

SLOs (courses) for website

Course ID	SLO Name	SLO
ACCT 101	Accounting Cycle	Complete an accounting cycle for a business.
ACCT 104	*	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	Filing Status	Prepare tax returns for single, head of household, and married filing statuses for federal and state.
ACCT 107	*Prepare tax returns	Prepare tax returns for corporations and partnerships
ACCT 110	Apply	Apply the use of accounting software in the private sector or for home bookkeeping and accounting use.
	Integrate	Integrate, master, and apply accounting theory, concepts and practice with accounting software.
	Master	Master the accounting software package for daily, weekly, monthly, yearly accounting practices.
ACCT 115	*	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 120	*	The students will review financial statements and analyze them.
ACCT 201	Analyze Financial Statements	Interpret and analyze the Income Statement, Balance Sheet, and Statement of Cash Flows for the purpose of making business decisions.
	Create Financial Statements	Prepare a Balance Sheet, an Income Statement, and a Statement of Cash Flows.
	Record Transactions	Analyze and record business transactions using the double entry accounting method and in accordance with generally accepted accounting principles (GAAP).
ACCT 202	Business Decision Analysis	Construct and analyze accounting information for the purpose of making business decisions.
	Cost Behavior Analysis	Use a cost behavior model for the purpose of making business decisions.
	Manufacturing & Costing Analysis	Prepare and evaluate information and reports used by management to plan, direct, motivate, and control manufacturing processes for various business costing models.
ACR 101	Major component identification and function	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.
	Safety Test	After the appropriate lectures the student will score 70% or above on the safety test.
ACR 102	Read and interpret schematic diagrams of elementary circuits	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.
	Safety Test	After the appropriate lectures the student will score 70% or above on the safety test.
ACR 103	Safety	After the appropriate lectures the student will score 70% or above an the safety test
	Skills	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.
ACR 105	Refrigerant identification state	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.
	Safety	After appropriate lectures, the student will score 70% or above on the safety test.
ACR 110	Safety	After the appropriate lectures the student will score 70% or above an the safety test

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	Skills	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.
ACR 112	Safety	After the appropriate lectures the student will score 70% or above on the safety test
	Skills	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.
ACS 50	Relationship of academic requirements and athletic eligibility	<ol style="list-style-type: none"> 1. To understand the specific academic requirements for athletic participation at the community college and university level. 2. A basic understanding of the student education plan (SEP) as it relates to the NCAA and/or NAIA eligibility rules for transfer. 3. Gain the ability to build and follow an academic program in order to accomplish established career goals. 4. An understanding of information to assist in successful completion of necessary course work for graduation and transfer. 5. To gain an understanding of study skills and methods for preparing and completing formative and summative academic assignments. 6. To develop the skills necessary for effective communication in a classroom setting. 7. To learn the importance of managing time effectively through the use and completion of an academic weekly planner.
ACS 55	Proