature in translation, plays, anime, etc). Select readings and films will introduce students to various topics including folklore, feudal warrior society, floating world, westernization and modernization, women's studies, war, and current popular culture, among others.
		Develop oral communication skills.
		To assess student's basic knowledge and understanding of Japanese culture, literature, history, and society, the evaluator will give students a reading comprehension test in question and answer format. Students will read the questions, and then select the correct answers to demonstrate their ability to critically discuss non-fictional and fictional literary texts, from ancient times to present, from primary sources (literature in translation, plays, film, anime, etc.) and secondary sources (literary and cultural criticism) discussed in class.



		To assess student's basic knowledge and understanding of Japanese culture, literature, history, and society, the evaluator will give students a written test in short answer format. Students will have the option to answer six of ten questions to demonstrate their ability to critically discuss non-fictional and fictional literary texts and/or films, from ancient times to present, from primary sources (literature in translation, plays, film, anime, etc.) and secondary sources (literary and cultural criticism) discussed in class.
JAPN 201	Japanese III	Ability to read and comprehend the intermediate level of Japanese language. Students are assigned to read a passage and the questions, and then select the most appropriate answer to each question about the passage. ☐
		Ability to write at the intermediate level of Japanese language. Students are required to answer the questions in writing. The questions include comparisons, superlatives, desires, conjunctions, counters, and expressing their own opinion.
		Instructor reads a one-minute dialogue or passage from several examples to each student. Student can take contemporaneous notes. Based on the reading, instructor asks the student a few questions about the events, their frequency and reasons for their occurrence, and student reports correctly.
		Instructor reads a one-minute dialogue or passage from several examples to the students. Student can take contemporaneous notes. Based on the reading, instructor asks the students a few questions about the events, their frequency and reasons for their occurrence, and student write the answers in sentences correctly.
		Students take contemporaneous notes on a two-minutes dialogue. From the guided notes, students will correctly report the events, their frequency and reasons for their occurrence.
		Students will choose one from a few questions and answer in writing as an essay form. Writing must include referring to people, places, and things, expressing distance and duration, connecting verb and adjective phrases, and extending an invitation.
JAPN 202	Japanese IV	Students are assigned to read a passage about the events, and select the most appropriate answer to each question about the passage. This SLO assesses the student's ability to read and comprehend the Japanese language Intermediate level.
		Students are to write a letter of inquiry to a superior who lives in Japan and has the ability to give suggestions and advice. The student is either attempting to go to a college in Japan or find work in Japan and seeks advice from the superior in Japanese.

			Students will compose, then read aloud, an original essay, of which at least 20 will be kanji characters. The essay must either (a) convey interest (b) expressing regret or (c) describe a childhood experience.
			The SLO assesses the student's ability to write the Japanese language Intermediate level II.  E.g., The instructor will give a situation and students write a short composition according to the situation given, a minimum of 8 sentences with at least 2 kanji characters in each sentence.
Discipline (LL-FORLANG) - SPAN	SPAN 101	Spanish I	Understand every day spoken Spanish relating to daily activities at an appropriate level for elementary Spanish.
			Produce a brief narrative in the present tense describing people and activities, demonstrating a command of basic vocabulary and structures in the Spanish language.
	SPAN 101A	Spanish IA	Produce a brief narrative in the present tense describing people and activities, demonstrating a command of basic vocabulary and structures in the Spanish language.
			Understand every day spoken Spanish relating to daily activities at an appropriate level for elementary Spanish.
	SPAN 101B	Spanish IB	Produce a written letter in the present tense describing people and activities, demonstrating correct usage of the verbs ser and estar and a command of basic vocabulary and structures in the Spanish language.
			Understand every day spoken Spanish relating to daily activities at an appropriate level for elementary Spanish.
	SPAN 102	Spanish II	Understand every day spoken Spanish relating to daily activities at an appropriate level for second semester of elementary Spanish.
			Write comprehensible, brief narratives in the past tense about everyday contexts, demonstrating command of second-semester vocabulary and structures in the Spanish language.
	SPAN 201	Spanish III	Students will be able to produce a cohesive composition about everyday life, experiences, plans and cultural aspects covered in class, demonstrating command of third-semester vocabulary and structures in Spanish.
			Understand every day spoken Spanish relating to daily activities at the intermediary level.
	SPAN 202	Spanish IV	Understand every day spoken Spanish relating to daily activities at an appropriate level for intermediate Spanish
			Upon successful completion of this course, students will be able to express original thought by responding to a cultural video or audio prompt.

		Upon successful completion of this course, students will be able to express original thoughts using multiple verb tenses relating to concepts and vocabulary from the course.☑
		Upon successful completion of this course, students will be able to present facts and opinions, or debate a cultural issue in response to a written prompt.
SPAN 211	Spanish for Heritage	Comprehend every day spoken Spanish relating to daily activities at the intermediary level.
		Students will be able to produce a cohesive composition about everyday life, experiences, plans, and cultural aspects covered in class, demonstrating command of first-semester vocabulary and structures in Spanish as a heritage language.
SPAN 212	Spanish for Heritage Speakers II	Understand every day spoken Spanish relating to daily activities at an appropriate level for intermediate Spanish
		Upon successful completion of this course, students will be able to express original thought by responding to a cultural video or audio prompt.
		Upon successful completion of this course, students will be able to express original thoughts using multiple verb tenses relating to concepts and vocabulary from the course.
		Upon successful completion of this course, students will be able to present facts and opinions, or debate a cultural issue in response to a written prompt.
SPAN 235	Intermediate Conversation and Writing	Produce an argumentative essay incorporating basic and abstract ideas, demonstrating a command of grammatical structures, vocabulary and idioms in Spanish at an high-intermediate level.
		Understand every day spoken Spanish relating to daily activities at an appropriate level for intermediate Spanish
Discipline (LL-READING) - READ	N READ 931	Developmental Reading Skills
		Students will demonstrate improved ability to recognize and decode unfamiliar vocabulary using a variety of phonetic and morphological techniques.
		Students will demonstrate the ability to read and respond to novels, articles, and/or short stories on an independent basis.
		Students will demonstrate the ability to recognize topic in expository reading material.
N READ	Intermediate Reading	Students will demonstrate improved reading comprehension.
		Students will demonstrate knowledge of techniques for improving decoding and memorization of technical vocabulary
N READ 949	Introduction to College Reading Skills	Students will demonstrate at least one year's growth in reading on pre/post standardized reading tests.
		Students will demonstrate their ability to comprehend literally in technical reading material.
N READ 950	Reading and Language Arts	Students will demonstrate at least one year's growth in reading as measured by pre/post standardized testing.

		Students will demonstrate their ability to predict a logical outcome based on information in a reading selection.
		Students will demonstrate their ability to write a paragraph that is clearly organized, logically developed, and coherent.
READ 50	READING IMPROVEMENT	Students will apply learning strategies to expand their vocabulary.
		Students will demonstrate at least one year's growth in comprehension as measure by pre/post standardized reading tests.
		Students will demonstrate at least one year's growth in vocabulary on pre/ post standardized reading tests.
		Students will demonstrate the ability to recognize and differentiate between topic and author's thesis in expository reading material.
		Students will demonstrate their ability to read at least 3 books on an independent basis during the semester.
		Students will identify the topic, main idea, and details in a reading.
READ 105	Academic Reading	Students will analyze, evaluate, and synthesize academic and nonacademic texts to develop their understanding of current social issues.
		Students will apply specific reading study strategies to diverse materials.
		Students will demonstrate their ability to comprehend diverse academic text types.
READ 110	Power Reading	Students will analyze, evaluate, and synthesize academic and nonacademic texts to develop their understanding of current social issues.
		Students will apply specific reading study strategies to diverse materials.
		Students will demonstrate at least one year's growth in comprehension on a standardized reading test.
		Students will demonstrate at least one year's growth in general vocabulary on a standardized reading test.
		Students will demonstrate their ability to comprehend diverse academic text types.
		Students will demonstrate their ability to read and analyze at least 4 books on an independent basis during the semester.
READ 120	Critical Reading	Analyze, criticize, and organize written arguments in order to advocate ideas related to contemporary social issues.
		Distinguish matters of fact from issues of judgment or opinion in a variety of written texts.
		Find, comprehend, evaluate, and use evidence to assess arguments and support students' own conclusions.
		Recognize and avoid deceptive techniques such as logical fallacies.

			Recognize and evaluate personal biases and those of others.
			Students will be able to read analytically and think critically at a high level and demonstrate the ability to transfer critical thinking skills to the interpretation and analysis of ideas encountered in academic reading.
			Students will demonstrate the ability to apply critical reading and thinking skills in the analysis, evaluation, and revision of arguments, opinions, and claims (including their own).
			Students will demonstrate their ability to collect, organize, and evaluate relevant evidence necessary to make decisions, solve problems and/or develop convincing, supported, and well-founded conclusions on issues of current relevance.
Noncredit Discipline (N READ) - NONCREDIT READING	N READ 931	Developmental Reading Skills	Students will demonstrate improved ability to recognize and decode unfamiliar vocabulary using a variety of phonetic and morphological techniques.
			Students will demonstrate the ability to read and respond to novels, articles, and/or short stories on an independent basis.
			Students will demonstrate the ability to recognize topic in expository reading material.
	N READ	Intermediate Reading	Students will demonstrate improved reading comprehension.
			Students will demonstrate knowledge of techniques for improving decoding and memorization of technical vocabulary
	N READ 949	Introduction to College Reading Skills	Students will demonstrate at least one year's growth in reading on pre/post standardized reading tests.
			Students will demonstrate their ability to comprehend literally in technical reading material.
	N READ 950	Reading and Language Arts	Students will demonstrate at least one year's growth in reading as measured by pre/post standardized testing.
			Students will demonstrate their ability to predict a logical outcome based on information in a reading selection.
			Students will demonstrate their ability to write a paragraph that is clearly organized, logically developed, and coherent.
Discipline (LL-SPCHASL) - ASL	ASL 100	American Sign Language I	Deliver a comprehensible, brief introductory personal narrative using first-semester ASL vocabulary and grammatical structures.
			Demonstrate comprehension of ASL by responding appropriately to basic questions and commands in ASL appropriate to first-semester students.
			Demonstrate mastery of non-manual markers for asking and responding to yes/no and open-ended questions in ASL.
			The student will demonstrate comprehensive mastery of content-specific commands, questions, statements in ASL, and conversation norms.

ASL 100L	American Sign Language I (Lab)	Deliver a comprehensible, brief introductory personal narrative using first-semester ASL vocabulary and grammatical structures.
		Demonstrate appropriate ASL non-manual markers to ask yes/no questions and open-ended questions.
		Participate in a basic introductory conversation in ASL with the instructor and/or a peer.
ASL 101	American Sign Language II	Deliver a comprehensible, brief narrative about everyday contexts, people, and/or activities using second-semester ASL vocabulary and grammatical structures.
		Demonstrate appropriate ASL communication norms and grammatical structures taught in ASL 2 while participating in a basic conversation about likes and dislikes in ASL with the instructor and/or a peer.☐
		Demonstrate appropriate ASL non-manual markers to ask yes/no questions and open-ended questions in a constructed dialogue.
		Discuss a current event or newsworthy item in ASL
ASL 101L	American Sign Language II (Lab)	Deliver a comprehensible, brief narrative about everyday contexts, people, and/or activities using second-semester ASL vocabulary and grammatical structures.
		Demonstrate appropriate ASL communication norms and grammatical structures taught in ASL 2 while participating in a basic conversation about likes and dislikes in ASL with the instructor and/or a peer.
		Demonstrate appropriate ASL non-manual markers to ask yes/no questions and open-ended questions in a constructed dialogue, for example, My mom asked me 'x'. I replied 'y.'
ASL 105	Fingerspelling	Comprehend fingerspelled words, numbers and lexical signs.
		Deliver a brief, personal narrative that includes fingerspelling, numbering systems, and lexicalized fingerspelling.
		When fingerspelling, students will mouth fingerspelled words phonetically, and not letter by letter.
ASL 110	Awareness of Deaf Culture	Examine and evaluate the varying cultural and language backgrounds of people in America who do not hear, and be able to identify those who constitute the Deaf cultural group.
		Identify culturally appropriate politeness approaches, such as the solidarity and deference politeness systems, in order to avoid cultural conflicts.
		Summarize the academic and extracurricular activities and opportunities for Deaf and hard of hearing students at four key academic institutions of higher learning.
ASL 115	Perspectives on Deafness	Demonstrate an understanding of how various perceptions about Deaf people impact the life experiences of members of the Deaf community.

		Students will be able to diagram the various languages and communication methods as described on the ASL-English Linguistic Continuum.
		Students will be able to identify culturally appropriate politeness approaches, such as the solidarity and deference politeness systems, in order to avoid cultural conflicts.
		Summarize the academic and extracurricular activities and opportunities for Deaf and hard of hearing students at four key academic institutions of higher learning.
ASL 205	American Sign Language III	Deliver a comprehensible, brief narrative about everyday life experiences starting with childhood, transitioning to the present, and incorporating future plans using third-semester ASL vocabulary and grammatical structures.
		Deliver an ASL narrative using grammatical structures learned in ASL I-III. Depiction in ASL will be emphasized. Appropriate grammatical structures could include: constructed dialogue, constructed action, and spatial agreement through pronominalization and eye gaze.
		Describe activities or events following appropriate discourse rules in American Sign Language.
		Using ASL, students will be able to describe activities or events and the frequencies in which they participate in routine and/or preferred activities.
ASL 205L	American Sign Language III (Lab)	Deliver a comprehensible, brief narrative about everyday life experiences starting with childhood, transitioning to the present, and incorporating future plans using third-semester ASL vocabulary and grammatical structures.
		Deliver an ASL narrative using grammatical structures learned in ASL I-III. Depiction in ASL will be emphasized. Appropriate grammatical structures could include: constructed dialogue, constructed action, and spatial agreement through pronominalization and eye gaze.
		Describe activities or events following appropriate discourse rules in American Sign Language.
ASL 206	American Sign Language IV	Deliver a formal presentation discussing two or more issues impacting the Deaf community transitioning from the past to the present, and concluding with a suggestion for future action using fourth-semester ASL vocabulary and grammatical structures.
		Students must demonstrate a well-rehearsed, clear narrative that includes use of space for pronominalization (self and others), and comparison and contrast.
		Students will demonstrate their ability to notate ASL in ASL gloss after received a signed message from the instructor.
ASL 206L	American Sign Language IV (Lab)	Comprehend ASL narratives appropriate to 4th semester students by providing summaries, identifying major points, and/or providing opinions about the narrative.
		Demonstrate use of space for pronominalization (self and others) and time transitions from past, to present, to future in a clearly understood presentation.

ASL 208	Interpreting as a	Assess interpreting situations and apply ethical decision making strategies.
		Demonstrate knowledge of business practices, professional standards, and ethics of interpreting.
ASL 210	Interpreting I	Create a professional biographical introduction video that is accessible to Deaf, DeafBlind, and non-signing people.
		Evaluate the effectiveness of ASL and English texts and/or translations using data-based qualitative analysis systems and software to identify discourse patterns.
		Students who successfully complete ASL 210 will be able to translate a brief ASL text appropriate to first-semester interpreting students that conveys the impact and maintains message equivalence. Translations will be delivered using appropriate English grammatical structures and vocabulary.
		Students who successfully complete ASL 210 will be able to translate a brief English text that conveys the impact and maintains message equivalence in ASL. Signed translations will demonstrate a command of ASL grammatical structures and vocabulary appropriate to first-semester interpreting students.
		Transcribe a signed excerpt that includes sign glosses, non-manual grammatical markers, pronominalization and spatial structuring, and classifiers such that an instructor could re-produce the signed text.
		Translate a brief ASL text appropriate to first-semester interpreting students that conveys the impact and maintains message equivalence using appropriate English grammatical structures and vocabulary.
		Translate a brief English text that conveys the impact and maintains message equivalence in ASL, demonstrating a command of ASL grammatical structures and vocabulary appropriate to first-semester interpreting students.
ASL 210L	Interpreting I Lab	Create a professional introduction video that is accessible to potential Deaf, DeafBlind, and non-signing consumers and/or employers.
		Evaluate the effectiveness of American Sign Language and/or English discourse using data-based qualitative analysis systems and/or software.
		Students who successfully complete ASL 210 will be able to translate a brief ASL text appropriate to first-semester interpreting students that conveys the impact and maintains message equivalence. Translations will be delivered using appropriate English grammatical structures and vocabulary.



		Students who successfully complete ASL 210 will be able to translate a brief English text appropriate to first-semester interpreting students that conveys the impact and maintains message equivalence. Translations will be delivered using appropriate ASL grammatical structures and vocabulary.
		Translate a brief ASL text appropriate to first-semester interpreting students that conveys the impact and maintains message equivalence. Translations will be delivered using appropriate English grammatical structures and vocabulary.
		Translate a brief English text appropriate to first-semester interpreting students that conveys the impact and maintains message equivalence. Translations will be delivered using appropriate ASL grammatical structures and vocabulary.
ASL 211	Interpreting II	Conduct self-assessments of a prepared and/or rehearsed ASL to English interpretation. Satisfactory analyses will address equivalence of meaning and grammatical accuracy of the rendered interpretation.
		Conduct self-assessments of a prepared and/or rehearsed English to ASL interpretation. Satisfactory analyses will address equivalence of meaning and grammatical accuracy of the rendered interpretation.
ASL 211L	Interpreting II Lab	Conduct self-assessments of a prepared and/or rehearsed ASL to English interpretation. Satisfactory analyses will address equivalence of meaning and grammatical accuracy of the rendered interpretation.
		Demonstrate competency of translating ASL to English with a focus on sentence completion.
		Demonstrate competency of translating English to ASL with a focus on sentence completion.
ASL 215	Interpreting III	Translate a source text (appropriate to the level of 3rd semester students) from sign language into written and/or spoken English.
		Translate a source text (appropriate to the level of 3rd semester students) from written and/or spoken English into sign language.
ASL 215L	Interpreting III Lab	Develop ASL skills by increasing understanding of ASL features, getting accustomed to a variety of signers, and becoming more aware of features of academic ASL.
		Translate an intermediate-level source text (appropriate to the level of 3rd semester students) from sign language into written and/or spoken English.
ASL 216	Interpreting IV	Translate an interpretation of a source text (appropriate to the level of 4th semester students) from sign language into written English.
		Translate an interpretation of a source text (appropriate to the level of 4th semester students) from written or spoken English into comprehensible sign language.

	ASL 216L	Interpreting IV Lab	Develop ASL skills by increasing understanding of ASL features, observing a broader range of linguistic style variations, and working to incorporate these ASL features into their own signing.
			Use lab resources such as video and computer technology to translate an advanced-intermediate-level source text (appropriate to the level of 4th semester students) from sign language into written and/or spoken English.
	ASL 220	Specialized Settings Of Intrepreting	Demonstrate knowledge of the ethical tenets required of interpreters in at least four different specialized settings (e.g. medical, mental health, education, business and government, social services, video relay, etc.).
			Demonstrate knowledge of the specialized set of skills, and knowledge required of interpreters in at least four different specialized settings (e.g. medical, mental health, education, business and government, social services, video relay, etc.).
			Students will demonstrate knowledge of the specialized set of skills, knowledge, and or ethical tenets required of interpreters in at least four different specialized settings (e.g. medical, mental health, education, business and government, social services, video relay, etc.).
	ASL 298	Fieldwork in Interpreting	Demonstrate the ability to interpret an unrehearsed narrative from sign language into spoken English and from spoken English into sign language.
			Demonstrate the ability to interpret an unrehearsed narrative from sign language into spoken English.
			Demonstrate the ability to interpret an unrehearsed narrative from spoken English into sign language.
Discipline (LL-SPCHASL) - SPCH	SPCH 100	Oral Communication	Demonstrate awareness of and sensitivity to culturally diverse audiences.
			Develop presentational skills that enhance self-confidence in various oral communication contexts.
			Develop proper speech writing skills with an emphasis on organization and style.
	SPCH 105	Beginning Argumentation and	Students should be able to apply the principles of persuasion to formulate arguments for and against specific debate propositions concerning significant social issues.
			Students should be able to critically analyze the strengths, weaknesses, and effectiveness of visual, textual, and performative arguments using the Toulmin model.

		Students should be able to manage nervousness and apply the principles of nonverbal communication to deliver effective persuasive presentations to diverse audiences.
SPCH 115	Interpersonal Communication	Analyze the role interpersonal communication plays in relation to the self-concept, perception, and emotional processes.
		Apply fundamental concepts of effective interpersonal communication to real life situations such as conflicts, self-disclosure, relational dynamics, intercultural encounters, etc.
SPCH 120	Human Communication	Analyze human communication processes from a number of scientific perspectives.
		Demonstrate the ability to apply knowledge of human communication to practical and research problems through writing and discussion.
		Develop enhanced sensitivity to and appreciation for individual and cultural variation in human communication
SPCH 125	Beginning Oral	Students should achieve greater self confidence in their presentational abilities.
		Students should acquire greater artistic sensibility regarding texts.
SPCH 131	Intercultural	Demonstrate basic intercultural communication strategies.
		Develop critical thinking skills for analyzing intercultural contexts.
		Understand the influence of culture on communication.
SPCH 145	Management of Speech Activities	Students will develop the ability to solve or trouble-shoot problems that are unique only to speech tournaments and/or speech forums.
		Students will be exposed to the process of planning a speech tournament or speech forum.
SPCH 150	Debate Research	Demonstrate knowledge of speech and/or debate preparation, process, and practice.
		Manage nervousness to perform in a public setting
SPCH 160	Practical Public Speaking	The student will develop advanced research and writing skills for speeches and/or arguments.
		The student will acquire the ability to critically evaluate the strengths and weaknesses of a speech and/or argument.
		The student will acquire the ability to deliver a speech and/or argument with confidence.
SPCH 170	SMALL GROUP	Investigate, analyze and integrate evidence and reasoning into group problem-solving.
		Use a theoretical framework to explain how to increase a group's productivity and cohesiveness.
SPCH 290	Competitive Intercollegiate Forensics	Students will compete in at least one forensics tournament.

			Students will recognize the descriptions, rules, and expectations of the various individual and debate events offered in forensics competition.
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MATH, SCIENCES, ENGINEERING			
Discipline (MSE-CHEMIST) - CHEM	CHEM 10	CHEMISTRY CALCULATIONS	Successful students will be able to analyze a chemistry problem and set up a reasonable approach to calculating the correct answer. This will involve dimensional analysis as well as significant figure calculations.
			Successful students will be able to perform unit conversions within the metric system.
			Successful students will be able to set up a unit conversion using dimensional analysis and express the answer with correct significant figures.
	CHEM 100	Fundamentals of Chemistry	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
			Successful students will be able to determine the appropriate equipment to measure physical properties.
			Successful students will be able to name general inorganic compounds.
			Successful students will be able to predict the products of combustion, precipitation and acid-base neutralization reactions.
			Successful students will be able to use dimensional analysis to solve stoichiometry problems.
			Successful students will be able to work with basic chemistry laboratory equipment safely and properly.
	CHEM 104	General Organic and Biochemistry	Successful students will be able to understand the basic energy cycles of life on the molecular level and be able to correlate structure and function.
			Successful students will be able to understand the basic principles of organic chemistry relating to simple structure and reactivity of hydrocarbons.
			Successful students will have a general understanding of the Periodic Table Of Elements and be cognizant of the simple periodicity of the chemical elements.
	CHEM 105	Fundamentals of Organic Chemistry	Successful students will be able to classify and evaluate basic organic chemical mechanisms and reactions.
			Successful students will be able to plan simple organic synthetic reactions and demonstrate these techniques in the laboratory.
	CHEM 110	General Chemistry	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.

		Successful students will be able to classify general inorganic compounds and molecules as ionic or covalent, then assign a name using the systematic nomenclature process.
		Successful students will be able to solve stoichiometric calculations for various reaction types and physical states.
CHEM 110L	General Chemistry Laboratory	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
		Successful students will be able to set up and execute general and intermediate chemical reactions in the lab using a chemical technique.
CHEM 115	General Chemistry	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
		Successful students will be able to calculate the pH of a weak acid solution using the appropriate $K_a$ value.
		Successful students will be able to calculate the potential of a voltaic cell using the Nernst equation.
		Successful students will be able to explain the general differences that exist between weak acids and bases versus strong acids and bases.
		Successful students will be able to set up an equilibrium problem and solve for equilibrium concentrations.
		Successful students will use experimental data to determine the rate law for a chemical reaction.
CHEM 115L	General Chemistry Laboratory	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
		Successful students will be able to calibrate a pH meter and use the meter to measure the pH of a solution.

		Successful students will be able to set up and execute general and intermediate chemical reactions in the lab using a chemical technique.	
		Successful students will demonstrate proper use of a spectrophotometer and use the results to calculate an equilibrium constant.	
		Successful students will demonstrate proper use of an auto-pipet.	
CHEM 205	Introductory Biochemistry	Successful students will be able to understand the basic energy cycles of life on the molecular level.	
		Successful students will be able to understand the basic principles of biochemistry relating to simple molecular structure and reactivity.	
CHEM 220	Organic Chemistry	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.	
		Successful students will be able to set up and execute general and intermediate organic chemical reactions in the lab using an organic chemical technique.	
CHEM 221	Organic Chemistry	Successful students will be able to successfully plan the synthesis, purification, and characterization of many common aliphatic and aromatic compounds from a theoretical perspective and then carry out the actual techniques in the laboratory.	
Discipline (MSE-DENTAL) - DA	DA 50	INTRO DENTAL SCIENCE/OCCUPATNS	Upon course completion, students will be able to communicate, using basic dental terminology and professional language.
			Upon course completion, students will understand the legal and ethical obligations of a Registered Dental Assistant.
	DA 57	DENTAL SCIENCES AND ANATOMY	Student will identify the main nerve branches innervating the oral cavity and teeth as well as anesthesia techniques, and use critical thinking to determine the correct anesthesia blocks to numb a given area.
			To identify and describe different oral lesions and conditions, as well as differentiate normal from abnormal tissues in different clinical cases presented.
	DA 60	DENTAL MATERIALS	Upon course completion students will be able to identify and describe applications for dental materials used in the laboratory portion of this class.
			Upon course completion students will be able to select appropriate dental materials for a set of "case based" scenarios that would occur in a dental office.

DA 65	DENTAL PRACTICE MANAGEMENT	Students will be able to function as an administrative assistant in the externship office (while enrolled in DA 90) using standard dental business practices
		Students will be able to generate patient records using dental software.
DA 70	DENTAL RADIOGRAPHY I	After gaining skills learned throughout this course, students will be able to demonstrate the ability to expose one full dental radiographic survey on a "human patient" at a "diagnostically acceptable" level.
		After gaining skills learned throughout this course, students will be able to demonstrate the ability to take three intraoral photos on DEXTER (one maxillary arch, smile, mandibular arch) at a "Clinically acceptable" level.
		After gaining skills learned throughout this course, students will be able to identify anatomical landmarks on several randomly selected human radiographic surveys.
DA 71	DENTAL RADIOGRAPHY II	After gaining skills learned throughout this course, the student will be able to demonstrate the ability to take vital signs, including blood pressure, respiration rates and temperature on three patients.
		After gaining skills learned throughout this course, the student will be able to demonstrate the ability to expose a full dental radiographic survey on a patient within forty minutes that is diagnostically acceptable.
DA 75	DENTAL OPERATIVE PROCEDURES	After gaining skills learned throughout this course, students will be able to produce a temporary restoration on typodont tooth #19 that is "clinically acceptable".
		Students who complete this course will be able to identify and use appropriate dental specialty armamentarium and materials.
DA 82	PREVENTIVE DENTISTRY I	After gaining skills learned throughout this course, students will be able to perform coronal polishing on one patient at a clinically acceptable level.
		After gaining skills learned throughout this course, students will be able to place pit and fissure sealants on a typodont at a clinically acceptable level.
DA 83	PREVENTIVE DENTISTRY II	After gaining skills learned throughout this course, students will be able to demonstrate the ability to perform coronal polishing on two patients at a clinically acceptable level within twenty minutes.
		After gaining skills learned throughout this course, students will be able to demonstrate the ability to place pit and fissure sealants on four live patients at a clinically acceptable" level. The final patient will be completed within 30 minutes
DA 85	ADVANCED DENTAL PROCEDURES	After completing a certain amount of laboratory practice hours, students will be able to design, mill, and characterize a CAD/CAM fabricated restoration.
		After completing a certain amount of laboratory practice hours, students will be able to identify the steps and materials necessary for assisting in CAD/CAM procedure.



		After gaining skills learned throughout this course, students will be able to produce a provisional crown on tooth number 8, and a sedative filling on tooth number 19 that are clinically acceptable in a timed "mock board".
		After gaining skills learned throughout this course, students will be able to produce impressions that are clinically acceptable.
		Successful students will be able to know and apply all the laws related to scope of practice for dental assisting, therefore students will always be working within the parameters of the law. In addition, successful students will know and apply the ethical principles of the dental assisting profession. Successful students will obtain a certificate of completion of the Dental Practice Act.
DA 90	CLINICAL ROTATION	Upon completion of this course students will have attained the experience and skills necessary to qualify for employment as a dental health care professional
		Upon completion of this course students will be able to apply dental assisting theory into practice.
Discipline (MSE-EARTH) - ASTR	ASTR 100	Principles of Astronomy Earth Seasons. Explain why the Earth experiences seasons. [Conceptual visualization skills]
		Phases of the Moon. Given any two of three variables (time of day, phase of Moon, position of the Moon in the sky) predict the missing variable. This will demonstrate knowledge of the concept of why the Moon shows phases and how its phase is related to where the Moon is in its orbit and where the observer is on Earth. [Critical thinking skills, conceptual visualization skills]
		The Hertzsprung-Russell Diagram. Interpret the measurable physical characteristics of a star (temperature, radius, luminosity, absolute magnitude, etc.) based on its position on the H-R diagram and determine where the Sun is located on the diagram. [Critical thinking skills, conceptual relationships]
	ASTR 105L	Introduction to Astronomy Laboratory Determine the Age of the Universe. Using a Hubble Diagram, students will demonstrate the proper skills to interpret a data set and create a graph to find the Hubble constant. Then using the appropriate methodology they will use the Hubble constant to determine the age of the Universe. [Critical thinking skills, laboratory data processing skills, conceptual visualization skills]
		Use Newton's Version of Kepler's Third Law to determine the mass of a body being orbited - Many of the concepts covered in the lab class (Mass of Jupiter, Black Holes, Mass of the Milky Way Galaxy) use this concept. It is one where the concept of gravity, orbiting bodies, mass and time are all integrated together into one very commonly used "tool" in astronomy. [Critical thinking skills, laboratory data processing skills, conceptual visualization skills]

	ASTR 120	Planets, Moons, and Comets	Given any of two of three given variables, predict by previous observations, deductive reasoning and cognitive processes one of the following: the position of the Moon in the sky, phase of the Moon or local time.
			Identify crater surface features and relative surface age on any object in the Solar System that has a solid crust. These features includes simple and complex craters, ejecta blanket regions, rays and the type of crater erosion.
	ASTR 210	Life in the Universe	Students will apply knowledge of the concept of a habitable zone along with given planetary characteristics to analyze the potential habitability of planets.
			Students will apply knowledge of the variables that are used in the Drake Equation in predicting the likelihood of intelligent life occurring elsewhere in the Universe.
Discipline (MSE-EARTH) - ES	ES 100	The Earth As a System: Case Studies of Change In Space and Time	Describe the dynamic processes involved in tectonic plate motions, including the characteristic processes and landforms associated with tectonic plate boundaries.
			Describe the frontal components, weather patterns, and general motions of a midlatitude cyclone.
			Describe the production of Earth's seasons as they relate to the tilt of the planet on its axis and the resulting distribution of solar energy across the Earth's surface.
	ES 100L	Earth Systems Laboratory	Students will be able to analyze and interpret data on natural hazards (earthquakes and volcanoes) and relate this data to plate tectonic processes. Seventy percent of the students are expected to perform with an accuracy of at least seventy percent.
			Students will be able to describe and classify essential minerals and rocks that compose the Earth's surface. Seventy percent of the students are expected to perform with an accuracy of at least seventy percent.
			Students will be able to describe and evaluate the nature of the solar system and the controls on factors that allow the presence of life on Earth. Seventy percent of the students are expected to perform with an accuracy of at least seventy percent.
			Students will be able to describe the cycling of water through Earth's systems and interpret data relative to water resources (surface water and groundwater). Seventy percent of the students are expected to perform with an accuracy of at least seventy percent.
			Students will investigate how different components of atmospheric change contribute to weather and climate and evaluate current weather data. Seventy percent of the students are expected to perform with an accuracy of at least seventy percent.
Discipline (MSE-EARTH) - GEOG	GEOG 100	Earth's Dynamic Environment: Introduction to Physical	Describe the development of mid-latitude cyclones and explain their role in bringing precipitation to the earth's mid-latitudes.

		Describe the role of plate tectonics in explaining the occurrence and distribution of such phenomena as mountain ranges, faulting and earthquakes, volcanoes, and ocean basins.
		Explain the basic concept of a biome and the geographic controls that determine their location on earth.
GEOG 100L	Earth's Dynamic Environment: Physical	Read and interpret basic information on a topographic map such as elevation, relative steepness of slopes, hills, valleys, ridges, and depressions.
		Read and interpret basic weather information from a surface analysis chart.
		Read and interpret landforms using geologic maps and aerial photography.
GEOG 103	World Regional Geography	Student should be able to identify and describe the key birth and death trends in the four stages of the demographic transition model.
		Students should be able to identify the eight essential changes in behaviors called upon by practitioners of sustainable development.
GEOG 105	People and the Environment:	Students should be able to assess the impacts of globalization on the exchange of cultural knowledge between peoples.
		Students should be able to define and give examples of renewable resources.
		Students should be able to identify the causes and impacts of gentrification.
		Students should demonstrate a clear understanding of the concept of carrying capacity, and its relations to environmental sustainability.
GEOG 110	Meteorology: Weather and Climate	Understand the basic process of cloud formation.
		Understand the solstices and equinoxes and how they affect the distribution of incoming solar radiation.
		Understand the weather conditions that result from high and low pressure systems.
GEOG 115	Natural Disasters and Environmental Hazards	Demonstrate understanding of the variables that impact earth's climate.
		Describe the role of plate tectonics in the formation of volcanoes and faults zones.
		Understand how to mitigate hazard/disaster potential through planning and changing behavioral responses to hazards/disasters.
GEOG 120	Digital Earth: Introduction to	Students should be able to defend when "projection on the fly" is appropriate and justify its role in data analysis.
		Students should be able to identify the three basic geometries of vector objects.
GEOG 125	California Geography	The successful student will be able to briefly describe the climatic and geologic processes operating in each of the 11 geomorphic provinces of California.

		The successful student will be able to describe the general weather patterns that affect California.
		The successful student will be able to list the major mineral resources of California.
		The successful student will be able to delineate on a blank map of California, the major climate zones and biomes of the state.
GEOG 132	Database Management and Data Acquisition	Students should be able to design attribute domains in their geodatabases.
		Students should be able to distinguish geographic coordinate systems from projected coordinate systems.
		Students should be able to distinguish interactive vectorization from batch vectorization, and explain when each method is appropriate.
GEOG 134	GIS Applications and	Students should be able to compose, modify, and implement scripts in GIS.
		Students should be able to list the 4 categories of GIS workflows and provide at least 2 examples for each category.
GEOG 136	Intermediate ArcGIS: GIS	Students should be able to define GIS overlay, and its importance in GIS analysis.
		Students should be able to justify the implementation of GIS workflows using modelbuilder.
GEOG 138	GIS Internship	Student should demonstrate the ability to follow directions and work with others.
		Students should be able to utilize or learn a variety of GIS-related technical tools.☒
GEOG 140	Introduction to Remote Sensing and Drone Data	Students should be able to list three common applications of data collected by satellite sensors.
		Students should be able to list three common applications of data collected by UAS sensors.
		Students should be able to relate wavelength to the frequency and energy content of electromagnetic waves.
GEOG 142	Environmental Applications of GIS	Students should be able to choose three GIS tools that are commonly used for environmental impact assessment.
		Students should be able to list two applications of GIS in environmental assessment.
GEOG 143	Introduction to Cartography and	Students should be able to defend the inclusion of particular map elements in a well designed map.
		Students should be able to list the four possible types of distortion produced during the map projection process.
GEOG 144	INTERNET MAPPING AND APPLICATION	Students should be able to explain the functions of the WebGIS Server.
		Students will be able to create feature services and map services.

	GEOG 150	Geographic Information Science and Spatial Reasoning	Student will describe the scientific method, including the formulation of a problem, the collection of data through observation and experiment, and the formulation and testing of a hypothesis.
			Students should be able to generate and interpret output from ordinary least squares regression.
	GEOG 158	Small Unmanned Aircraft Systems Procedures and	Differentiate between the airspace classes with an emphasis on controlled vs uncontrolled, shape, and aircraft allowed
			Interpret at METAR map from the Aviation Weather Center to determine if appropriate weather conditions exist for a sUAS flight
	GEOG 195	Regional Field Studies in Geography	Students should demonstrate an understanding of human's impact on the landscape.
			The successful student should be able to describe processes resulting in the development of distinct landforms.
Discipline (MSE-EARTH) - GEOL	GEOL 100	Physical Geology	Compare the creation of the different types of mountains, volcanoes and faults in terms of plate tectonics.
			Compare the different origins of igneous, sedimentary and metamorphic rocks.
			Describe the surficial geomorphic processes that operate on earth and the kinds of landforms they produce with an accuracy of at least 70%.
			Describe what happens during an earthquake in terms of motion and cause of damage.
			Explain several different types of geologic structures and the general forces that created each.
			Identify plutonic bodies and intrusions visually from a drawing or photograph.
	GEOL 100L	Geology Laboratory	Identify a fold or fault either in the field, a photograph or a schematic drawing.
			Identify common igneous, sedimentary and metamorphic rocks.
			Identify common rock- and ore-forming minerals from hand samples.
			Students should be able to explain the geomorphic processes that form the landscape from a photograph, schematic drawing, or field observations.
	GEOL 110	General Geology: National Parks and	Describe how the characteristic processes and rock types of major volcanic parks are related to their tectonic origin.
			Describe the role that changing climate has played in the development of modern desert landscapes of Southwestern parks.
			For any national park, the successful student should be able to briefly describe the tectonic processes that shaped the area.
			For any National Park, the successful student should be able to identify the major geomorphic processes that have shaped the landscape.

			For any national park, the successful student should be able to identify the general family of rocks in that park (igneous, sedimentary or metamorphic).
			Identify glacial landscape features associated with alpine and continental glacial processes.
			Identify the depositional environment represented by major rock formations in the Colorado Plateau
	GEOL 150	Dinosaurs and Earth History	Describe the general geologic history of the Colorado Plateau for the last 2 billion years from the origin of the Vishnu Schist to the uplift of the plateau.
			Draw a generalized geologic cross section from the Pacific Ocean to Colorado that includes major geologic structures, topographic features and important geologic formations.
			Interpret a simple phylogenetic tree of the two main orders of dinosaurs giving three families for each order.
	GEOL 150L	Dinosaurs and Earth History Laboratory	Describe the general geologic history of an area by analysis of a geologic map and its legend.
			With aid from a guide, students should be able to identify any common invertebrate fossil at the phylum level.
			With the aid of standard geologic references, the student should be able to correctly identify any common sedimentary rock.
Discipline (MSE-EARTH) - OCN	OCN 100	Oceanography Lecture	Compare and contrast the oceanic and atmospheric characteristics between El Niño and La Niña.
			Describe characteristic processes and landforms associated with tectonic plate boundaries.
			Describe the seasonal pattern of phytoplankton productivity for tropical, middle latitude, and polar oceans.
	OCN 100L	Oceanography	Human Impacts in Coastal Environments
			Interpret bathymetry and navigation information from a NOAA marine chart.
			Read a published tide chart to interpret current tidal condition; explain how Earth-Moon-Sun relationships influence the observed pattern.
Discipline (MSE-LIFE) - BIOL	BIOL 100	Introductory Biology: General Biology	Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment identifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.
			Students will be able to describe where new traits in a population come from and how these traits might become more or less common over time. Students will comprehend the terms natural selection, gene flow, genetic drift and mutation.

		Students will be able to explain how and where a person's genotype is obtained and describe how it is expressed. Students will be able to apply the terms gene, allele, heterozygous, homozygous, recessive, dominance, co-dominance and incomplete dominance to the expression of a genotype.
		Students will be able to understand genetics, natural selection, evolution, and ecological processes as they apply to the diversity of life and the relationship between structure and function.
		Students will be able to use their knowledge of cell structure, mitosis, meiosis, cellular respiration, photosynthesis, and protein synthesis to understand unity and diversity of organisms and the characteristics of life.
BIOL 101	General Biology (Lecture)	Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment identifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.
		Students will be able to explain how and where a person's genotype is obtained and describe how it is expressed. Students will be able to apply the terms gene, allele, heterozygous, homozygous, recessive, dominance, co-dominance and incomplete dominance to the expression of a genotype.
		Students will be able to understand genetics, natural selection, evolution, and ecological processes as they apply to the diversity of life and the relationship between structure and function.
		Students will be able to use their knowledge of cell structure, mitosis, meiosis, cellular respiration, photosynthesis, and protein synthesis to understand unity and diversity of organisms and the characteristics of life.
BIOL 101L	General Biology (Laboratory)	Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment identifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically. (Active )
		Students will be able to use their knowledge of mitosis & meiosis to understand unity and diversity of organisms and the characteristics of life. (Active )
		Students will understand natural selection and its relationship to evolution.

BIOL 102	Molecules and Cells	Students can describe the structure and function of cellular components and explain how these components interact within a living cell.
		Students can explain how a change in DNA base sequence can lead to a change in protein structure
		Students can explain the steps of the scientific method and apply these principles to experimental design and analysis of experimental results.
		Students shall demonstrate an understanding of atomic structure, subatomic particles, how to read chemical formulas, covalent bonds, ionic bonds, Hydrogen bonds, the role of electrons in chemical bonds, the role of electronegativity in chemical bonds, and the biologically significant properties of water.
		Students will be able to explain how and where a person's genotype is obtained and describe how it is expressed. Students will be able to apply the terms gene, allele, heterozygous, homozygous, recessive, dominance, co-dominance and incomplete dominance to the expression of a genotype.
BIOL 105	Biology with a Human Emphasis	Students will be able to explain basic principles of cell structure, cell division, cellular respiration, and protein synthesis in humans.
		Students will be able to explain the basic physiology of at least three human organ systems.
		Understand the scientific method and apply these principles to analysis of experimental results.
BIOL 106	Biology with a Human Emphasis (Lecture)	Students will be able to explain basic principles of cell structure, cell division, cellular respiration, and protein synthesis in humans.
		Students will be able to explain the basic physiology of at least three human organ systems.
		Students will understand the scientific method and can apply these principles to analysis of scientific information.
BIOL 110	Human Genetics	Identify the molecular etiology of genotypes and phenotypes
		Successful students will be able to demonstrate an understanding of gene and chromosome abnormalities in humans. Specifically, they will be able to demonstrate an understanding of the various types of gene mutations and chromosome aberrations (of number and structure) and how these affect the incidences of birth defects and genetic diseases in humans.
		Successful students will be able to demonstrate an understanding of how genetic and environmental factors may converge to create diversity in the human population.
		Understand how basic DNA manipulation can be applied to research, medicine, and other practical applications.



		Understand the relationship between DNA organization, gene expression, and genetic anomalies.
		Understand the relationship between genotype and phenotype and quantify probabilities of inheritance.
		Understand the relationship between transmittance genetics within populations and evolution.
BIOL 114	Ecosystem Biology (Lecture)	Students can explain the causes and effects of a trophic cascade in the Greater Yellowstone Ecosystem.
		Understand the scientific process (method) to include formulating an hypothesis; testing the hypothesis and experimental design; analysis of the hypothesis; and the importance of peer review.
BIOL 114L	Ecosystem Biology (Laboratory)	Students can describe major habitats found on land and in water and explain adaptations of organisms to the environment.
		Students can explain how human activities impact the environment.
		Understand how the scientific process is used to study the exemplar ecosystem.
BIOL 118	General Ecology	Students will be able to evaluate ecological data.
		Students will be able to evaluate human impacts on the flora and fauna of planet earth.
		Students will demonstrate an understanding of ecological relationships between organisms and their environment.
		Understand the basic principles of community ecology
		Understand the basic principles of ecosystem ecology
		Understand the basic principles of evolution, population ecology, community ecology, and ecosystem ecology.
		Understand the basic principles of the ecology and evolution of populations
BIOL 118L	General Ecology	Understand the basic principles of sampling and experimental design
		Understand the scientific method and apply these principles to analysis of experimental results.
BIOL 120	Animal Behavior	Students will be able to apply the scientific method to test specific hypotheses about the causes of animal behaviors
		Students will be able to demonstrate a working knowledge of animal behaviors and infer how they integrate with one another to help animals perform specialized functions.
		Students will be able to differentiate between proximate and ultimate causes of animal behavior.
		Students will demonstrate a strong understanding of how specific animal behaviors arise
		Students will demonstrate comprehension of the biological foundations of animal behavior

BIOL 125	General Botany	Apply knowledge of osmosis, diffusion and membrane transport to conduct and analyze laboratory experiments that explore molecular transport in plants.
		Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment identifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.
		Students will be able to construct a phylogenetic tree of plant phyla using important evolutionary milestones achieved by those groups and be able to describe the tissues, organs and organ systems used by plants to thrive in a variety of habitats.
		Students will be able to explain how energy is captured by plants through photosynthesis and how that energy is harvested at the cellular level through cellular respiration.
BIOL 126	General Botany Lecture	Demonstrate an understanding of biological evolution by (1) classifying organisms according to their evolutionary relationship, (2) contrasting the evolutionary histories of major plant lineages, and/or (3) comparing the life cycles of algae, fung, bryophytes and vascular plants.
		Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment indentifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.
		Students will be able to construct a phylogenetic tree of plant phyla using important evolutionary milestones achieved by those groups and be able to describe the tissues, organs and organ systems used by plants to thrive in a variety of habitats.
		Students will be able to explain how energy is captured by plants through photosynthesis and how that energy is harvested at the cellular level through cellular respiration.
BIOL 126L	General Botany Laboratory	Apply knowledge of osmosis, diffusion and membrane transport to conduct and analyze laboratory experiments that explore molecular transport in plants.
		Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment indentifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.

BIOL 130	Marine Biology	Students will be able to analyze the ecological interactions within a marine ecosystem by identifying the physical characteristics of the environment and the adaptations required by species to succeed there. Additionally students will be able to explain the flow of energy through the community and resource limitations creating competition there.
		Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment identifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.
		Students will be able to explain the origin of ocean water movements and their influence upon marine organisms. Students will master the use of the terms gyre, tide, water density, Coriolis effect, salinity and surface current.
BIOL 131	Marine Biology (Lecture)	Students will be able to analyze the ecological interactions within a marine ecosystem by identifying the physical characteristics of the environment and the adaptations required by species to succeed there. Additionally students will be able to explain the flow of energy through the community and resource limitations creating competition there.
		Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment indentifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.
		Students will be able to explain the origin of ocean water movements and their influence upon marine organisms. Students will master the use of the terms gyre, tide, water density, Coriolis effect, salinity and surface current.
BIOL 131L	Marine Biology (Laboratory)	Students will be able to analyze the ecological interactions within a marine ecosystem by identifying the physical characteristics of the environment and the adaptations required by species to succeed there. Additionally students will be able to explain the flow of energy through the community and resource limitations creating competition there.
		Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment indentifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.
BIOL 135	Biology of Marine Mammals	After completion of this course, students will demonstrate conceptual understanding of natural selection, evolution, and fitness.

		Apply fundamental ecological principles (such as population structure, food webs, life histories, interactions, and resource allocation) to critically evaluate conservation plans for selected marine mammals.
BIOL 140	General Zoology	Describe the general concepts of zoological ecology including types of ecosystems, energy flow, and ecosystem dynamics. Appraise the utility of this knowledge for ecosystem management and mitigation of ecological problems.
		Evaluate and explain various methods used to classify animals. Compare and contrast evolutionary relationships, life cycles, anatomy, physiology, and behavior of animal groups.
		Examine the body organization and describe the adaptations of the major animal groups studied. Catalog, compare and contrast the body features present in each of these animal groups.
		Explain and evaluate the evolutionary history responsible for producing the characteristics and advances exhibited by each major animal phylum.
		Explain the scientific process (method) and use this approach to investigate natural phenomena. Propose a hypothesis and describe correct experimental design to test the hypothesis. Understand the importance of peer review as it relates to the scientific method.
BIOL 141	General Zoology (Lecture)	Describe the general concepts of zoological ecology including types of ecosystems, energy flow, and ecosystem dynamics. Appraise the utility of this knowledge for ecosystem management and mitigation of ecological problems.
		Evaluate and explain various methods used to classify animals. Compare and contrast evolutionary relationships, life cycles, anatomy, physiology, and behavior of animal groups.
		Examine the body organization and describe the adaptations of the major animal groups studied. Catalog, compare and contrast the body features present in each of these animal groups.
		Explain and evaluate the evolutionary history responsible for producing the characteristics and advances exhibited by each major animal phylum.
		Explain the scientific process (method) and use this approach to investigate natural phenomena. Propose a hypothesis and describe correct experimental design to test the hypothesis. Understand the importance of peer review as it relates to the scientific method.
BIOL 141L	General Zoology (Laboratory)	Compare and contrast the body organization and adaptations of each major animal groups studied.
		Explain and evaluate major biological contributions and advances shown by each major animal phylum.

		Understand animal systematics to include evolutionary relationships, classification, life cycles, anatomy, physiology, behavior, and other characteristics of exemplar groups.
BIOL 145	Introduction to Anatomy and Physiology	Basic organization of histology, specifically similarities between tissue level organization of various organ systems
		Comprehension of homeostatic relationships and regulation within and amongst the major organ systems
		Detailed comprehension of the gross anatomy of the organ systems
		Proper application of directional and regional terminology to describe anatomical features
		Relationship between structure(s) and function of the eleven organ systems
BIOL 145L	Introduction to Anatomy and Physiology	Detailed comprehension of the gross anatomy of the organ systems
		Proper application of directional and regional terminology to describe anatomical features
		Proper interpretation of physiological assessments
		Recognition of basic histology samples
BIOL 200	Foundations of Biology I	Students will be able to apply the scientific method to a research question. They will be able to synthesize a basic experiment indentifying the independent, dependent and outside variables of the experiment as well as describe the experimental group and control group. Students will be able to apply this knowledge and be able to evaluate information obtained scientifically.
		Successful students will be able to describe biological evolution and the roles the environment, mutations, natural selection, genetic drift and gene flow play in the genetic changes that occur within natural populations.
BIOL 201	Foundations of Biology II	Demonstrate understanding of the diversity of life to include evolutionary relationships, life cycles, classification, and other characteristics of exemplar groups from the three Domains of life.
		Understand general concepts of ecology to include types of ecosystems, energy flow, ecosystem dynamics, population dynamics and human impacts on the biosphere, and global concerns.
		Understand the anatomy and physiology of the mammalian organ systems.
		Understand the scientific process (method) to include formulating an hypothesis; testing the hypothesis and experimental design; analysis of the hypothesis; and the importance of peer review.
BIOL 210	Anatomy	Basic organization of histology, specifically similarities between tissue level organization of various organ systems.

			Comprehension of the evolutionary significance of anatomical differences between components of various organ systems.
			Detailed comprehension of the gross anatomy of the organ systems.
			Proper application of directional and regional terminology to describe anatomical features.
			Relationship between structure(s) and function of the eleven organ systems.
	BIOL 211	Physiology	Students will be able to communicate scientific information, including methodology, results, and conclusions clearly and appropriately
			Students will demonstrate an understanding of the interactions between various body systems in maintaining homeostasis
			Students will demonstrate thorough knowledge of the functioning of multiple organ systems in performing body functions, with special attention paid to the maintenance of homeostasis. Areas to be covered include (per the course outline of record): Nervous system Endocrine system Reproductive system Muscular system Cardiovascular system Respiratory system Urinary system Digestive system Integumentary system
			Students will demonstrate understanding of the principles of experimental design and analysis, including the nature of hypotheses, independent, dependent, and control variables, experimental design, and analysis including basic hypothesis testing.
Discipline (MSE-LIFE) - MICR	MICR 200	FUNDAMENTALS OF MICROBIOLOGY	Students will be able to apply the scientific method to a research question by developing a testable hypothesis, designing and conducting appropriate (microbiology-related) experiments, and critically analyzing laboratory results. Students will be able to convey a thorough understanding of the experiment and its significance to microbiology and the health profession through a standard method of dissemination (i.e. oral presentation, written article, poster presentation).
			Students will demonstrate a practical knowledge of techniques routinely used in controlling, culturing, isolating, and characterizing bacteria.

			Students will demonstrate knowledge and comprehension of general microbiology principles, including cell structure, genetics, metabolism, diversity, epidemiology, pathology of infectious diseases, and immunology.
Discipline (MSE-MATHDEPT) - MATH	MATH 55	GEOMETRY	Students will be able to prove when triangles are congruent.
			Successful students will be able to prove that two lines are parallel.
	MATH 56	BEGINNING/INTERMEDIATE ALGEBRA	Students will graph linear, quadratic, exponential, and logarithmic functions.
			Students will solve algebraic equations.
	MATH 60	INTERMEDIATE ALGEBRA	Students will graph linear, quadratic, and exponential functions.
			Students will solve a basic radical equation.
			Students will solve basic quadratic equations using the quadratic formula.
	MATH 1	Just-In-Time Support for Exploring Mathematics	Apply mathematical principles and techniques to solve problems in areas such as ancient systems of numeration, set theory and number theory.
			Demonstrate knowledge of affective domain and study skills.
			Use critical thinking to arrive and conclusions from Venn diagrams, syllogistic forms and truth tables.
	MATH 100	Exploring Mathematics	Apply mathematical principles and techniques to solve problems in areas such as ancient systems of numeration, set theory, and number theory
			Use critical thinking to arrive at conclusions from Venn Diagrams, syllogistic forms, and truth tables.
			Relate a knowledge of the people, and uses of mathematics throughout history of mathematics.
	MATH 101	Quantitative Reasoning	Interpret slope as a rate of change.
			Use exponential growth and decay models to make predictions.
	MATH 105	Concepts of Elementary Mathematics I	Students can demonstrate several ways of thinking about addition and subtraction.
			Students can use base ten blocks to understand and explain the concepts of addition and subtraction at the elementary school curriculum level.
			Students will demonstrate an understanding of place value by counting in bases other than base ten.
	MATH 106	Concepts of Elementary Mathematics II	Students can use mathematical principles to show when triangles are similar or congruent.
			Students will be able to demonstrate an understanding of the difference between area and perimeter.

MATH 11	Just-in-Time Support for College Algebra	Analyze and solve a precalculus level problem using analytic methods.
		Demonstrate knowledge of affective domain and study skills.
		Sketch the graph of a precalculus level problem using skills beyond plotting a table of points.
MATH 110	College Algebra	Students will be able to analyze and solve a precalculus-level problem using analytic methods.
		Students will be able to sketch the graph of a precalculus-level problem using skills beyond plotting a table of points
MATH 115	Trigonometry	Analytically evaluate the six trigonometric functions of angles of measures that are multiples of 30 degrees and 45 degrees.
		Be able to solve equations involving trigonometric functions.
		Use basic identities to verify trigonometric identities or to simplify trigonometric expressions.
		Use trigonometric functions to solve application problems involving unknown sides of right triangles.
MATH 120	Elementary Statistics	Compute appropriate descriptive statistics.
		Choose and apply inferential analyses in order to draw conclusions about a population.
		Students will be able to construct and interpret graphs such as bar charts, histograms and box plots.
MATH 126	STEM Precalculus I - College Algebra	Students will be able solve multi-step precalculus level problems in a variety of contexts related to science, technology, engineering, and mathematics.
		Students will be able use multiple representations of functions to interpret and describe how two quantities change together.
MATH 127	STEM Precalculus II - Trigonometry and	Students will be able to create sinusoidal models and interpret the period, amplitude, vertical shift and phase shift in the context of STEM applications.
		Students will be able to solve trigonometric equations.
		Students will be able to use multiple representations of functions to interpret and describe how two quantities change together.
MATH 13	Just-In-Time Support for Calculus for Business and the Social Sciences	Demonstrate knowledge of affective domain and study skills.



		Recognize, apply, and interpret multiple representations (graphic, symbolic, numerical/data, verbal/applied) of integration and its applications.
		Recognize, apply, and interpret multiple representations (graphic, symbolic, numerical/data, verbal/applied) of the derivative and its applications.
MATH 130	Calculus for Business and the Social Sciences	Students will recognize, apply, and interpret multiple representations (graphic, symbolic, numerical/data, verbal/applied) of integration and its applications.
		Students will recognize, apply, and interpret multiple representations (graphic, symbolic, numerical/data, verbal/applied) of the derivative and its applications.
MATH 135	Precalculus Mathematics	Demonstrate proficiency in the graphing of functions at the precalculus level.
		Solve equations involving algebraic and transcendental functions at the precalculus level.
MATH 14	Quantitative Reasoning	Demonstrate knowledge of affective domain and study skills.
		Interpret slope as rate of change.
		Use exponential growth and decay models to make predictions.
MATH 140	Calculus with Analytic Geometry, First Course	Evaluate limits analytically.
		Find the antiderivative of a function using basic integration rules.
		Find the derivative of a function using rules of derivatives.
		Use calculus to solve optimization problem
MATH 141	Calculus with Analytic Geometry, Second	Demonstrate proficiency in evaluating integrals using various techniques of integration.
		Demonstrate proficiency in the computing of areas between curves, volumes of solids, lengths of curves etc.
		Determine if an infinite series converges or diverges by applying the correct convergence test.
MATH 20	Support Course for Introductory Statistics	Choose and apply inferential analyses in order to draw conclusions about a population.
		Compute appropriate descriptive statistics.
		Construct and interpret graphs such as bar charts, histograms and box plots.
		Demonstrate knowledge of affective domain and study skills.
MATH 200	Introduction to Linear Algebra	Demonstrate understanding of the theoretical foundations of linear algebra, such as vector spaces, inner product spaces, the eigenvalue problem. May include applications from math, science, or engineering.
		Solve a linear system using appropriate methods and interpret the results.
MATH 205	Calculus with Analytic Geometry, Third Course	Perform calculus on vector valued functions.

		Perform vector operations using geometry in space.
		Perform calculus on multivariable functions.
MATH 206	Calculus with Differential Equations	Apply knowledge to set up and solve differential equations using appropriate techniques including constructing solutions using series, matrices and La Place transforms for applications in science and engineering.
		Demonstrate the knowledge to correctly classify the type of a given differential equation and apply appropriate analytical techniques to find solutions.
MATH 245	Discrete Mathematics	Identify if a relation is an equivalence relation
		Linear Recurrence Relations
		Prove a statement using one of the basic methods of proof or disprove it using a counter example.
		Use a standard algorithm to find a minimal spanning tree for a given graph.
MATH 53	Prealgebra/Beginning	Perform operations with variable and unknown quantities.
		Students will be able to solve linear equations.
MATH 54	Algebra for Statistics	Students will be able to find the mean, median and mode of a data set.
		Students will be able to write a linear model of a real world situation.
MATH 6	Just-In-Time Support for Beginning/Intermediate	Demonstrate knowledge of affective domain and study skills.
		Graph linear, quadratic, exponential, and logarithmic functions.
		Solve algebraic equations.
MATH 75	STEM Prep Math I	Students will be able to analyze and solve a precalculus-level problem using analytic methods.
		Students will be able to sketch the graph of a precalculus-level problem using skills beyond plotting a table of points.
Discipline (MSE-NURSED) - NURS	NURS 103	Nursing Foundation I
		Demonstrates the ability to complete a patient assessment using appropriate communication skills and functional health patterns.
		Utilizes critical thinking and the nursing process to develop a plan of care for a patient.
		Verbalizes an understanding of basic nursing concepts including legal and ethical issues, multicultural concepts, the development and physiological changes in the middle and older adult, and professional standards.
	NURS 110	LVN-RN Transition
		Demonstrates critical thinking, evidence based interventions, and nursing process when developing a complete patient assessment and an appropriate patient plan of care.

		Explains professionalism and the scope of practice for registered nurses.
		Identifies techniques that can be utilized when caring for culturally diverse clients across the life span.
		Verbalizes the rationale for basic nursing skills and demonstrates their safe performance.
NURS 117	Nursing I	Demonstrates critical thinking, evidence based practice, and nursing process while applying medical-surgical theoretical concepts to nursing practice for the adult client.
		Displays professional responsibility and accountability when working with staff and clients in health care settings.
		Identify professional standards of nursing practice ☐
		Identify strategies in nursing care that minimizes risk or harm to patients with unexpected or predictable outcomes
		Provides safe, effective care to clients of diverse cultural backgrounds and lifestyles.
		Serves as a client advocate and effectively communicate with the client, the family, and members of the health care team.
		Utilize effective communication techniques with patients with expected or predictable outcomes and support persons
NURS 118	Nursing II	Demonstrates critical thinking, evidence based practice, and nursing process while applying theoretical concepts to pediatric, maternal, and medical-surgical clients.
		Demonstrates professional responsibility and accountability when working with staff and clients in health care settings.
		Provides prioritized safe, effective care to culturally diverse clients across the life span while promoting family centered care.
		Serves as a client advocate and teacher using appropriate interventions and effective communications with the client, the family, and members of the health care team.
NURS 120	Pharmacology For Nurses I	Applies the principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice.
		Utilizes critical thinking to apply pharmacological principles and understanding to the nursing process.
NURS 121	Pharmacology for Nurses II	The student will apply the principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice

		Utilizes critical thinking to apply pharmacological principles and understanding to the nursing process.
NURS 140	Adult Health Assessment	Demonstrates the ability to complete a patient assessment using appropriate communication skills and functional health patterns
		Utilizes critical thinking to apply health assessment findings to the nursing process.
NURS 203	Nursing Foundation II	Analytically describes how managerial concepts impact health care.
		Demonstrates how various informatics are utilized in healthcare.
		Utilizes critical thinking to explain how health care and clinical decision making require a holistic view of the patient.
		Verbalizes a comprehensive understanding of how education impacts nurses and health care.
NURS 217	Nursing III	Displays professional responsibility and accountability when working with staff and clients in health care settings.
		Provides prioritized, safe, effective care with appropriate resource utilization to culturally diverse clients.
		Serves as a client advocate, role model, and teacher using effective communications while applying legal & ethical principles.
		Uses critical thinking, evidence based practice, and nursing process when applying theoretical concepts to clients of all ages in medical-surgical, geriatric, and psychiatric settings.
NURS 218	Nursing IV	Displays professional responsibility and accountability when working with staff and clients in health care settings.
		Provides prioritized, safe, effective care with appropriate resource utilization to culturally diverse clients.
		Serves as a client advocate, role model, and teacher using effective communications while applying legal & ethical principles.
		Uses critical thinking, evidence based practice, and nursing process when applying theoretical concepts to multiple clients in various medical-surgical settings.
Discipline (MSE-PHYSENGR) - ENGR	ENGR 100	Introduction to Engineering
		Successful students will generate a professional journal while completing the course. The journal will follow the engineering standard format, and will require entries during every scheduled class meeting.
		Successful students will write a research paper on a major accomplishment or disaster as a consequence of engineering in their selected major.

ENGR 126	Introduction to Electrical and Computer	Successful students will be able to construct an electronics circuit on a breadboard. Students will be asked to construct a working H-bridge circuit on a breadboard.
		Successful students will be able to design an electronics circuit. Students will be asked to design an H-bridge circuit using readily available components.
		Successful students will combine circuits. Students will be asked to combine the H-bridge circuit into the existing robotics project.
ENGR 210	Electrical Network Analysis	Successful students will be able to set up an experiment of an LCR circuit and will be able to collect accurate and necessary data to show understanding of electrical components, electrical circuits, and behavior of electrical components used in DC and AC circuits.
		Successful students will be able to set up an experiment of an OPAMP model for networks and will be able to collect accurate and necessary data to show understanding of electrical components, electrical circuits, and behavior of electrical components.
ENGR 210L	Electrical Network Analysis Lab	Successful students will be able to set up an experiment of an LCR circuit and will be able to collect accurate and necessary data to show understanding of electrical components, electrical circuits, and behavior of electrical components used in DC and AC circuits.
		Successful students will be able to set up an experiment of an OPAMP model for networks and will be able to collect accurate and necessary data to show understanding of electrical components, electrical circuits, and behavior of electrical components.
ENGR 235	Engineering Mechanics -	Analyze and solve particles and rigid bodies using kinetics and work/energy principle.
		Derive and apply expressions or equations from the mechanical free-body diagrams in order to solve engineering problems.
		Solve a vector mechanics problem and generate a Shear-Moment diagram.
ENGR 236	Engineering Mechanics - Dynamics	Conservation of angular momentum. Students will be asked to calculate angular velocities of objects before and after collision. Furthermore, they will be asked to present Conservation of Angular Momentum of the system with respect to the origin chosen.
		Work-Energy relations. Students will be asked to calculate % mechanical energy lost during the collision.
ENGR 245	Properties of Materials	Successful students will be able to construct and analyze a BCC, FCC, and HCP atom structure, and calculate 1D ? 3D dimensions within the structures.
		Successful students will be able to experimentally gather data required to generate a stress-strain diagram. Students will be able to identify and analyze all significant properties indicated by the diagram.
Discipline (MSE-PHYSENGR) - PHYS	PHYS 101	Introduction to Physics Analyze a physics experiment and identify independent, dependent and outside variables relevant to the situation.

		Analyze and solve selected physics problems using physical principals, reasoning, and simple analytic techniques.
PHYS 102	Introduction to Physics (Lecture)	Analyze a physics experiment and identify independent, dependent and outside variables relevant to the situation.
		Analyze and solve selected physics problems using physical principals, reasoning, and simple analytic techniques.
PHYS 120	General Physics	Apply this knowledge described in SLO 1 and be able to evaluate information obtained scientifically
		Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
		Understanding physical concepts covered in this course
PHYS 121	General Physics	Apply this knowledge described in SLO 1 and be able to evaluate information obtained scientifically.
		Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
		Understanding physical concepts covered in this course
PHYS 200	Fundamentals of Physics	Demonstrate understanding of the Work-Energy Theorem and Energy Conservation. Be able to determine the energy content in a spring after it is used to launch a cart with measured speed increase.
		Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
		Understanding physical concepts covered in this course
PHYS 201	Fundamentals of Physics	Demonstrate the ability do design and troubleshoot a simple electric circuit including a "hallway switch."
		Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
		Understanding physical concepts covered in this course
PHYS 230	Principles of Physics	Conservation of angular momentum. Students will be asked to calculate angular velocities of objects before and after collision. Furthermore, they will be asked to present Conservation of Angular Momentum of the system with respect to the origin chosen.
		Conservation of linear momentum. Students will be asked to calculate linear velocities of objects before and after collision. Furthermore, they will be asked to present Conservation of Linear Momentum of the system in both X and Y directions.

		Work-Energy relations. Students will be asked to calculate % mechanical energy lost during the collision.
PHYS 231	Principles of Physics	Electrical Circuits. Students will be asked to build different electrical circuits following the given electrical circuit diagrams.
		Behavior of Electrical components used in DC and AC circuits. Students will be asked to calculate and show impedances and phasor angles using four independent methods for each of two different LCR circuits settings.
		Electrical Components. Students will be asked to identify each electrical component and its function in electrical circuits under different types of electric current
PHYS 232	Principles of Physics	Apply this knowledge described in SLO 1 and be able to evaluate information obtained scientifically.
		Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
		Understanding physical concepts covered in this course

**SOCIAL AND BEHAVIORAL SCIENCES**

Discipline (SBS-AMINDIAN) - AMERICAN INDIAN STUDIES	AIS 100	Introduction to American Indian Studies	A student will be able to analyze information and demonstrate knowledge of an American Indian culture in case study format.
			A student will be able to demonstrate awareness of the significance of American Indian diversity in a global setting through classroom participation.
			A student will be able to identify examples of American Indian traditional knowledge applied to current socio-geopolitical issues.
			A student will be able to identify the location of the major North American geographically-determined culture regions and distinguish the ecosystems present within these regions respective to traditional American Indian culture adaptations.
			A student will be able to research and construct papers and/or presentations reflecting multidisciplinary sources and orientation.
	AIS 101	The American Indian Frontier From	A student will be able to discuss how major turning points in the history of the United States affected Native Americans.
			A student will be able to examine the impact of treaties, Indian Removal, Self-Determination, and wars, in the history of the United States, which affect Native Americans by applying skills learned in analyzing primary and secondary sources.
			Recognition of primary and secondary sources
	AIS 102	The American Indian and the U.S. Political System	A student will be able to understand the unique nation-to-nation relationship between American and tribal governments through analysis of treaties, Congressional acts, and case law.
			Successful students, through a tribal government case study, will examine the principles of sovereignty as practiced by tribes that distinguish their form of governance from the states and the federal government.
	AIS 104	The Music of Native America	Students will apply and present a general knowledge of the musical characteristics for various Native cultures both historical and present.
			Students will evaluate basic differences in Native American music.
	AIS 105	History of Native	General artistic historical and contemporary aspects of different Native cultures.
			Students will gain a positive image of Native American art.
	AIS 107A	Elementary Luiseno IA	Students will learn the basics of Lusieno grammar.
			Students will understand the relationships of the Luiseño language to other Uto-Aztecan languages and to indigenous languages in other languages.
	AIS 107B	Elementary Luiseno IB	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Luiseño language, emphasizing culturally relevant terminology.
			Students will learn the basics mechanics of Lusieno grammar.



AIS 108A	Elementary Luiseno IIA	Students will continue to demonstrate a growing knowledge of the mechanics of Lusieno grammar.
		Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Luiseño language, emphasizing culturally relevant terminology
		Students will produce a brief narrative , in Uto-Aztecan, to describe tribal/indigenous belief systems and values, demonstrating correct word order and grammatical structures, and recognizing and using proper syntax.
AIS 108B	Elementary Luiseno IIB	Students will demonstrate increased proficiency in expressing basic concepts both orally and in writing.
		Students will continue to demonstrate a growing knowledge of the mechanics of Lusieno grammar.
AIS 110	History of the Plains Indian	Students will demonstrate the ability to scrutinize ethnographic and historical data collecting methods and recognize the inherant bias based on personnal, cultural and political differences.
		Students will be able identify how cultural traits apply to different environmental adaptive contexts for Plains Indian cultures and non-Indian cultures.
		Students will be able to identify and analyze the sources of cultural change in terms of subsistence, social structures, warfare and beliefs relative to rapid changes in the Plains. Students will also evaluate the relative success and effect of changes.
AIS 115	A History of Southwest Indians	Students will be able to compare and contrast the diversity of various Southwestern American Indian cultures.
		Students will be able to compare and contrast the responses of Southwest Indians to occupations by Spain, Mexico, and the United States, and its impact - both marginal and significant - on world views, socioeconomic classes, gender roles, and art expressions.
AIS 125	American Indians Today	Compare the stereotypes about Native American peoples and explain how these stereotypes were created and why they are sustained in modern society
		Describe the historical experiences and contemporary issues in media, society and government in North America from the perspective of American Indian peoples.
		Exam the historical, cultural, and political diversity and significance in Native oral traditions and written literatures.
AIS 130	Prehistoric Cultures of North America	Students will be able to access cultural adaptive strategies and their relative success or failure in short and long term scenarios.
		Students will be able to analyze common and/or divergent viewpoints held by Native Americans and archaeologists relative to cultural knowledge about the environment and the human role globally.

		Students will be able to evaluate Native American viewpoints of their own cultural heritage as applied to cultural resource management (CRM) and environmental law (NAGPRAS and NEPA).
		Students will be able to identify and contrast Native American cultural strategies used to adapt to changing geographic landscapes on the North American continent over the last 15,000 years and to access those strategies using current environmental criteria.
AIS 135	California Indian Arts	Students will be able to analyze historical data to demonstrate the effect of colonization and subsequent attempts to decolonize traditional California Indian art forms.
		Students will be able to identify contemporary California Indian artists and their work and analyze the relative traditional influences in contrast to the modern influences.
		Students will be able to identify specific traditional California Indian artistic regions by media and style; as reflected by environmental impact on function, spiritual concerns and aesthetics.
AIS 140	The Original Californians	Students will be able to analyze the relationship between environment and culture with the sub regions and diverse California traditional cultures based on Heizer's subsistence model as foundation for environmental strategies.
		Students will be able to identify and analyze contemporary strategies employed by California Indians to achieve sovereignty and revival of cultural traditions.
		Students will be able to recognize the value of a culturally relativistic approach to the comparison of diverse California Indian cultures to European cultures as reflected in Hispanic and Anglo conquest and colonization experiences resulting in lingering bias today.
AIS 145	American Indian Literature	Recognize and analyze discrepancies in Native American literature written by Native Americans from literature written about Native Americans.
		Students will apply the concept of culture as knowledge in assessing the evolution of American Indian literature from oral tradition to the contemporary genre.
AIS 146	American Indian Theatre, Dance and Music	Examine the socio-political contexts, which have affected American Indian performers.
		Interrogate Euro-American popular culture affects upon American Indian theatre, dance, and music.
		Recognize the positive aspects of American Indian performers within the areas of theatre, dance and music.

AIS 150	American Indian Philosophy and Religion	Students will be able to analyze basic concepts and beliefs from mythology that form a core part of a tribe's cultural norms and values.
		Students will be able to compare/contrast the core characteristics of traditions, beliefs, and rituals of major christian/non-christian traditions, with those of native American traditions, in at least two major cultural regions.
AIS 151	Elementary Cupeno IA	Students will increase their knowledge of the phonology, morphology, syntax and grammar of Cupeno, with an emphasis on culturally relevant terminology.
		Students will understand the relationships of the Cupeno language to other Uto-Aztecan languages and to indigenous languages in other languages
AIS 165	Native Women in the Americas	Critically discuss specific differing tribal cultural approaches to Native women's health - or environmental, political, and community related - issues in a contemporary framework.
		Understand and appreciate the roles of American Indian Women in history, culture, and politics and in the development of tribal world views that relate to modern life and contemporary issues of concern for American Indian Women.
AIS 166A	Elementary Cahuilla IA	Students will learn the basics of the Cahuilla language.
		Students will understand the relationships of the Cahuilla language to other Uto-Aztecan languages and to indigenous languages in other languages
AIS 166B	Elementary Cahuilla IB	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.
		Students will learn the basic mechanics of Cahuilla.
AIS 167A	Elementary Cahuilla IIA	Student will learn the basics of grammar and the language mechanics of Cahuilla.
		Students will understand the relationship of the Cahuilla language to other indigenous languages.
AIS 167B	Elementary Cahuilla IIB	Students will demonstrate increased proficiency in expressing basic concepts both orally and in writing.
		Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.
AIS 207A	Luiseno IIIA	Students will continue to advance their knowledge and mechanics of Lusieno.
		Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Luiseño language, emphasizing culturally relevant terminology.
AIS 207B	Luiseno IIIB	Students will continue to develop their working knowledge and cultural relationship of Lusieno to other indigenous languages.
		Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Luiseño language, emphasizing culturally relevant terminology.

	AIS 266A	Cahuilla IIIA	Students will continue to advance their knowledge and mechanics of Lusieno.
			Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.
	AIS 266B	Cahuilla IIIB	Students will continue to develop their working knowledge and cultural relationship of Cahuilla to other indigenous languages.
			Students will increase their knowledge of the phonology, morphology, syntax and grammar of Cahuilla, emphasizing culturally relevant terminology.
	AMS 200	Race, Class, and Ethnic Groups in America	Students will analyze, through essays, the ways that individuals can alter personal behavior to challenge institutional structures towards the reduction of racism, sexism, and homophobia in everyday life.
			Students will complete exams which demonstrate their ability to evaluate the concepts and theories of race, ethnicity, gender, and class in America.
	SOC 170	Introduction to Justice Studies	Compare and contrast the various perspectives of justice in how it is defined and interpreted.
			Demonstrate the ability to think critically about the social construction of social justice and how it impacts the lives of underrepresented individuals
			Describe the sociological imagination within an analysis of justice as it relates to interactions between individuals and larger social institutions.
			Understand social justice movements primarily regarding ethnic and racial groups in the United States.
	SOC 175	Introduction to LGBTQI Studies	Analyze processes of face to face interaction as well as social institutions in shaping minority sexual identities
			Analyze the connections between historical and contemporary issues of LGBTQ experience from a sociological perspective
			Understand and differentiate between classical sociological theories in addition to queer theory as a way to understand the LGBTQ experience
Discipline (SBS-AMINDIAN) - AMS	AMS 100	American Culture and Identity	Students will be able to analyze the factors that contribute to individual and cultural identity at various levels (state-individual);and be able to apply that recognition to their own individual identity.
			Students will be able to elicit multidisciplinary contributions to understanding the totality of American culture based an emphasis of the arts and be able to analyze the subjective and objective imagery in art that expresses symbols of deeper values and ideas in American culture.
			Students will be able to identify and analyze the effect of culture change and diversity through identification of changes in artistic styles and forms in American culture.

		Students will become aware of the global context of American cultural impact, leading to developing a sensitivity in traveling or working in different cultural settings around the world.
AMS 105	American West: Images and Identities	Compare and contrast the ideal and real of the American West and its diversity in environment and culture. Analyze the change in imagery with the classic and modern times in the American West.
		Evaluate the effect of the experience and images of the American West on American culture as a whole and the world through time.
		Identify and evaluate the cultural and historical data that define the American West in terms of geographical space and human cultures
		Identify prevalent images of the American West revealed through various art forms and their use as a construct to identity.
AMS 200	Race, Class, and Ethnic Groups in America	Students will analyze, through essays, the ways that individuals can alter personal behavior to challenge institutional structures towards the reduction of racism, sexism, and homophobia in everyday life.
		Students will complete exams which demonstrate their ability to evaluate the concepts and theories of race, ethnicity, gender, and class in America.
Discipline (SBS-BEHAVSCI) - ANTH	ANTH 100	Introduction to Biological Anthropology
		Analyze how interactions among genetic and evolutionary processes work to shape morphology
		Compare and contrast the morphology and behavior of different stages of human evolution.
		Demonstrate an understanding of the basic assumptions of science and how the scientific method works
		Explain how Darwin's theory of natural selection results in evolution, adaptation and design, and how evolution affects our everyday lives.
		Explain the basic assumptions of science and how the scientific method works, including its focus on the study of natural causes and effects and the importance of peer review.
		Explain the basic patterns of hominid evolution over the last seven million years, including the origin of Homo sapiens in Africa.
		Understand the basic principles of genetic inheritance and how this relates to our everyday lives.
		Understand the nature of human biological diversity, including how it relates to popular misconceptions about race
ANTH 100L	Biological Anthropology Laboratory	Demonstrate biological anthropological knowledge and techniques to solve problems in basic genetics, human variation, and human evolution.
		Demonstrate biological anthropology knowledge and techniques to solve problems in osteology and primate anatomy and behavior.

		The student will be able to explain how Darwin's theory of natural selection results in evolution, adaptation and design, and how evolution affects our everyday lives.
		The student will be able to explain the basic assumptions of science and how the scientific method works, including its focus on the study of natural causes and effects and the importance of peer review.
		Understand the basic principles of genetic inheritance and how this relates to our everyday lives.
		Understand the nature of human biological diversity, including how it relates to popular misconceptions about race
ANTH 101	Introduction to Biological Anthropology	Analyze how interactions among genetic and evolutionary processes work to shape morphology.
		Compare and contrast the morphology and behavior of different stages of human evolution.
		Demonstrate an understanding of the basic assumptions of science and how the scientific method works.
		Demonstrate biological anthropology knowledge and techniques to solve problems in basic genetics, osteology, primate anatomy and behavior, human variation, and human evolution.
		Explain the basic patterns of hominid evolution over the last seven million years, including the origin of Homo sapiens in Africa.
		The student will be able to explain how Darwin's theory of natural selection results in evolution, adaptation and design, and how evolution affects our everyday lives.
		The student will be able to explain the basic assumptions of science and how the scientific method works, including its focus on the study of natural causes and effects and the importance of peer review.
		Understand the basic principles of genetic inheritance and how this relates to our everyday lives.
		Understand the nature of human biological diversity, including how it relates to popular misconceptions about race
ANTH 105	Introduction to Cultural Anthropology	Explain how anthropologists study the insider point of view (emic) and the outsider view (etic) of cultures.
		Have a broad understanding of the nature of culture and the interconnections between but not limited to subsistence practices, marriage and kinship, communication, economics, political organization, gender, belief systems, race concepts, ethnicity, social stratification, and globalization.
		Have more meaningful and insightful interactions with people of other cultures, including American subcultures.

		Understand and apply the holistic nature of anthropology and the concept of cultural relativism.
		Understand the impact of the Western world on the indigenous cultures of the Americas, Africa, and Asia.
		Understand the nature of culture: that it is adaptive, learned, differentially shared, transmitted through language, a system of interdependent parts, and gives meaning to reality.
ANTH 107	Language and Culture	Analyze and demonstrate how language and culture are interrelated by examining factors such as ethnicity, race, gender, gender identity, sexual orientation, different abilities, age, and class.
		Have a broad understanding of the various areas of language study that include but are not limited to the biological basis of language, descriptive linguistics, historical linguistics, cognitive linguistics, language variation, and language change.
		Student will be able to explain the biological basis for speech, and examine the origins and development of language through time.
		Students will be able to apply cultural relativism in their academic studies as well as outside of the academic arena.
		Students will be able to identify and describe the components of language: phonology, morphology, grammar, and semantics.
		Students will be able to think holistically; looking at all the parts of a system and how those parts are interrelated.
		Understand and apply the holistic nature of anthropology and the concept of cultural relativism to communication and language.
ANTH 110	Introduction to Archaeology	Demonstrate a basic outline-level knowledge of patterns of culture change and major events from the advent of anatomically modern humans to the historic period.
		Demonstrate a basic understanding of the ways in which Archaeologists obtain information about past environments and cultures and how they use that information to understand cultural evolution.
		Demonstrate an understanding of how some past cultures have significantly impacted the environment as a way of placing current world ecological issues in context.
		Demonstrate an understanding of the proper use of the Scientific Method and its application in creating valid archaeological models and data.
		Understand the concept of anthropological archaeology as it relates to our general understanding of culture change and its ability to provide direct insights into modern social problems.

ANTH 115	Comparative Societies	Students will be able to identify and critically analyze diverse cultural patterns from the anthropological perspective of cultural relativism.
		Students will be able to identify and explain some of the range of human cultural variation around the world.
		Students will be able to identify problems associated with culture shock and ethnocentrism.
		Students will compare and contrast the major values, beliefs, customs, and organizational patterns of a variety of diverse societies and their cultures.
ANTH 120	Archaeological Excavation	Demonstrate the ability to perform basic field identification and processing of archaeological materials recovered during excavation, including bag labeling and the recording artifact data in unit records.
		Demonstrate the ability to properly lay out and excavate archaeological units, including the proper excavation of features.
		Demonstrate the ability to share excavation tasks and cooperate on completion of unit documentation.
		Demonstrate the ability to record and synthesize archaeological data such as setting, methods, stratigraphy, and context.
ANTH 121	Cultural Resource	Explain the basic factors important in the preparation of a CRM project budget.
		Explain what factors determine whether a CRM project comes under Federal (Section 106) vs. State (CEQA) jurisdiction, citing the basic laws and regulations involved.
		Outline and explain the basic elements of the four phases of Cultural Resource Management (CRM) studies: inventory, evaluation, mitigation, and monitoring.
		Outline and explain the basic ethical standards under which CRM archaeology is conducted.
		Outline and explain the key elements of a CRM evaluation report.
ANTH 125	Evolution, Science and	Demonstrate an understanding of basic informal logical fallacies.
		Explain the basic assumptions of science and outline the basic concepts and/or elements of the scientific method.
		Explain the basic concepts and processes of evolution, including mutation and genetic variation, environmental stress, natural selection, inheritance, microevolution, speciation, adaptation, and design.
		Explain the basic functions of religion in human society.
		Explain the difference between knowledge and belief.
		Explain the explicit threat to science that the Intelligent Design movement poses in America.
		Explain the functions of religion, the difference between knowledge and belief, and the Intelligent Design movement in America.



ANTH 126	Cultures of Africa	Demonstrate a basic understanding of the geographic and cultural diversity of sub-Saharan Africa as opposed to viewing it monolithically and stereotypically.
		Demonstrate an understanding of the fundamental aspects of traditional African cultures to include but not limited to subsistence practices, marriage and kinship, communication, economics, political organization, gender, belief systems, race concepts, ethnicity, social stratification, and globalization.
		Demonstrate an understanding of the fundamental aspects of traditional African cultures: polygyny and the extended family, corporate descent groups, gerontocracy, and the relationship between the living and dead ancestors.
		Explain how the legacy of colonialism has led to political instability in some parts of Africa.
		Explain some key differences in world view and/or core values between traditional African cultures and American culture.
		Outline some of the basic evolutionary and cultural milestones of African history and culture, and explain how the legacy of colonialism has led to political instability in some parts of Africa.
		Outline some of the basic evolutionary and cultural milestones of African history and culture, including the evolution of Homo sapiens, ancient ironworking, and the rise of major kingdoms and empires, especially in West Africa.
ANTH 135	Magic, Witchcraft, and Religion	Analyze the interaction of belief systems/religious traditions with the physical and social environment.
		Discuss from a cross-cultural perspective past and present belief systems and practices, with a focus on non-major world religions.
		The student will be able to compare and contrast the differences and similarities between magic, witchcraft and religion.
		The student will be able to compare the Western world view (particularly dominant American culture) with that of non-Western cultures in order to ascertain common principles used in human problem solving.
		The student will be able to describe and identify the significance of specific customs, rites, values, and attitudes of non-Western peoples.
		The student will be able to evaluate the nature of non-Western supernatural belief systems.
		Understand and apply the holistic nature of anthropology and the concept of cultural relativism to belief systems/religious traditions.
ANTH 137	Medical Anthropology: Culture, Illness and	Describe and explain standards of health and the causation, classification, prevention and treatment of illness/disease from a cultural, biological and ecological perspective.

		Have a broad understanding of health and illness/disease and the interconnections between body perceptions, nutrition, life phases, social variables, healers, medical systems, and public policy
		The student will be able to compare and contrast the modern Western medical system with those of other cultures and times.
		The student will be able to describe standard health, illness and disease from a cultural, biological and ecological perspective from various cultural groups.
		The student will be able to identify cross-cultural perceptions of the body from cultural groups within North America and outside North America.
		The student will be able to identify nutrition and beliefs about nutrition as important factors in health maintenance and curing from cultural groups within North America and outside of North America.
		The student will be able to identify the cross-cultural roles and types of healers from various cultural groups.
		The student will be able to recognize cross-cultural causation and classification of illness and disease from various cultural groups.
		The student will understand the current role of medical anthropology in the world and the theoretical orientations/schools of thought of medical anthropology.
		Understand and apply the holistic nature of anthropology and the concept of cultural relativism particularly with health-related beliefs and practices.
ANTH 205	Prehistoric Archaeological	Demonstrate an improved ability to lay out and excavate archaeological units, including the proper excavation of features.
		Demonstrate the ability to conduct independent archaeological research.
		Demonstrate the ability to perform accurate field identification and processing of archaeological materials recovered during excavation, including bag labeling and the recording of artifact data on their unit level records.
		Demonstrate the ability to share excavation tasks and cooperate on completion of unit documentation.
		Demonstrate an improved ability to record and synthesize archaeological data such as setting, methods, stratigraphy, and context.
ANTH 206	Historical Archaeological Excavation	Demonstrate an improved ability to lay out and excavate archaeological units, including the proper excavation of features.

		Demonstrate the ability to perform accurate field identification and processing of archaeological materials recovered during excavation, including bag labeling and the recording of artifact data on their unit level records.
		Demonstrate an improved ability to record and synthesize archaeological data such as setting, methods, stratigraphy, and context.
ANTH 210	Archaeological Surveying	Conduct and/or participate in an archaeological survey using standard techniques to locate and record archaeological sites in the field.
		Demonstrate proficiency in the use of topographic maps, compasses and/or hand-held GPS units in locating and recording survey areas and archaeological resources.
		Demonstrate the ability to prepare archaeological site records for submission to the South Coastal Information Center based upon data collected in the field.
		Recognize that Native American communities place a high value on archaeological sites and traditional cultural landscapes and that they can make important contributions to archaeological surveys.
ANTH 215	Archaeological Laboratory Analysis	Demonstrate the ability to conduct basic analyses of typical prehistoric artifacts and ecofacts from Southern California.
		Students will have the skills to perform entry-level processing of archaeological collections. They will be able to identify, clean, and catalog the majority of prehistoric artifacts and ecofacts they are likely to encounter in Southern California Assemblages.
		Students will understand the relationship between field and laboratory data and the various imperatives of archaeological field recording methods.
ANTH 220	Advanced Archaeological Surveying	Collect field data with a GPS datalogger, differentially correct the data, and produce site and/or feature maps using these data.
		Set up and use a total station to produce an archaeological site map in AutoCad and/or ArcGIS based on topographic, excavation, feature, and artifact data points recorded with the total station and/or GPS datalogger.
ANTH 225	Historical Archaeology	Demonstrate a knowledge of, and how to use, a variety of written and oral resources in historical archival research.
		Demonstrate an understanding of the basic goals and theoretical orientations of historical archaeology.
		The ability to determine the manufacturer, mode of manufacture, function and/or contents, and temporal range of various historic ceramic, glass, and metal artifacts.
		Understand the basic trends and themes of the history of San Diego City and County.
Discipline (SBS-BEHAVSCI) - AODS	AODS 140 Introduction to Psychological and Social	Complete a field placement in a social service agency with at least a satisfactory evaluation (minimum "recommend with reservations) by the site supervisor.

		Students will create a professional portfolio
AODS 150	Introduction to Alcohol and Other Drug Studies	Describe the behavioral, psychological, physical, and social effects for one class of psychoactive substances.
		Students will demonstrate an understanding of the mental, physical and societal effects of psychoactive drugs to include: History, Special Populations, Sociocultural Factors, Patterns and Progression.
AODS 155	The Physiology and Pharmacology of	Demonstrate mastery of the classification of psychoactive drugs.
		Identify and describe the Biopsychosocialspiritual factors involved in the development of addiction and describe how each operates to create substance abuse and dependency.
AODS 160	Prevention, Intervention, and Education	Distinguish key characteristics associated with three alcohol and other drug education and prevention models.
		Mock Intervention Skill Demonstration In small groups, students will plan and execute a formal mock intervention. The process will include 4-6 people who are close to the addicted individual. All participants will meet to discuss the purpose of the gathering, to coordinate their activities, and to prepare for anticipated resistance from the person with whom they will be intervening. Each participant will prepare a script to be used during the intervention. The interveners will decide what consequences will be enforced if the addicted individual fails to enter treatment. The goal of the intervention is to get the addicted individual into immediate treatment and all participants must plan all the steps necessary to make this happen.
AODS 250	Group Leadership and	Demonstrate effective group leadership skills during a simulated group counseling session.
		Discuss the key concepts and techniques of one psychotherapeutic theory applied to groups.
AODS 255	Case Management, Law and Ethics	Demonstrate the ability to evaluate and interpret a case history to determine treatment plan recommendations.
		Students will demonstrate understanding and utilize critical thinking skills involving: substance use counselors scope of practice as well as legal and ethical issues.
AODS 260	Chemical Dependency Family Counseling	Distinguish key characteristics of chemically dependent family system theory and family systems counseling techniques.

		<p>Students will present a case history presentation. The presentation will be no longer than 10 minutes and must include the following items:</p> <ol style="list-style-type: none"> <li>1. Describe the client: age, education, employment history, medical and psychiatric history, influences contributing to addictive disease, effects of addiction on life functioning.</li> <li>2. Briefly describe the family members.</li> <li>3. Describe the treatment strategies for the client and the family.</li> <li>4. Show a map of the family at the time of beginning treatment</li> <li>5. Discuss a recovery plan for the identified patient and for the family.</li> <li>6. Show a map of the family 3 months after treatment began.</li> </ol>
AODS 298	Directed Field Experience I	Complete a field placement in a social service agency with a satisfactory evaluation by the site supervisor while adhering to professional ethics and behaviors.
		Students will demonstrate effective counseling skills. Using a rubric students will demonstrate the ability to use; Open ended questions, Affirmations, Reflections and Summaries.
AODS 299	Directed Field Experience II	Complete a field placement in an alcohol and drug treatment agency with a satisfactory evaluation by the site supervisor while adhering to professional ethics and behaviors.
		Students will complete a professional portfolio that includes the forms and materials required for both California Consortium of Addiction Programs and Professionals (CCAPP) and the California Association for Alcohol/Drug Educators (CAADE).
AODS	Directed Field Experience	90% of students will meet or exceed the required number of fieldwork experience hours.
		95% of students will complete the forms required by the Work Experience Program.
Discipline (SBS-BEHAVSCI) - N SOC	N SOC 900	Brain Fitness for Older Adults
		Students completing the course will be able to identify physical, psychological, and sociological aspects of aging.
		Students completing the course will identify the most common causes of age-related cognitive decline, and learn exercises/activities beneficial to brain health.
		Students will identify and implement lifestyle changes that improve or reverse age-related decline, and create a personal health plan for maintenance and/or improvement of brain health.
	SOC 100	Introduction to Sociology
		Compare and contrast the three main theoretical paradigms in sociology and analyze social phenomena from these different perspectives.
		Demonstrate the ability to think critically about knowledge, how it is defined, generated, and interpreted and understand the basic principles of quantitative and qualitative scientific research methods.

		Describe the sociological imagination and apply its emphasis on the interconnections between individuals and macro-level forces to a better understanding of their own lives and the society in which they live.
		Understand the process of social interaction and describe the role of culture and socialization in the development of the self.
SOC 110	Social Problems	Compare and contrast the main theoretical paradigms in Sociology and analyze social problems from these difference perspectives
		Demonstrate critical thinking in the analysis of social policies and proposals
		Identify current social problems and the social and historical factors influencing them.
		Understand the role of social movements and other forms of activism in the solving of social problems.
SOC 115	Introduction to Women's Studies	Describe and apply the major theoretical approaches to understanding gender and the social experiences of women.
		Describe the social-psychological theories of gender differentiation and socialization and their role in the development of the self.
SOC 130	Introduction to Sociology	Analyze the role of activists in the health care system.
		Demonstrate an awareness of contemporary debates in health and social policy, including proposals for health care reform.
		Describe the impact of race/ethnicity, gender, age, socioeconomic status, sexual orientation and disabilities on health status and the experience of health and illness.
		Explain how economic, political, and institutional structures shape health, illness and disease.
		Understand and apply sociological theories and concepts to analyze the experience of health and illness, including chronic illness and disability.
SOC 135	Gender and Society	Students will describe the social construction of gender and differentiate it from essentialist viewpoints of gender.
		Students will identify and evaluate research in the study of gender.
		Students will identify cross-cultural differences in gender roles and variations of gender roles within the U.S. with regard to race, ethnicity, religion and social class.
SOC 145	Psychology and Sociology of Aging	Students completing the course will be able to discuss the major theories applied to the experience of aging.
		Students completing the course will be able to identify the differing experiences and needs of the elderly based on sex, race, ethnicity, and social class.
		Students completing the course will be able to Identify the most significant biological, psychological, and social issues of aging.

	SOC 165	Self and Society	Analyze and interpret the diversity of subjective experience (perception, cognition, emotions) and behavior as it relates to race/ethnicity, social class, gender, age, sexual orientation, and disability.
			Demonstrate an understanding of how the self and society are created and reproduced through interaction.
			Demonstrate an understanding of the basic premises of social psychology from the symbolic interactionist perspective.
	SOC 170	Introduction to Justice Studies	Compare and contrast the various perspectives of justice in how it is defined and interpreted.
			Demonstrate the ability to think critically about the social construction of social justice and how it impacts the lives of underrepresented individuals
			Describe the sociological imagination within an analysis of justice as it relates to interactions between individuals and larger social institutions.
			Understand social justice movements primarily regarding ethnic and racial groups in the United States.
	SOC 175	Introduction to LGBTQI Studies	Analyze processes of face to face interaction as well as social institutions in shaping minority sexual identities
			Analyze the connections between historical and contemporary issues of LGBTQ experience from a sociological perspective
			Understand and differentiate between classical sociological theories in addition to queer theory as a way to understand the LGBTQ experience
	SOC/PSYC 105	Marriage, Family and Intimate Relationships	Demonstrate an understanding of the common elements of all families and the diversity of family life within the United States.
			Demonstrate an understanding of the techniques of effective interpersonal communication and conflict resolution.
Discipline (SBS-BEHAVSCI) - PHIL	PHIL 111	Introduction to Philosophy	Analyze philosophical issues, positions, and problems.
			Formulate and clarify philosophical claims in self expression and in interpretation of texts.
			Identify and Evaluate philosophical arguments.
	PHIL 113	Reasoning About Philosophical Issues	Analyze issue and problems in their context.
			Clarify claims in self expression and in interpretation of texts.
			Evaluate arguments for cogency.
	PHIL 114	Asian Philosophies	Analyze issues and problems in Asian philosophy.

		Clarify claims in self expression and in interpretation of classic and contemporary texts of and on Asian philosophy.
		Evaluate for cogency arguments relating Asian philosophy.
PHIL 116	Introduction to Logic	Identify mistakes in reasoning either formally or informally
		Identify valid deductive arguments.
PHIL 121	Introduction to Ethics	Analyze ethical issues and problems.
		Clarify ethical claims in self expression and in interpretation of texts.
		Evaluate arguments about ethics for cogency.
PHIL 122	Social and Political	Analyze issues and problems in social and political philosophy.
		Clarify claims about social and political philosophy in self expression and in interpretation of texts
		Evaluate arguments about social and political philosophy for cogency.
PHIL 125	Philosophy of Human	Analyze issues and problems relating to philosophical inquiries into human nature.
		Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts on human nature.
		Evaluate for cogency philosophical arguments concerning human nature.
PHIL 126	Philosophy of Religion	Analyze issues and problems relating to philosophical inquiries into religion.
		Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts of and on religion.
		Evaluate for cogency arguments concerning religion.
PHIL 140	History of Ancient	Analyze philosophical issues and problems relating to Pre-Renaissance Western Philosophy.
		Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts of and on Pre-Renaissance Western Philosophy.
		Evaluate philosophical arguments for cogency.
PHIL 141	History of Modern Philosophy	Analyze philosophical issues and problems relating to Renaissance and Modern Western Philosophy.
		Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts of and on Renaissance and Modern Western Philosophy .
		Evaluate philosophical arguments for cogency.
PHIL 142	Contemporary Philosophical	Analyze philosophical issues and problems.
		Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts.



		Evaluate philosophical arguments for cogency.
PHIL 200	Critical Thinking	Analyze issues and problems related to critical thinking.
		Clarify claims in self expression and in interpretation of written materials.
		Evaluate arguments for cogency.
PHIL 201	Symbolic Logic	Construct formal proofs in propositional logic.
		Demonstrate competence with predication
		Translate English sentences into propositional logic.
PHIL 250	Philosophy in Literature	Analyze Issues and Problems
		Clarify philosophical claims about and in literature.
		Evaluate philosophical arguments for cogency.
Discipline (SBS-BEHAVSCI) - PSYC	PSYC 100	Introduction to Psychology
		Explain why psychology is a science.
		Analyze the sociocultural and international contexts that influence individual differences.
		Apply psychological concepts, theories, and research findings as these relate to everyday life.
		Demonstrate ability to communicate how psychology can be applied to different areas
		Demonstrate knowledge and understanding of the theory and research in the area of biological bases of behavior and mental processes and the interaction of heredity and environment
		Demonstrate knowledge and understanding of the theory and research indicating developmental changes in behavior and mental processes across the life span
		Demonstrate knowledge and understanding of the theory and research regarding definitions, origins and treatments of abnormal behaviors
		Demonstrate knowledge and understanding of the theory and research regarding the nature of learning and memory
		Demonstrate knowledge of the major theoretical perspectives of psychology and the findings from major psychological studies
		Distinguish the nature of designs that permit causal inferences from those that do not
		Identify and explain the primary objectives of psychology: describing, understanding, predicting, and changing behavior and mental processes.
		Use critical thinking effectively to evaluate popular media reports of psychological research.
	PSYC 110	Developmental Psychology - Child Through Adult
		At the completion of the course students will have the ability to: 1. define and provide examples of the major developmental issues of nature vs. nurture, continuity vs. discontinuity; stability vs. change, universality vs. context-specificity

		At the completion of the course students will have the ability to: 2. describe the research methods used to study development
		At the completion of the course students will have the ability to: 3. describe and distinguish major theoretical viewpoints in human development, including psychodynamic, learning, cognitive-developmental, social-cognitive and systems theories.
		At the completion of the course students will have the ability to: 4. describe and critically evaluate theories and research relevant to development in areas which may include (but are not limited to) physical development, sensory and perceptual development, motor development, cognitive development, language development, social development, emotional development, personality development, gender identity and sexual development, moral development, psychopathology
		At the completion of the course students will have the ability to: 5. Evaluate the effects of earlier life stage experiences on later behavior and development in each of the following life stages (if applicable): prenatal, infancy, early childhood, middle and late childhood, adolescence, early adulthood, middle adulthood, late adulthood, and death/dying.
		At the completion of the course students will have the ability to: 6. apply course concepts, theories and research findings to the student's own lifespan development and to real-world problems
		Demonstrate ability to apply course concepts, theories and research findings to the student's own lifespan development and to real-world problems
		Demonstrate competence in communication skills (writing, oral and interpersonal) of concepts in developmental psychology
		Demonstrate knowledge of major theoretical perspectives and issues and the findings from major psychological studies in developmental psychology
PSYC 115	The Psychology of Personal Growth and Development	Demonstrate knowledge and comprehension of psychological concepts related to personal growth, and how psychological principles apply to behavioral problems.

		Demonstrate ability to apply course concepts, theories and research findings to the student's own personal growth, as well as develop an awareness and sensitivity to diversity and the values that will contribute to positive outcomes in personal, work, and global settings.
		Demonstrate competence in communication skills (writing, oral and interpersonal), teamwork and effective self-reflection
		Students will be able to analyze how an individual's developmental history contributes to their psychological growth process.
		Students will be able to demonstrate ability to collaborate and contribute to a group effort by using appropriate interpersonal communication skills discussed in class.
PSYC 120	Social Psychology	Demonstrate knowledge regarding the findings from major social psychological studies
		Describe how social perception and attribution influence social behavior
		Recognize how social perception and attribution influence social behavior.
		Understand causes of prejudice and discrimination and how to decrease it.
		Understand the origins of the self and develop critical self-awareness and connections between identity and behavior.
PSYC 125	Human Sexuality	Analyze the scientific research about sexual orientations.
		Describe the impact of social and cultural factors (gender, age, race/ethnicity, socioeconomic status) on sexual decision-making, risk-taking and sexual health.
		Describe the major patterns of relationships associated with love and intimacy and theories of how relationships develop.
		Describe the reproductive process in men and women as well as demonstrate knowledge of family planning and contraceptive methods
		Identify and describe the patterns of sexual development across the lifespan.
		Identify the risk and types of sexually transmitted infections and be able to describe how they are prevented and treated.
		Students will demonstrate an understanding of sexual anatomy and physiology including cause and treatments associated with sexual dysfunctions
		Students will demonstrate knowledge of structural and functional sexual anatomy, including an understanding of pregnancy and contraception, and sexually transmitted diseases and sexual dysfunction.

		Students will identify and describe the sociocultural aspects of sexuality including power and coercion, varieties of sexual expression, and the role of sexuality in society.
		Students will understand theories of sexual attraction (including sexual orientation), love and intimacy, communication, and methods of expressing (experiencing?) sexual relationships.
PSYC 130	Psychology of Gender	Students will be able identify and analyze gender role messages in popular culture and media
		Students will be able to compare and contrast the major theories of gender development
		Students will be able to compare and contrast the major theories of gender development
		Students will be able to describe the impact of race, ethnicity, class, and culture on women's development
		Students will be able to describe the impact of race, ethnicity, class, and sexual orientation on women's development
		Students will be able to describe the similarities and differences between men and women
		Students will be able to describe the similarities and differences between men and women
		Understand and apply feminist theory to issues such as domestic violence, sexual assault and gender roles.
PSYC 210	Physiological Psychology	Describe the psychobiological properties of complex systems (for example: sensory systems, arousal states, learning and memory, and/or sexual behavior).
		Describe the psychobiological properties of complex systems (for example: sensory systems, arousal states, learning and memory, and/or sexual behavior).
		Explain how synaptic functioning is affected by endogenous and exogenous chemical messengers.
		Explain neural transmission, including the steps involved in the propagation of an action potential
		Give examples of how the biological concepts of cell biology, genetics, biochemistry, and evolution are involved in specific psychological processes.
		Identify and describe the functions of the major structures in the Nervous System.
		Identify and describe the neuroanatomical, neurophysiological, and neurochemical functions of the Nervous System.

		Synthesize findings from a physiological psychology literature search and present a conclusion of those findings in both written and oral formats
PSYC 211	Introduction to Cognitive Psychology	Demonstrate competence in communication skills (writing, oral and interpersonal) of concepts in cognitive psychology
		Demonstrate knowledge of major theoretical perspectives and issues and the findings from major psychological studies in cognitive psychology
PSYC 225	Psychology of Abnormal Behavior	1) describe and distinguish the major perspectives for understanding human behavior and psychological abnormality, including (but not limited to) Biological, Psychodynamic, Behavioral, Humanistic, Cognitive, and Multicultural theories.
		2) demonstrate accurate knowledge of the current diagnostic system used to diagnose mental illness.
		3) describe, distinguish and evaluate the major theories and research examining the definition, causes and treatment of mental disorders, including (but not limited to): Anxiety disorders, Mood disorders, and Schizophrenia, and common childhood disorders such as Attention Deficit Hyperactivity Disorder.
		4) describe legal and ethical issues involved in the diagnosis and treatment of mental disorders
		Demonstrate competence in communication skills (writing, oral and interpersonal) in interpreting and forming conclusions about the diagnosis, explanation and treatment of mental disorders.
		Demonstrate knowledge of the current diagnostic system used to classify mental disorders, and the major theories and research on the causes and treatment of mental disorders
		Demonstrate understanding of social, legal and ethical issues involved in the diagnosis and treatment of mental disorders
PSYC 230	Research Methods in Psychology	Communicate the results of psychological research in written form, adhering to APA editorial style.
		Describe different research methods used by psychologists.
		Describe the basic characteristics of the science of psychology and differentiate it from pseudoscience.
		Design, conduct and present the results of basic studies to address psychological questions using appropriate research methods.
		Design, conduct, and present the results of psychological research in written form, adhering to APA editorial style
		Differentiate between the different research methods designs used by psychologists

		Evaluate the appropriateness of conclusions derived from psychological research, at a developmental level.
		Explain different research methods used by psychologists.
		Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
		Generalize research conclusions appropriately based on the parameters of particular research methods.
		Understand the appropriate treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research according to the APA Code of Ethics
PSYC 235	Principles of Learning and Behavior	At the completion of the course, students will have the ability to: 2. identify and describe applications of learning theory to changing behaviors.
		At the completion of the course, students will have the ability to: 3. identify and summarize ethical issues involved in learning research and the application of learning and behavior modification principles.
		At the completion of the course, students will have the ability to: 4. apply basic behavioral principles and procedures to problems in a variety of settings.
		At the completion of the course, students will have the ability to: 1. identify and describe the basic learning principles and procedures from classical conditioning, operant conditioning and social learning theories.
		Demonstrate competence in communication skills (writing, oral and interpersonal) of concepts in learning and behavior
		Demonstrate knowledge regarding the findings from major psychological studies in learning and behavior
PSYC/SOC 205	Statistics for the Behavioral Sciences	Differentiate between concepts associated with Sampling and Probability.
		Apply Data Organization techniques and differentiate between and then calculate Descriptive Statistics including measures of Central Tendency, Measures of Variability, Correlation, and Regression.
		Differentiate between and calculate both Parametric and Non-Parametric Inferential Statistics including Chi Square, t-test, and ANOVA and use established Concepts of Probability to determine Statistical Significance via Critical Value Tables and Computer Applications.
		Differentiate between and calculate both parametric and non-parametric Inferential Statistics including Chi Square, t-test, and ANOVA.

		Differentiate between and calculate Descriptive Statistics including measures of central tendency and measures of variability.	
		Give examples of and calculate a Correlational analysis.	
		Give examples of concepts associated with variations in Experimental Methodology.	
		Give examples of the components of a Behavioral Sciences research design including such concepts as Research Hypothesis, Null Hypothesis, Independent Variable and Dependent Variable	
		Give examples of the components of a Behavioral Sciences research design including such concepts as Research Hypothesis, Null Hypothesis, Independent Variable, Dependent Variable, Types of Data, and variations in Sampling and Experimental Design.	
		organize and analyze data using descriptive statistics.	
		Use established critical value tables and/or computer applications to determine statistical significance.	
SOC/PSYC 105	Marriage, Family and Intimate Relationships	Demonstrate an understanding of the common elements of all families and the diversity of family life within the United States.	
		Demonstrate an understanding of the techniques of effective interpersonal communication and conflict resolution.	
Discipline (SBS-BEHAVSCI) - RS	RS 101	World Religions	Ability to compare and contrast the teachings and characteristics of world religions.
			Proficient knowledge of core practices, beliefs, and institutions of major religions across the globe
	RS 102	Religion in American History	Ability to compare and contrast core characteristics of major movements and traditions in the history of religion in the United States.
			Proficient knowledge of major events, movements, and traditions in American religious history.
	RS 103	Religion and American Political Institutions	Ability to identify and explain core principles, institutions, procedures, and processes of U.S. and California governments, especially related to religion and religious communities.
			Proficient knowledge of pivotal issues, events, debates, and outcomes related to religion, religious communities, and political institutions in the United States.
	RS 104	Introduction to	Ability to compare and contrast key elements for diverse traditions of Buddhism.
			Proficient knowledge of core practices, beliefs, and institutions within historical forms of Buddhism.
	RS 105	Ritual/Symbol/Myth: Introduction to Religion	Ability to compare and contrast the role of rituals, symbols, and myth in diverse traditions of religion.

		Ability to identify, describe, and analyze the key elements of a religion.
RS 108	History of Christianity	Ability to identify and describe core characteristics of major movements and communities in Christian history.
		Proficient knowledge of political and social influences in the history of Christianity.
RS 110	Religion in America	Ability to compare and contrast the characteristics of religious communities in the United States
		Proficient knowledge of core characteristics for major communities of religion in the United States.
Discipline (SBS-BEHAVSCI) - SOC	PSYC 120	Social Psychology
		Demonstrate knowledge regarding the findings from major social psychological studies
		Describe how social perception and attribution influence social behavior
		Recognize how social perception and attribution influence social behavior.
		Understand causes of prejudice and discrimination and how to decrease it.
		Understand the origins of the self and develop critical self-awareness and connections between identity and behavior.
	PSYC/SOC 205	Statistics for the Behavioral Sciences
		Differentiate between concepts associated with Sampling and Probability.
		Apply Data Organization techniques and differentiate between and then calculate Descriptive Statistics including measures of Central Tendency, Measures of Variability, Correlation, and Regression.
		Differentiate between and calculate both Parametric and Non-Parametric Inferential Statistics including Chi Square, t-test, and ANOVA and use established Concepts of Probability to determine Statistical Significance via Critical Value Tables and Computer Applications.
		Differentiate between and calculate both parametric and non-parametric Inferential Statistics including Chi Square, t-test, and ANOVA.
		Differentiate between and calculate Descriptive Statistics including measures of central tendency and measures of variability.
		Give examples of and calculate a Correlational analysis.
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		Give examples of the components of a Behavioral Sciences research design including such concepts as Research Hypothesis, Null Hypothesis, Independent Variable, Dependent Variable, Types of Data, and variations in Sampling and Experimental Design.
		organize and analyze data using descriptive statistics.
		Use established critical value tables and/or computer applications to determine statistical significance.
SOC 100	Introduction to Sociology	Compare and contrast the three main theoretical paradigms in sociology and analyze social phenomena from these different perspectives.
		Demonstrate the ability to think critically about knowledge, how it is defined, generated, and interpreted and understand the basic principles of quantitative and qualitative scientific research methods.
		Describe the sociological imagination and apply its emphasis on the interconnections between individuals and macro-level forces to a better understanding of their own lives and the society in which they live.
		Understand the process of social interaction and describe the role of culture and socialization in the development of the self.
SOC 110	Social Problems	Compare and contrast the main theoretical paradigms in Sociology and analyze social problems from these difference perspectives
		Demonstrate critical thinking in the analysis of social policies and proposals
		Identify current social problems and the social and historical factors influencing them.
		Understand the role of social movements and other forms of activism in the solving of social problems.
SOC 115	Introduction to Women's Studies	Describe and apply the major theoretical approaches to understanding gender and the social experiences of women.
		Describe the social-psychological theories of gender differentiation and socialization and their role in the development of the self.
SOC 130	Introduction to Sociology	Analyze the role of activists in the health care system.
		Demonstrate an awareness of contemporary debates in health and social policy, including proposals for health care reform.
		Describe the impact of race/ethnicity, gender, age, socioeconomic status, sexual orientation and disabilities on health status and the experience of health and illness.
		Explain how economic, political, and institutional structures shape health, illness and disease.
		Understand and apply sociological theories and concepts to analyze the experience of health and illness, including chronic illness and disability.

SOC 135	Gender and Society	Students will describe the social construction of gender and differentiate it from essentialist viewpoints of gender.
		Students will identify and evaluate research in the study of gender.
		Students will identify cross-cultural differences in gender roles and variations of gender roles within the U.S. with regard to race, ethnicity, religion and social class.
SOC 145	Psychology and Sociology of Aging	Students completing the course will be able to discuss the major theories applied to the experience of aging.
		Students completing the course will be able to identify the differing experiences and needs of the elderly based on sex, race, ethnicity, and social class.
		Students completing the course will be able to identify the most significant biological, psychological, and social issues of aging.
SOC 165	Self and Society	Analyze and interpret the diversity of subjective experience (perception, cognition, emotions) and behavior as it relates to race/ethnicity, social class, gender, age, sexual orientation, and disability.
		Demonstrate an understanding of how the self and society are created and reproduced through interaction.
		Demonstrate an understanding of the basic premises of social psychology from the symbolic interactionist perspective.
SOC 170	Introduction to Justice Studies	Compare and contrast the various perspectives of justice in how it is defined and interpreted.
		Demonstrate the ability to think critically about the social construction of social justice and how it impacts the lives of underrepresented individuals
		Describe the sociological imagination within an analysis of justice as it relates to interactions between individuals and larger social institutions.
		Understand social justice movements primarily regarding ethnic and racial groups in the United States.
SOC 175	Introduction to LGBTQI Studies	Analyze processes of face to face interaction as well as social institutions in shaping minority sexual identities
		Analyze the connections between historical and contemporary issues of LGBTQ experience from a sociological perspective
		Understand and differentiate between classical sociological theories in addition to queer theory as a way to understand the LGBTQ experience
SOC/PSYC 105	Marriage, Family and Intimate Relationships	Demonstrate an understanding of the common elements of all families and the diversity of family life within the United States.

			Demonstrate an understanding of the techniques of effective interpersonal communication and conflict resolution.
Discipline (SBS-CHILDDEV) - CHDV	CHDV 100	Child Growth and Development	Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
			Apply knowledge of development and major theoretical frameworks to child observations.
			Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.
			Differentiate characteristics of typical and atypical development at various stages.
			Identify cultural, economic, political, and historical contexts that affect children's development.
	CHDV 101	Principles and Practices of Teaching Young Children	Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
			Describe the role of the early childhood educator, including ethical conduct and professional pathways.
			Develop one's teaching philosophy and professional goals.
			Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community
			Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children
			Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.
	CHDV 102	Working with Parents and Families	Analyze one's own values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with diverse children and families.
			Critically assess community support services and agencies that are available to families.
			Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
	CHDV 103	Infant and Toddler Development	Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments.
			Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains

		Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.
CHDV 104	Guidance for Young	Analyze how developmental needs, stages, and milestones impact children's behavior.
		Critique early childhood environments and schedules as they relate to children's behaviors.
		Examine a variety of guidance and interaction strategies to increase children's social competence and promote a developmentally healthy and caring classroom community.
CHDV 105	Observation and Assessment	Compare the purpose, value and use of formal and informal observation and assessment strategies
		Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.
		Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.
		Evaluate the characteristics, strengths and limitations of common assessment tools.
CHDV 105A	Observation, Assessment, and	Demonstrate developmentally appropriate interactions with children in a preschool setting.
		Demonstrate developmentally appropriate use of language with children in a preschool (A) or infant toddler (B) or inclusive (C) setting.
		Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development in a preschool setting.
		Evaluate Environment
CHDV 105B	Observation, Assessment, and	Demonstrate developmentally appropriate interactions with children in an infant/toddler setting.
		Demonstrate developmentally appropriate use of language with children in a preschool (A) or infant toddler (B) or inclusive (C) setting.
		Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development in an infant/toddler setting.
		Evaluate Environment
CHDV 105C	Observation, Assessment, and	Demonstrate developmentally appropriate interactions with children in an inclusive setting.

		Demonstrate developmentally appropriate use of language with children in a preschool (A) ore infant toddler (B) or inclusive (C) setting.
		Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children?s learning and development in an inclusive early childhood setting.
		Evaluate Environment
CHDV 106	Infant and Toddler Care and Curriculum	Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.
		Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.
		Summarize the essential policies and practices of quality infant and toddler programs.
CHDV 108	Developmentally Appropriate Principles	Evaluate the teachers? role in providing best and promising practices in early childhood programs.
		Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
		Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development, learning and skills.
CHDV 110	Introduction to Special Education	Collaborate with families and community members in supporting the inclusion of children with special needs.
		Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
		Recognize various exceptionalities and conditions of children and identify the best interventions for them based on the developmental continuum.
CHDV 112	Early Intervention and Inclusion	Advocate for effective partnerships with families, interdisciplinary team members, and community partners.
		Design and implement environmental and curricular strategies based on young children's individualized needs in inclusive and natural environments.
		Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
		Explain inclusive philosophies and compare early childhood special education and early childhood education best practices.
CHDV 115	Child, Family, and Community	Describe strategies that empower families and encourage family involvement in children's development.?

		Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
		Assess the impact of educational, political, and socioeconomic factors on children and families.
		Describe social issues, changes and transitions that affect children, families, schools, and communities.
		Describe socialization of the child focusing on the interrelationship of family, school, and community.
		Identify and evaluate community support services and agencies available to families and children.
CHDV 120	Health, Safety, and Nutrition	Analyze the nutritional needs of young children at various ages (birth to 8) and evaluate the relationship between healthy development and nutrition.
		Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings
		Discuss the value of collaboration with families and the community.
		Evaluate environments for both positive and negative impacts on children's health and safety.
		Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.
CHDV 130	Math and Science in Early Childhood	Develop and implement appropriate math and science activities for young children birth to age 8.
		Evaluate the teacher's role in providing best and promising practices in math and science experiences in early childhood programs.
		Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development, learning, and skills in math and science activities.
CHDV 135	Music and Creative Movement in Early	Develop and implement appropriate music and movement activities for young children birth to 8.
		Evaluate the teacher's role in providing best and promising practices in music and movement experiences in early childhood programs.
		Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development, learning, and skills in music and movement activities.

CHDV 142	Using Sign in the Early Childhood Setting	Create a plan for incorporating the use of sign with young children in the home or the early childhood environment.
		Recognize the benefits of using sign for communication in the early childhood setting.
CHDV 144	Exploring the Effects of Media on Young Children	Analyze children's television programming (or other media consumption) for depictions of gender, cultural and social stereotypes, violence, and consumerism.
		Demonstrate an understanding of the impacts of media exposure and pop culture saturation on all areas of children's development.
CHDV 145	Understanding Child Abuse and Family	Demonstrate the essential components in communicating with children in play settings by using trauma informed practices.
		Identify local agencies and other community networks that act as resources for abuse and neglect intervention.
		Identify societal and familial stressors and impacts on brain development.
		Know different types of abuse and neglect and implement mandated reporting
CHDV 150	Advanced Administration and Management for Early Childhood Directors	Apply administration skills in various types of early care and education programs.
		Demonstrate knowledge of strategic and fiscal planning.
		Develop policies and procedures that articulate the rights of the employee and the rights of the employer.
		Evaluate components of quality programs, facilities, and operations.☒
CHDV 152A	Environmental Rating Scale for Early Childhood	Evaluate an early childhood environment using the Early Childhood Environmental Rating Scale (ECERS-R).
		Identify areas of need in the classroom environment and describe potential improvements.
CHDV 152B	Environmental Rating Scale for Infant/Toddler	Evaluate an early childhood environment using the Infant/Toddler Environmental Rating Scale (ITERS-R).
		Identify areas of need in the classroom environment and describe potential improvements.
CHDV 152D	Environmental Rating Scale for School Age Care	Evaluate an early childhood environment using School-Age Care Environmental Rating Scale (SACERS).
		Identify areas of need in the classroom environment and describe potential improvements.
CHDV 155	Advanced Supervision for Early Childhood Directors	Create job descriptions for appropriate staff positions in early childhood programs.
		Demonstrate effective practices for managing and leading staff and administering early care and education programs.☒
		Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders

		Implement ongoing professional development plans based on evaluation of staff and administrator needs
CHDV 172	Teaching in a Diverse Society	Analyze various aspects of children's experiences as members of families targeted by social bias, considering the significant role of education in reinforcing or contradicting such experiences.
		Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using specific curricular approaches.
		Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families
		Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
		Examine the impact of various societal influences on the development of children's social identity
CHDV 174	Policies, Politics, and Ethics in Child	Critically assess how educational policies, political policies, and ethical standards directly impact the lives of children and families.
		Interpret best teaching and care practices as defined within the field of early care and education's program philosophies and ethical standards.
CHDV 180	School-Age Development	Examine current issues that impact the growth and development of school age children.
		Examine school age development as it relates to the individual as well as actions and attitudes in a group setting.
		Formulate effective strategies for guidance techniques for working with school age children.
CHDV 182	ECE Curriculum Experiences: Art, Music	Develop and implement appropriate art, music and/or movement activities for young children birth to age 8.
		Evaluate the teacher's role in providing best and promising practices in art and creative experiences in early childhood programs.
		Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development, learning, and skills in art and creative activities.
CHDV 184	ECE CURRICULUM IN LANGUAGE LITERACY	Describe developmental milestones related to language development in young children birth to age 8.
		Develop and implement appropriate literature-based and/or math and science activities for young children birth to age 8.
		Evaluate the teacher's role in providing best and promising practices in language, literature, math and science experiences in early childhood programs.



		Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development, learning, and skills in language, literature, math or science activities.
CHDV 185	Introduction to Curriculum	Apply developmentally appropriate principles and teaching strategies to the design and implementation of curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
		Compare and contrast play-based curriculums that support children's cognitive, language, creative, physical and social/emotional development.
		Evaluate the teacher's role in providing best and promising practices in early childhood programs.
CHDV 190	Curriculum for the School-Aged Child	Compare and contrast various before and after school age programs in the community.
		Design, implement, and evaluate curriculum activities that are appropriate for school age children in a before and/or after school learning environment.
		Formulate developmentally appropriate positive guidance strategies for working with school age children in a before and/or after school learning environment.
CHDV 195	Adult Supervision/Mentor	Demonstrate competency in communication and reflective practices when working with diverse adult populations.
		Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners
		Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.
CHDV 201	Practicum in Early Childhood Education	Demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.
		Design and implement curriculum and environments that are developmentally and linguistically-appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children

		Design and implement curriculum and environments that are developmentally and linguistically-appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children.
CHDV 201A	Supervised Field Experience in Early Childhood Education	Demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.
		Design and implement curriculum and environments that are developmentally and linguistically-appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children
CHDV 202	ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION: PRESCHOOL	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with young children in an early childhood setting.
		Create an environment with developmentally appropriate materials and activities for young children in an early childhood setting.
		Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.
CHDV 203	ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION:	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with infants, toddlers and adults.
		Create an environment with developmentally appropriate materials and activities for infants and toddlers.
		Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.
CHDV 204	ADVANCED PRACTICUM IN EARLY CHILDHOOD EDUCATION: INCLUSIVE	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with young children in an inclusive setting.
		Create an environment with developmentally appropriate materials and activities for young children in an inclusive setting.
		Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.
CHDV 205	Internship in Child and Family Services	Apply professional communication practices in the workplace.
		Create a plan for a developmentally safe, supportive environment for children and families

		Evaluate appropriate, effective professional strategies for working with children and families.
	CHDV 205A	Internship in Child and Family Services Lab
		Student will be able to apply concepts from the classroom to the work setting; apply job skills.
		Students will be able to identify organizational objectives which requires a written agreement between a supervisor and employee/student, to accomplish measurable on the job learning objectives by completing work-based projects involving problem solving while undertaking new or expanded workplace responsibilities.
	CHDV 99	PREPARATION FOR CHILD DEVELOPMENT MAJORS
		Demonstrate application of child development guidelines for assignments
		Identify the child development department requirements for assignments
Discipline (SBS-EHPS) - ECON	ECON 100	Basic Economics
		The student will draw demand and supply curves, label them correctly and use the graphs to explain fluctuating prices of a commodity - for example gasoline.
		The students will be able to explain the role of competition in the American economy.
	ECON 101	Principles of Economics
		Students will be able to analyze data in various formats including graphic, tables, charts, etc.
		The student will critically examine the economic significance in real-world applications of the fiscal policy model.
	ECON 102	Principles of Economics (Micro)
		1. Identify the types of markets and illustrate how differences in the markets affect their production and consumption patterns.
		Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active )
	ECON 110	Comparative Economic Systems
		Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active )
		The student will identify and describe the characteristics of a flexible exchange rate system and compare it to a fixed exchange rate system.
	ECON 115	Economic History of the United States
		Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active )
		Students will identify economic incentives of immigrants to the United States.
	ECON 120	Environmental Economics
		Evaluate the discrepancies between local, state, and federal policies. Apply basic economic reasoning to evaluate the impact of new policy issues, both at the local and global scale.
		Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active )
	ECON 125	Introduction to Labor Studies
		Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active )

			Students will demonstrate understanding of trends in Labor History in a coherent essay.
Discipline (SBS-EHPS) - HIST	HIST 101	History of the United States Through	Accurately interpret American history through the use of primary and secondary sources.
			Demonstrate college level writing in assessing and interpreting American history.
			Identify the historical and theoretical foundations of the U. S. Constitution, the structure and function of the three Branches, the Checks and Balances system, and the nature as well as the continuing impact of the Bill of Rights.
	HIST 102	History of the United States Since	Accurately interpret American history through the use of primary and secondary sources.
			Demonstrate college level writing in assessing and interpreting American history.
			Demonstrate knowledge of nature and development of California's government and political system.
			Identify, use, and cite reliable primary and secondary sources in American.
	HIST 105	History of Western Civilization Through the Reformation	Accurately interpret the history of Western Civilization through the use of primary and secondary sources.
			Demonstrate college level writing in assessing and interpreting the history of Western Civilization.
			Identify, use, and cite reliable primary and secondary sources in Western Civilization.
	HIST 106	History of Western Civilization Since the	Accurately interpret the history of Western Civilization through the use of primary and secondary sources.
			Demonstrate college level writing in assessing and interpreting the history of Western Civilization.
			Identify, use, and cite reliable primary and secondary sources in Western Civilization.
	HIST 107	World History To 1650	Accurately interpret the history of the World through the use of primary and secondary sources.
			Demonstrate college level writing in assessing and interpreting the history of Western Civilization.
			Identify, use, and cite reliable primary and secondary sources in World history.
	HIST 108	World History Since 1650	Demonstrate college level writing in assessing and interpreting World history.

		Evaluate and interpret major patterns and trends in modern World history with a particular focus on causation, continuities, and change.
		Identify, use, and cite reliable primary and secondary sources in World history.
HIST 121	History of California	Accurately interpret the history of California through the use of primary and secondary sources.
		Demonstrate college level writing in assessing and interpreting California history.
		Identify, use, and cite reliable primary and secondary sources in California history.
HIST 130	Women in United States History	Demonstrate college level writing in assessing and interpreting Women's history.
		Identify, use, and cite reliable primary and secondary sources in Women's history.
HIST 140	History of the Americas Through 1800	Demonstrate college level writing in assessing and interpreting the history of the Americas.
		Identify, use, and cite reliable primary and secondary sources in the history of the Americas.
HIST 141	History of the Americas Since 1800	Accurately interpret the history of the Americas through the use of primary and secondary sources.
		Demonstrate college level writing in assessing and interpreting American history.
		Demonstrate college level writing in assessing and interpreting the history of the Americas.
		Identify, use, and cite reliable primary and secondary sources in the history of the Americas.
HIST 150	History of Latin America to 1824	Accurately interpret the history of colonial Latin America through the use of primary and secondary sources.
		Demonstrate college level writing in assessing and interpreting the history of colonial Latin America.
		Identify, use, and cite reliable primary and secondary sources in the history of Latin America.
HIST 151	History of Latin America from Independence to	Accurately interpret the history of Latin America through the use of primary and secondary sources.
		Demonstrate college level writing in assessing and interpreting the history of modern Latin America.
		Identify, use, and cite reliable primary and secondary sources in the history of Latin America.
HIST 160	History of the Middle East from 600 to the	Accurately interpret the history of the Middle East through the use of primary and secondary sources.

			Demonstrate college level writing in assessing and interpreting Middle Eastern History.
			Evaluate and interpret major patterns and trends in modern Middle Eastern history with a particular focus on causation, continuities and change.
Discipline (SBS-EHPS) - POSC	POSC 100	Introduction to Political Science	A student will demonstrate knowledge of various theories and concepts of politics, political behavior among actors, ideology and political systems.
			A student will interpret the fundamental differences between revolutionary movements that lead to autocratic change and those reform movements that lead toward democratization. A student will analyze the various types of liberal democratic political system.
	POSC 101	Introduction to Politics and American Political	Describe the origins and nature of the Constitution and ratification debate, including the use the Federalist Papers to understand the rationale for the creation of the Constitution.
			Students will be able to identify their own political ideology and the critical elements in their own political socialization process.
			Students will identify the rights and responsibilities of citizens in the political and legal process established.
	POSC 102	Introduction to United States and California	A student will demonstrate knowledge of American national government institutions and California state politics and government.
			Student will describe and analyze the evolving powers of the presidency within and beyond the Constitution.
	POSC 110	Introduction to World Politics	A student will appraise the developments of American foreign policy with regard to the cases of U.S.-Soviet relations.
			A student will demonstrate knowledge of various theories of state behavior in the international system, as well as applications, case studies and current events of contemporary international affairs.
			Use critical thinking to analyze and apply IR theory onto case studies, such as the world wars, the Cold War, the Iraq War and the Arab-Israeli conflicts in the Middle East; A student will interpret the fundamental tension between the nuclear powers and non-nuclear entities.
	POSC 120	California Government	Students will gain competency in describing California's system of direct democracy with its propositions and the use of the recall.
			Students will gain some understanding of the complexity of local governments with their various functions and responsibilities.
Discipline (SBS-HLTHKINEREC) - HE	HE 100	Health Education and Fitness Dynamics	Students will identify and determine preventative strategies for chronic disease including heart disease, stroke, cancer, and diabetes.
			Students will understand and apply the dimensions of wellness to their lives in order to increase their overall, lifelong wellness.

	HE 100L	Health Performance Lab	1. Recall the physical benefits of a total body conditioning program.
			Analyze and evaluate current fitness levels and track improvements.
			Apply FITT principles into various physical activities related to the five components of physical fitness (Cardiorespiratory, Muscular strength, Muscular strength, Flexibility and Body composition.)
			Assess and evaluate their own individual cardio respiratory fitness level.
			Compose a personal fitness plan based on individual fitness level using the FITT principle.
			Demonstrate the practical application and understanding of physical fitness for the development of lifelong wellness.
			Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
			Recognize terminology, spatial awareness, and etiquette respective to the individual class requirements.
			Students will analyze, evaluate, and report on their exercise progress.
			Understanding the impact that physical fitness has on specific dimensions of wellness and lifelong health.
Discipline (SBS-HLTHKINEREC) - KINE	KINE 100	Introduction to Kinesiology	Create,design and promote a physical activity program for improving one's overall health.
			Students will prepare a written and/ or teach a physical activity lesson plan for all ages in a practicum learning/teaching setting.
			Upon completion of this course students will be able to identify the various categories in Kinesiology for major/minor towards a degree.
	KINE 102	Physical Education in Elementary Schools,	Create, design and promote a physical activity program for improving K-6 children's overall health.
			Students will prepare a written lesson plan and/or teach a physical activity lesson plan for all K-6 aged children in a practicum learning/teaching setting.
			Upon completion of this course students will be able to identify the various teaching technique styles that they can use to teach K-6 children in a physical activity setting.
			Upon completion of this course students will be able to recognize and identify various behaviors of a child in a class.
			Upon completion of this course students will have the knowledge how to write curriculum and a lesson plan.
	KINE 105	CARDIO CONDITIONING APPLICTIONS	Assess, evaluate and track students individual cardiorespiratory fitness level.

		Compose a comprehensive personal fitness plan based on an individual fitness level using the FITT Principle.
		Recognize terminology, spatial awareness and etiquette respective to the cardiorespiratory endurance training
		Understand the practical application and the importance of physical fitness and the development of lifelong health and wellness.
		Use technology to compile, organize, and interpret appropriate data related to monitoring heart rates.
KINE 114A	Beginning Walkfit	Students will apply safety techniques and compare methods used to increase intensity in walking activities.
		Upon completion of this course students will be able to identify the benefits of walking and how they relate to their personal development in health, fitness, recreational and physical activity
KINE 114B	INTERMEDIATE WALKFIT	Student will demonstrate the ability to calculate Target Heart Rate (THR) and apply to training.
		Students will plan, track and record cardiorespiratory fitness improvements and illustrate target heart rate modifications.
KINE 114C	ADVANCED WALKFIT	Student will demonstrate improvement in overall physical fitness
		Students will plan, track and record cardiorespiratory fitness improvements and integrate modifications based on individual fitness needs and/or goals.
KINE 117A	Beginning Golf: Techniques and Analysis	1. Students will feel comfortable practicing on their own so they don't present safety concerns to other students, golfers or the facilities.
		Student will be able to demonstrate basic golf stance, positioning, and golf swings.
KINE 117B	Intermediate Golf: Techniques and Analysis	Upon completion of this course students will be able to demonstrate a proper grip, alignment, and swing and will have the necessary skills to play a round of golf.
		Student will be able to demonstrate improvement in golf skills.
KINE 117C	Advanced Golf: Techniques and Analysis	Student will be able to apply golf strategies in competitive play.
		Upon completion of this course students will be able to execute a round of golf on a regular length golf course.
KINE 125A	Aerobic Fitness Training Modes	At the end of this course the student will be able to demonstrate an understanding of basic strength and agility fitness fundamentals through a variety of frequencies, intensity and duration and emphasis its role as it relates to their personal development in health, fitness, recreational and physical activity.



		Student will be able to recall appropriate aerobic training techniques/exercises and apply them to sport specific training
		Student will demonstrate improvement in aerobic fitness
		Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance.
		Upon completion of this course, students will increase their knowledge and performance fitness competency through demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition
KINE 125B	ANAEROBIC FITNESS TRAINING MODES	Student will be able to recall appropriate anaerobic training techniques/exercises and apply them to sport specific training.
		Students will demonstrate improvement in anaerobic fitness.
KINE 125C	FUNCTIONAL FITNESS TRAINING MODES	Recognize terminology, spatial awareness and etiquette respective to the individual class requirements.
		Student will be able to design a personalized functional exercise program.
		Students will assess fitness level and track improvements in exercises they identify as functional fitness training modes.
		Translating FITT Principles of frequency, intensity, time and type into physical activities of varies genres.
		Understand the importance of functional fitness exercises and the development of lifelong health and wellness practices.
KINE 125D	MOTOR FITNESS/HAND-EYE/FOOT SKILLS	Student will be able to demonstrate sport specific motor fitness skills
		Student will be able to recall appropriate hand-eye and foot drills/exercises and apply them to sport specific training.
KINE 128A	Wellness Modalities-	Assess and evaluate their own individual cardio respiratory fitness level.
		Compose a personal fitness plan based on individual fitness level using the FITT principle.
		Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Plan their own future individual activity and exercise program.
		Recall the physical benefits of a total body conditioning program
		Recognize cardiorespiratory fitness terminology, spatial awareness and training etiquette.
		Student will acquire knowledge and demonstrate skills to safely engage in various cardiorespiratory activities and the use of exercise equipment.
		Student will be able to design personalized cardio exercise program
		Students will be able to demonstrate an improvement in their cardiorespiratory endurance

		Understand the importance of physical fitness and development of life long health and wellness practices.
KINE 128B	WELLNESS MODALITIES-MUSCULAR	Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Analyze, evaluate and demonstrate an improvement in muscular strength or muscular endurance.
		Assess and evaluate their own individual fitness level.
		Compose a personal fitness plan based on individual fitness level using the FITT principle.
		Recognize muscular strength and endurance terminology, spatial awareness, and training etiquette.
		Student will be able to design personalized muscular exercise program
		Student will demonstrate knowledge in selecting and executing proper exercises which target specific muscle groups.
		Understand the importance of physical fitness and development of lifelong health and wellness practices.
KINE 128C	WELLNESS MODALITIES-FUNCTIONAL	Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Assess and evaluate their own individual cardio respiratory fitness level.
		Assess fitness level and track improvements in exercises they identify as functional fitness training modes.
		Compose a personal fitness plan based on individual fitness level using the FITT principle.
		Recognize terminology, spatial awareness, and etiquette respective to the individual class requirements
		Student will be able to design personalized functional exercise program
		Student will identify and demonstrate functional fitness training modes that pertain to individual fitness goals
		Translate FITT Principles of frequency, intensity, time and type into components of fitness.
		Understand the importance of functional fitness exercises and the development of lifelong health & wellness practices
KINE 128D	WELLNESS MODALITIES-PERIODIZATION	Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Assess and evaluate initial individual fitness level and improvements.
		Compose a personal fitness plan based on individual fitness level using the FITT Principle.
		Student will critically analyze, evaluate, and report on their periodization progress.

		Understand the importance of physical fitness and development of lifelong health and wellness practices.
KINE 135A	Beginning Swimming	Ability to perform skills to ensure water survival, understanding and use of basic swimming etiquette and demonstrate correct breathing technique during freestyle swimming.
		Apply the FITT principle to swimming activities as they relate to the five components of physical fitness for lifelong health and wellness.
		Assess and evaluate their own individual cardio respiratory fitness level.
		Assess Swimming fitness level and evaluate improvements.
		Demonstrate proper technique of beginning swim strokes with correct breathing techniques.
		Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance through swimming activities.
		Identify terminology, spatial awareness, etiquette, and water survival skills of basic swimming.
		Student will demonstrate correct breathing technique during freestyle swimming
KINE 135B	INTERMEDIATE SWIMMING	Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Apply the FITT principle to intermediate level swimming exercises as it relates to the 5 components of physical fitness.
		Demonstrate proper technique in various strokes to include freestyle and backstroke
		Evaluate and track improvements of swimming endurance and and overall cardio respiratory fitness level.
		Recognize swimming terminology, spatial awareness and etiquette relating to intermediate swimming.
		Student will demonstrate improvement in cardiorespiratory endurance and proper technique in freestyle and backstroke.
		Students will demonstrate an improvement in cardio respiratory endurance and proper technique in freestyle and backstroke
		Understand the practical application of swimming for the development of lifelong health and wellness
KINE 135C	ADVANCED SWIMMING	Assess and evaluate their own individual cardio respiratory fitness level.
		Demonstrate an understanding of physical fitness for the development of lifelong health and wellness.
		Differentiate between the various training methods of advanced swimming to include; distance, sprint and stoke relating to competition.

		Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Identify, track and analyze aquatic training techniques relating to the FITT principle that produce improvement in the five components of physical fitness.
		Recognize and explain swimming terminology, spatial awareness and etiquette as it relates to advanced swimming.
		Students will demonstrate improvement in advanced swim strokes and training methods.
		Students will identify aquatic training techniques that produce progressive improvements in cardiorespiratory endurance.
KINE 140A	Beginning Tennis: Techniques and Analysis	Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Assess and evaluate their own individual cardio respiratory fitness level.
		Compose a personal fitness plan based on individual fitness level using the FITT principle.
		Student will demonstrate basic knowledge and motor skills related to activity.
		Students will create, design and promote a physical activity program for improving one's overall health.
		Upon completion of this course a student will interpret rules, code of ethics and appropriate behaviors for the game of tennis.
		Upon completion of this course student will demonstrate the progressions of various tennis strokes.
		Upon completion of this course, students will increase their knowledge and performance of basic tennis skills and rules competency through demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition
KINE 140B	Intermediate Tennis: Techniques and Analysis	Assess and evaluate their own individual cardio respiratory fitness level.
		Compose a personal fitness plan based on individual fitness level using the FITT principle.
		Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Student will demonstrate knowledge and motor skills related to activity.
		Student will demonstrate proper body mechanics used for intermediate tennis play.
		Students will demonstrate an improvement in basic tennis skills 1.)groundstroke 2.)volleys 3.)serving
		Students will demonstrate the progressions of various tennis strokes
		Upon completion of this course students will create, design and promote a physical activity program for improving one's overall health.

		Written exam covering tactics and strategies in single and doubles court position for match play.
KINE 140C	Advanced Tennis: Techniques and Analysis	Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Assess and evaluate their own individual cardio respiratory fitness level.
		Compose a personal fitness plan based on individual fitness level using the FITT principle.
		Student will demonstrate application of motor skills.
		Student will demonstrate the application of tennis skills in a game setting
		Students will be able to perform basic tennis skills and rules as well as set up a basic tennis tournament.
		Upon completion of this course students will create, design and promote a physical activity program for improving one's overall health
		Upon completion of this course students will be able to interpret rules, code of ethics and appropriate behavior for the game of tennis along will develop, create tactics and strategies in single and doubles court position for match play.
		Upon completion of this course students will demonstrate the progressions of various tennis strokes
KINE 150A	Beginning Weight Training	Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Assess and evaluate their own individual cardio respiratory fitness level.
		Compose a muscular strength training program outlined by FITT principle guidelines for muscular strength & endurance.
		Identify muscular strength and muscular endurance training methods
		Maintain a profile card charting exercises sets, repetitions, resistance improvements and rest periods.
		Recognize terminology, spatial awareness and etiquette respective to strength training.
		Students will identify faults, safety issues and applied technique corrections to improve their overall skill and knowledge through performance.
		Students will learn the Overload Principle of muscle growth and apply it in their workouts
		Understand the importance of muscular fitness exercises and the development of lifelong health and wellness practices.
		Upon completion of this course, students will increase their knowledge and performance of beginning weight training competency through demonstration and instructor feedback in a practical setting or upon completion of the group or individual participation.

KINE 150B	Intermediate Weight Training- Strength	Acquire the understanding and application of the importance of overall physical fitness and the development of lifelong health & wellness
		Apply the FITT Principles into intermediate strength training activities as they relate to the components of physical fitness.
		Demonstrate knowledge and muscular fitness competency through demonstration in a practical setting and/or group and individual participation.
		Develop and maintain a profile card charting exercises, sets, repetitions, and rest periods outlining resistance improvements.
		Identify weight training terminology, faults, safety etiquette and apply technique corrections to improve overall skill and knowledge of intermediate performance.
		Identify, compare, contrast and properly utilize weight training machines and free weight equipment.
		Student will demonstrate improvement in overall muscular strength and muscular endurance.
		Student will learn tension principle of muscle growth and apply it to their workouts
KINE 150C	ADVANCED WEIGHT TRAINING- POWER LIFTING AND	Identify target heart rate and apply training mechanisms to improve cardio respiratory endurance.
		Acquire the understanding and application of the importance of overall physical fitness and the development of lifelong health and wellness.
		Apply the FITT Principles into advanced strength training activities as they relate to the five components of physical fitness.
		Assess and evaluate their own individual cardio respiratory fitness level.
		Design, develop and maintain a profile card charting exercises, sets, repetitions and rest periods outlining resistance improvements.
		Identify power and plyometric training practices and demonstrate an improvement in these methods
		Identify the anatomy of major muscle groups and the exercises that target those muscles groups
		Identify weight training terminology faults, safety etiquette, and applied technique corrections as it pertains to powerlifting and the advanced weight lifter's knowledge.
		Student will learn to perform more advanced lifts for increased muscle strength.
		Upon completion of this course, student will demonstrate an improvement in power and plyometric methods.

KINE 155A	Beginning Volleyball: Techniques and Analysis	Perform the basic individual skills of volleyball 1.) bump 2.) set 3.) spike
		Student will be able to demonstrate basic defensive skills of volleyball including positioning on the court
KINE 155B	Intermediate Volleyball: Techniques and Analysis	1. Students will increase their knowledge and performance of intermediate volleyball skills and competency through demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition.
		Student will demonstrate an improvement in basic individual volleyball skills 1.) bump 2.) set 3.) spike.
KINE 155C	Advanced Volleyball: Techniques and Analysis	1. Students will increase their knowledge and performance of advanced volleyball skills and competency through demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition.
		Student will apply individual volleyball skills in a game setting (scrimmages)
KINE 166A	Beginning Basketball	Student will be able to demonstrate defensive stance, positioning, and basic skills.
		Student will demonstrate 3 basic basketball skills: 1.)dribble 2.)pass 3.)shot
		The student will apply basic basketball skills including passing, shooting, dribbling, ball handling, and rebounding, team play, offensive sets, and defensive patterns will be emphasized.
KINE 166B	INTERMEDIATE BASKETBALL	Student will be able to demonstrate an improvement in defensive skills as well as individual and team positioning.
		Student will demonstrate an improvement in 3 basic skills 1.)dribble 2.)pass 3.)shot
KINE 166C	ADVANCED BASKETBALL	: Student will be able to apply defensive skills, strategies and positioning in competitive play.
		Student will demonstrate application of basic basketball skills in a game setting
KINE 168A	Beginning Soccer	Student will demonstrate 3 basic soccer skills: 1.)dribbling 2.) passing 3.)shooting
		Students will apply beginning skills in soccer, analysis of individual positions, rules, basic drills, and team play
KINE 168B	INTERMEDIATE SOCCER	Student will demonstrate improvement in basic soccer skills 1.) dribbling 2.) passing 3.) shooting
		Students will be able, via instructor feedback and video, to identify and correct skills and form for soccer.
KINE 168C	ADVANCED SOCCER	Student will demonstrate application of basic soccer skills in a game setting
		Upon Completion of this course, students will increase their knowledge in order to analyze offensive and defensive strategies to prepare for competition.
KINE 170A	Team Sports - Baseball	Student will be able to demonstrate defensive strategies in a game setting

		Student will be able to demonstrate offensive strategies in a game setting
		Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance in team sports for advanced players.
KINE 170B	TEAM SPORTS- BASEBALL BIOMECHANICS	Student will demonstrate proper biomechanics of defensive skills.
		Student will demonstrate proper biomechanics of offensive skills.
KINE 170C	TEAM SPORTS- BASKETBALL STRATEGIES	Student will be able to demonstrate defensive strategies in a game setting.
		Student will be able to demonstrate offensive strategies in a game setting.
		Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance in team sports for advanced players.
KINE 170D	TEAM SPORTS- BASKETBALL	Student will demonstrate proper biomechanics of defensive skills.
		Student will demonstrate proper biomechanics of offensive skills.
KINE 170E	TEAM SPORTS- FOOTBALL STRATEGIES	Student will be able to demonstrate defensive strategies in a game setting.
		Student will be able to demonstrate offensive strategies in a game setting.
		Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance in team sports for advanced players.
KINE 170F	TEAM SPORTS- FOOTBALL	Student will demonstrate proper biomechanics of defensive skills.
		Student will demonstrate proper biomechanics of offensive skills.
KINE 170G	TEAM SPORTS- SOCCER STRATEGIES	Student will be able to demonstrate defensive strategies in a game setting.
		Student will be able to demonstrate offensive strategies in a game setting.
		Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance in team sports for advanced players.
KINE 170H	TEAM SPORTS- SOCCER BIOMECHANICS	Student will demonstrate proper biomechanics of defensive skills.
		Student will demonstrate proper biomechanics of offensive skills.



KINE 170I	TEAM SPORTS- SOFTBALL STRATEGIES	Student will be able to demonstrate defensive strategies in a game setting.
		Student will be able to demonstrate offensive strategies in a game setting.
		Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance in team sports for advanced players.
KINE 170J	TEAM SPORTS- SOFTBALL BIOMECHANICS	Student will demonstrate proper biomechanics of offensive skills.
		Student will demonstrate proper biomechanics of defensive skills.
KINE 170O	TEAM SPORTS- WRESTLING STRATEGIES	Student will be able to demonstrate defensive strategies in a game setting.
		Student will be able to demonstrate offensive strategies in a game setting.
		Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance in team sports for advanced players.
KINE 170P	TEAM SPORTS- WRESTLING	Student will demonstrate proper biomechanics of defensive skills.
		Student will demonstrate proper biomechanics of offensive skills.
KINE 175A	Psychology of Specific Athletic Competition -	Student will identify appropriate mental strategies for competition
		Students will understand basic psychological theories and strategies and relate them to contact sports.
KINE 175B	Psychology of Specific Athletic Competition -	Student will identify appropriate mental strategies for competition
		Students will understand basic psychological theories and strategies and relate them to minimal contact sports.
KINE 175C	Psychology of Specific Athletic Competition -	Students will identify appropriate mental strategies for competition
		Students will understand basic psychological theories and strategies and relate them to non-contact sports.
KINE 175D	Psychology of Specific Athletic Competition -	Student will identify appropriate mental strategies for competition
		Students will understand basic psychological theories and strategies and relate them to skill specific sports.
KINE 176	Athletic Training	Demonstrate methods of athletic taping applications, wrapping and bandaging techniques.

		Describe aspects of prevention and care of athletic injuries, emergency first aid procedures, and basic rehabilitation techniques.
		The student will have an understanding of the role of an athletic trainer as a medical professional.
KINE 181	Adaptive Aquatics	Demonstrate the ability to follow an aquatics workout plan designed to improve his/her fitness and health, and when necessary take an active role in modifications to the plan.
		Relate his/her understanding of the value and significance of physical activity for improving his/her fitness, health, and quality of life.
		Student will demonstrate basic swimming skills and aquatic exercises
KINE 182	Adaptive Weight Training	Student will demonstrate safe and proper weight lifting technique.
		Student will perform weight training exercises to increase strength, range of motion and endurance.
KINE 184	Adaptive Body Conditioning	Student will demonstrate safe and proper weight lifting technique and safely utilize cardiorespiratory equipment.
		Student will perform weight training exercises as well as cardiorespiratory endurance exercises to improve body conditioning.
KINE 190	Theory of Softball	Identify terminology associated with softball techniques and fastpitch rules.
		1. Demonstrate basic softball skills of batting, catching, throwing, baserunning, and fielding.
		Ability to identify and demonstrate drills and practice theories that improve softball skill development in a progressive sequence specific to position.
		Interpret rules of fastpitch softball and demonstrate ability to apply them to softball strategies.
KINE 204A	Off Season Sports Conditioning I -	1. Identify cardiorespiratory endurance, plyometric, core and strength training exercises pertinent to their specific sport.
		Develop an off-season sports conditioning program that identifies sport specific aerobic and anaerobic training modes.
KINE 204B	OFF SEASON SPORTS CONDITIONING II - MOTOR SKILL	Develop an off-season sports conditioning program that identifies sport specific motor skill training.
		Student will demonstrate sport specific motor skills and apply them in a game setting.
KINE 205A	In Season Sports Conditioning I - Aerobic	1. Identify cardiorespiratory, plyometric, core and strength training exercises pertinent in their specific sport.

		Develop an in-season sports conditioning program that identifies sport specific aerobic and anaerobic training modes.
KINE 205B	In Season Sports Conditioning II - Fine	Develop an in-season sports conditioning program that identifies sport specific motor skill training
		Student will demonstrate sport specific motor skills and apply them to a game setting.
KINE 210	Professional Prep for Football - Theory and	Students will be able, via instructor feedback and video, to identify and correct skills and form for football specific to position.
		Upon completion of this course, students will increase their knowledge in order to analyze offensive and defensive strategies to prepare for competition.
KINE 210L	PROFESSIONAL PREP FOR FOOTBALL LAB-BIOMECHANIC	Students will be able to apply appropriate position specific biomechanic skills of football.
KINE 212	Professional Prep for Baseball- Theory and	Students will be able, via instructor feedback and video, to identify and correct skills and form for football specific to position.
		Upon completion of this course, students will increase their knowledge in order to analyze offensive and defensive strategies to prepare for competition.
KINE 212L	PROFESSIONAL PREP FOR BASEBALL LAB-BIOMECHANIC	Students will be able to apply appropriate position specific biomechanic skills of baseball.
KINE 215L	PROFESSIONAL PREP WRESTLING LAB-	Students will be able to apply appropriate offensive and defensive biomechanic skills in matches.
KINE 216L	PROFESSIONAL PREP FOR GOLF LAB-	Students will be able to apply biomechanics of appropriate shots on course.
KINE 217L	PROFESSIONAL PREP FOR TENNIS LAB -	Students will be able to apply appropriate biomechanics of a variety of tennis shots in a match.
KINE 229	Lifeguarding	Able to identify the skills needed to help prevent and respond to aquatic emergencies, which includes land and water rescue skills plus first aid and CPR in a variety of aquatic environments with the use of different types of equipment.
		Able to oversee the inventory of an aquatic facility and propose changes to make area safe for patrons.
Discipline (SBS-HLTHKINEREC) - REC	REC 110	Community Recreation
		Upon completion of this course students will identify, examine, differentiate and contrast their overall knowledge of Recreation Agencies.
		Upon completion of this course, students will increase their knowledge, understanding and recognition of Community Recreation with competency through demonstration and instructor feedback in a practical setting and/or in group or individual participation

Discipline (SBS-LIBTECH) - LT	LT 100	Introduction to Libraries and Information Services	Students will be able to demonstrate the ability to locate, evaluate, and utilize information in a variety of formats by using both print (indexes) and electronic resources (databases)
			Students will be able to demonstrate the ability to locate, evaluate, and utilize information in various formats through use of library catalogs and or databases.
			Students will be able to demonstrate understanding of the mission and goals of various types of libraries in contemporary society
			Students will be able to describe typical workplace duties for the job title of library/information technician and related job titles
			Students will be able to identify strategies for meeting the information needs of diverse library communities (e.g. people from different ethnic origins, with varying physical and emotional abilities, from various racial categories and from a range of socio-economic backgrounds).
	LT 105	Research Skills & Informed Learning	Students will be able to articulate and apply appropriate evaluation criteria for selecting information sources.
			Students will be able to recommend appropriate strategies for teaching others to evaluate information sources.
			Students will be able to synthesize what they learned from their research in order to support their conclusions.
			Students will refine their conceptualization of the research process.
	LT 110	Library Operational Skills/Technical Services	Students will be able to apply basic principles to justify decisions regarding selection, de-selection, and replacement of all types of library resources.
			Students will be able to correctly perform the typical acquisitions functions: ordering, subscribing, invoicing, and receiving different types of materials.
			Students will be able to create cataloging records following RDA rules using MARC 21 format.
			Students will be able to create cataloging records following RDA standards using MARC 21.
			Students will be able to understand the functions of Cataloging and Acquisitions in Library Technical Services.
			Students will be able to use different types of library systems, bibliographic utilities and online tools related to library technical services in order to acquire and catalog different types library materials.
			Students will be able to use records in bibliographic utilities, online catalogs and local integrated library systems.
			Students will understand the principles of subject analysis and be able to assign subject headings and call numbers to library materials.

		Students will understand the value and principles of authority control and can identify and apply appropriate access points.
LT 115	Library Operational Skills/Public Services	85% of students will be able to demonstrate accurate knowledge of stack maintenance principles and practices.
		Students will be able to identify a wide range of security issues and concerns as they relate to the responsibilities expected of library technicians.
		Students will be able to identify effective customer relations in the library setting.
		Students will be able to recognize elements of hiring processes as they relate to library employment.
		Students will become more familiar with the concept of a mission statement and its elements.
		Students will demonstrate a knowledge of the workings of the Reserves, Interlibrary Loan, Programming, and Reference areas of a library public services department.
		Students will demonstrate knowledge of basic library tasks such as troubleshooting machines, maintaining equipment and handling the cash register
LT 120	Information Sources and Services/Reference	Students will be able to analyze reference sources for content, accuracy, timeliness and usefulness.
		Students will be able to evaluate reference questions in order to determine when to refer questions to librarians.
		Students will be able to interpret reference requests and find appropriate information source.
LT 125	Developing Information Literacy Skills	Upon successful completion of the course the student will be able to critically examine the usefulness and reliability of the information sources they find
		Upon successful completion of the course the student will be able to use the Internet to find a variety of information sources, including research studies, on a topic
LT 130	Library Media and Technology	Students will be able to design and create library displays, bulletin boards, exhibits and collections as marketing and informational tools.
		Students will be able to evaluate and select appropriate media for an instructional setting.
		Students will be able to formulate and conduct student learning activities that integrate the use of information media tools.
LT 140	Library Services for Children and Young	Communicate library policies and principles related to children and young adults to children, parents, teachers, administrators and the community.
		Describe the roles of school libraries and public libraries with respect to serving children and young adults.

			Identify, evaluate, select and incorporate into library collections age appropriate literature and media for children and young adults.
			Prepare a detailed and doable plan for a library program that fits the mission of the library and addresses the needs of a specific audience, e.g. children; young adults; and/or parents, teachers or other agencies that support children and young adults.
			Select, research, create and/or perform a literature activity for a specific audience and setting.
			Students will apply best practices for providing reference services to youth.
Discipline (SBS-MULTICUL) - AS	AS 100	Introduction to African American Studies	Students demonstrate familiarity with the historical contributions of Americans of African descent and with the ideas and concepts associated with these contributions.
			Students will demonstrate an understanding of some of the continuities between African cultures and African Diaspora cultures.
	AS 101	African-American History I	Students demonstrate familiarity with important personalities in the time period covered and with the ideas and concepts associated with them.
			Students should demonstrate an understanding of the distinctive contributions of Africans and their descendants to American history and culture.
	AS 102	African-American History II	Students demonstrate familiarity with important personalities in the time period covered and with the ideas and concepts associated with them.
			Students will be able to apply theory and knowledge produced by African American individuals and communities (e.g., the talented tenth, the New Negro, intersectionality, racial contract, womanism, Black Power, Afrocentrism, Queer of Color, etc.) to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
			Students will be able to critically analyze the intersection of race and anti-black racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age in African American communities.
			Students will be able to describe and actively engage with anti-black issues and the practices and movements in African American communities that sought to discredit discourses of anti-blackness and to build a just and equitable society.
			Students will be able to examine and articulate concepts such as race, racism, anti-black racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, imperialism, and anti-racism.

		Students will be able to explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by African Americans, are relevant to current and structural issues such as immigration, reparations, multiculturalism, affirmative action, police violence, and education and economic policies.
		Students will demonstrate an understanding of the distinctive contributions of Africans and their descendants on American culture and history.
AS 120	Introduction to Africana Social Institutions and Behavior	Faculty will use exams to determine if students demonstrate an understanding of the historical growth of major African Diaspora social and cultural patterns and their continued impact on African Diasporic people.
		Faculty will use exams to determine if students demonstrate an understanding of the historical growth of the Black Popular Culture industry and its continued impact on African Diasporic people.
Discipline (SBS-MULTICUL) - CS	CS 100	Introduction to Chicano Studies
		Develop an understanding about social issues and institutional oppression of the Chicano community in the United States (from a social, cultural, and historical perspective)
		Students will be able to articulate the history and origins of the field of Chicano Studies.
		Students will demonstrate an understanding of the role of Aztec mythology on Chicano Cultural Nationalism.
	CS 101	United States History from a Chicano Perspective I
		Demonstrate an understanding of the role of colonialization and its' impact on Indigenous people and culture in Mexico note: newly created as of spring 2020
		Demonstrate an understanding of the role of Mestizaje in the Chicano historical experience. note: needs more defining...and can be confusing
		Explain the origins of Chicano Studies as United States history note: too general
		Students will be able to identify Decolonial Movements and the survival of Indigenous people and communities of color
	CS 102	United States History from a Chicano
		Analyze the origins, developments and consequences of the Chicano/a civil rights movement
		Assess the importance of the Chicano Movement upon the Mexican American origin community in terms education, politics, identity, and the workforce
		Understand the marginalization of the Mexican community in terms of race, class, gender, and sexuality in the U.S.

	CS 140	Chicana Thought and Cultural Expression	Apply the concept of culture as knowledge in assessing the indigenous and de-colonial roots of Chicana feminism
			Apply theory and knowledge produced by Chicana, Latina, Indigenous, and Women of Color; describe critical events, histories, cultures, intellectual traditions, contributions, and their lived-experiences.
			Critically analyze the origins of racism, sexism, patriarchy, and white supremacy through the examination of Chicana theory.
			Define and analyze intersectional Chicana feminism; understand the intersections of race, class, gender, sexuality, language, immigration status, and nationality, etc.
			Evaluate the contributions of Chicana scholars, activist, and artists to the field of Chicano Studies and the community in general.
			Examine the social politics and activist efforts by Chicana, Latina, Indigenous, and Women of Color to build a just and equitable society.
	CS 155	Ancient Civilizations of Meso-America	Ability to distinguish between the varied Indigenous cultures in Mesoamerica by analyzing their social customs, ceremonies and rituals
			Examine and understand the concept and mythology of Aztlán from a historical and current perspective and well as include current debates regarding Aztlán.
Discipline (SBS-MULTICUL) - MCS	MCS 100	Introduction to Multicultural Studies	Ability to use race, ethnicity and culture as an analytical framework to discuss historical conflicts in the United States
			Analyze organizations and movements of ethnic minorities, and evaluate the effectiveness of ethnic minority social movements and organizations at causing change in the context of the American experience.
			Analyze the vast contribution of diverse ethnic and racial groups to the development of the United States
			Develop an awareness of cultural differences, cultural commonalities, and privilege, and how these contribute to identity formation.
	MCS 125	Women, Culture, and	Demonstrate an understanding of the basic beliefs and practices of Islam
			Evaluate Euro-Western interpretations & images of Muslim Women in an effort to explore how these influences contribute to misinformation, misunderstanding and marginalization of women in Islam.
			Recognize that the experiences of Muslim women in any country are shaped by that country's culture



**STUDENT SERVICES**

Discipline (SS-ATHLETICS) - ACS	ACS 50	INTRO TO COLLEGIATE ATHLETICS	<ol style="list-style-type: none"><li>1. To understand the specific academic requirements for athletic participation at the community college and university level.</li><li>2. A basic understanding of the student education plan (SEP) as it relates to the NCAA and/or NAIA eligibility rules for transfer.</li><li>3. Gain the ability to build and follow an academic program in order to accomplish established career goals.</li><li>4. An understanding of information to assist in successful completion of necessary course work for graduation and transfer.</li><li>5. To gain an understanding of study skills and methods for preparing and completing formative and summative academic assignments.</li><li>6. To develop the skills necessary for effective communication in a classroom setting.</li><li>7. To learn the importance of managing time effectively through the use and completion of an academic weekly planner.</li></ol>
	ACS 55	CHEERLEADING	Analyze and evaluate current fitness/skill levels and track improvements.
			Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
			Demonstrate proficiency in performance of specific cheer, dance and gymnastic routines introduced and practiced during the class sessions before audiences and/or cheer competitions.
	ACS 101	Intercollegiate Softball	Analyze and evaluate current fitness/skill levels and track improvements.
			Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
			Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
			Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.

		<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>
ACS 110	Intercollegiate Basketball	Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
		Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.
		<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>

ACS 115	Intercollegiate Golf	<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>
ACS 120	Intercollegiate Tennis	<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>
ACS 125	Intercollegiate Soccer	Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
		Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.

		<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>
ACS 130	Intercollegiate Volleyball	Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
		Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.
		<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>
ACS 135	Intercollegiate Swimming and Diving	Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.

		Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.
		SLO An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.
ACS 140	Intercollegiate Water Polo	Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.
		SLO An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.

ACS 145	Intercollegiate Football	Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
		Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.
		<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>
ACS 150	Intercollegiate Wrestling	Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
		Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.

		<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>
ACS 155	Intercollegiate Baseball	Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
		Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.
		<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>

ACS 160	Intercollegiate Cross Country	<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>
ACS 165	Intercollegiate Track and	Analyze and evaluate current fitness/skill levels and track improvements.
		Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
		Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
		Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.
		<p>SLO</p> <p>An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.</p>



	ACS 180	Intercollegiate Sand Volleyball	An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Physical training (i.e., strength and conditioning). 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. An understanding of the playing rules and acceptable conduct associated with the sport.
			Analyze and evaluate current fitness/skill levels and track improvements.
			Apply principles (F.I.T.T.) into sport specific training related to the 5 components of physical fitness.
			Demonstrate an understanding of physical fitness and the importance of balancing all five components of physical fitness for lifelong health & wellness.
			Demonstrate knowledge and proficiency of specific fundamentals, assignments and/or responsibilities, terminology, strategy, tactics, rules, fair-play, teamwork and etiquette specific to the sport during competition and or competitive exercises.
Discipline (SS-COUNSEL) - COUN	COUN 100	Introduction to Basic Counseling Skills	Apply appropriate basic counseling skills and strategies that maximize student understanding and practice of course material.
			Students will identify key concepts, history and techniques of one psychotherapeutic theory
			Understand the basic helping skills used during a counseling relationship like: communication, listening, questioning, use of empathy, awareness of body language.
	COUN 101	Transfer Success	Students will increase their knowledge of UC and CSU transfer requirements.
			Students will increase their knowledge of UC/CSU transfer requirements.
			The student will be able to identify the minimum eligibility requirements to transfer to a University of California AND the California State University systems.
			The student will compare and contrast at least two viable university transfer options based on school characteristics and qualities that are consistent with their own personal values and needs.
	COUN 110	College Success	Given a set of factors that are known to impact cultural stereotypes , students will be able to identify one that is relevant to their experience.
			Students will be able to develop a monthly budget and analyze their spending habits to determine if they are living within their means.
			Students will be able to identify at least two campus resources that support their current major and career goals.

		Students will be able to identify the content and sequence of the SQ3R reading method.
		Students will determine their preferred learning style while identifying key characteristics of each learning style; analyze role of culture in learning style; select and practice at least three suggested learning strategies; identify instructor teaching styles (actual or case study) and construct a plan to adapt learning strategies; identify ways to strengthen use of less preferred learning strategies.
		Students will successfully take notes using the Cornell format, including: Taking notes on a pre-selected video lecture (Bloom's Psychology of Happiness); later adding key facts and concepts; finally, formulating possible test questions based on the key facts. Initial assessment in fall 2012 and reassessed in fall 2013.
COUN 115	Career/Life Planning	Advance awareness of personal qualities through assessment of career interests, personality, skills and values and relate these qualities to individual career choice.
		Identify and explain personal strengths, traits, preferences, values, interests, skills, abilities, and attitudes and compare them with careers and college majors in preparation of self management, career development and planning in the workforce.
		Students will demonstrate the ability to meet the standard requirements, recommendations, and format for writing an effective resume, as set forth by the textbook and determined by the instructor. Students will also demonstrate the ability to critique their own resume using the rubric provided by the textbook or instructor.
		Students will meet the minimum standard or higher for writing an effective cover letter, as determined by the instructor's rubric, in alignment with textbook recommendations.
		Students will use career material to conduct research about careers and use the information to choose a career goal.
COUN 120	Quest for Identity and Life Skills	Identity Characteristics Recognition: Students will be able to write a personal mission statement utilizing self-exploration assignments that elicit their identity characteristics that include their: personal values, motivational tendencies, interests, personality type, emotional wounds, and personal experiences that have affected their life.
		Students will be able to analyze how they have responded to grief, depression, and their defense mechanisms in the past and report how they can respond in a healthier way in the future.
		Students will be able to analyze previous coping methods used for adversity and utilize learned critical thinking skills to write a strategy that addresses why they used the previous coping mechanism, how it served them, and what they were trying to protect. Subsequently, students will be able to devise a healthier coping mechanism that best addresses their particular issue and the positive or negative consequences that could follow.

		Students will be able to identify 3 past romantic relationships, the red flags or negative character traits of their past partners, their positive and negative qualities, and common attraction patterns and traits found in all. They will write which qualities they want to attract in the future.
		Students will be able to interview somebody from a non-western culture as well as interview somebody from a different gender from themselves and elicit questions that pertain to experienced racism, sexism, values, cultural practices, personal pressures, etc and write an insight from what they learned.
		Students will be able to recognize the struggles of disadvantaged groups and appreciate the positive aspects of differences in ethnicity and gender.
		Students will be able to role play healthy boundary setting to improve their communication skills in their relationships.
		Students will be able to write a 7 page goal-setting plan and write the objectives or action steps in a separate daily/monthly planner.
		Students will determine whether one life decision is favorable over others by formulating a grid that identifies weights and values that incorporates adding and multiplying numbers ending in a higher total for one over others.
COUN 148	Managing Stress and Well-Being	Students will be able to assess their anxious thoughts and behaviors and connect it to a stress-prone personality so that they can understand how their personality contributes to their symptoms of stress. Subsequently, they will choose an effective stress reduction technique to address their symptoms of stress related to their personality style.
		Students will be able to demonstrate 10 stress reduction techniques and rate how effective each technique worked for them and pick techniques that will be aimed at relieving their own personal stressors.
		Students will be able to identify the societal and cultural stress they have experienced and choose a proper stress reduction technique to cope.
		Students will be able to read, watch, and analyze stress reduction articles and videos and then answer questions that are posted to discussion boards. They will evaluate how the material affects their personal life, as well as how it affects the American society as a whole.
COUN 165	Career Search	Identify, explain and compare how a chosen occupation fits with the student's personality type, interests, work values, transferable skills and career motivators.
		Learn about career exploration resources and gain occupation knowledge by navigating career tools.
		Students completing Counseling 165 will learn the process of assessing their career interests, personality and skills/abilities and identify a related occupational goal.

		Students will conduct an occupation research assignment, report 3 career research facts, and rate the likelihood of pursuing the occupation based on their findings.
		Students will learn and apply the process of assessing their skills/abilities, researching an occupation that fits their personality, clarifying career interests, identifying their values, exploring possible career pathways and gain an understanding about the career development process.
COUN 170	Major Search	Students will be able to identify at least one academic and major interest by completing self-exploration exercises (personality interests, abilities and values) and reviewing student case studies.
		Students will be able to identify how their interests relate to compatible college majors and demonstrate an understanding of the process involved in research, planning, and decision making as it pertains to college majors.
		Students will be able to locate and complete at least one career assessment available on the Career Center website.
		Students will complete an unofficial comprehensive education plan. Remaining courses that meet their degree objective will listed semester by semester.
		Students will successfully navigate the online tools presented in the class for purposes of gathering information on available college majors for their appropriate degree goal. More specifically, students will demonstrate the ability to identify the lower division degree requirements, (GE, Major, and/or Major Preparation) for a proposed college major.
Discipline (SS-DRC) - DR	DR 15	ENGLISH ESSENTIALS FOR STUDENTS WITH
		Students are able to apply and utilize study strategies, test-taking strategies, and mnemonics to help them be successful in their college courses
		Students will create a binder to organize the material in class. This binder is intended for the students to understand the importance of organization and time management.
		Students will demonstrate an understanding of their knowledge of Parts of Speech on a pre/post quiz. The Basic Grammar Quiz includes: (parts of speech) knowledge to consist of nouns, verbs, subject-verb agreement, adjectives, adverbs, conjunctions, prepositional phrases, articles, and interjections. As well as, the students will complete a five paragraph essay using a template.
	DR 40	ADAPTED COMPUTER SKILLS
		Students will communicate with the professor send an email through using their Palomar email account using appropriate email etiquette.
		Students will increase proficiency utilizing Read & Write Gold software, specifically: 1. Proofreading 2. Highlighting tools

		Students will increase proficiency utilizing text-to-speech software, specifically: 1. Proofreading a document 2. Adjust settings to read an exam
		The student will use Microsoft Word features to apply MLA formatting to a document.
DR 41	ADV ADAPTED COMPUTERS	Students demonstrate independence utilizing Windows file management features to organize files and folders.
		Students demonstrate independent use of assistive technology while using software and student email:
		Students will use problem solving strategies (directions/notes) to correct problems that occur while using technology (assistive tech/software).
DR 43.1	SOFTWARE FOR VISION LOSS I	Students will demonstrate increased skill utilizing JAWS/Zoomtext basic reading commands to include reading by word, line, sentence and paragraph.
		Students will make changes to the voice settings in JAWS/Zoomtext to include: Voice Rate Punctuation
DR 43.2	SOFTWARE FOR VISION LOSS II	Students will increase proficiency using the appropriate equipment and software to convert print documents to an electronic format.
		Students will independently use the appropriate techniques required to read PDF documents using their specific assistive technology.
DR 45L	ADAPTED COMPUTER LAB	Students demonstrate improvement in the use of technology available in the Access Technology Center that supports their learning in the areas of general study, research, and assistive technology.
		Students will increase knowledge of available assistive technology and support offered by faculty in the Adapted Computer Training Center.
		Students will login, send and reply to email 3 times during the semester using Palomar Student Email.
Noncredit Discipline (N DSAB) - DISABILITY EDUCATION	N DSAB 502	CREATIVE EXPRESSION THRU ART
		Increase ability to follow directives
		Increase participation in classroom art projects

N DSAB 901	Independent Living Skills	Demonstrate independent living skills to include eating practices, personal grooming, money handling, handwriting, labeling, cooking techniques, telephone protocol, emergency procedures, housekeeping and access to community resources.
		Students will be able to path find appropriate resources at the Escondido Center, such as enrollment services, student health services, library, the learning center, and the snack bar
		Students will independently navigate the Escondido Learning Center. Students will locate assigned classroom, computer lab, restrooms, admissions, health services, campus police, and cafeteria.
		Students will use relevant computer programs appropriate to their disability with and without assistance from the instructor.
N DSAB 943	Access Technology for Vision Loss	Students will increase proficiency using the appropriate equipment and software to convert print documents to an electronic format.
		Students will make changes to the voice settings in JAWS/Zoomtext to include: Voice Rate Punctuation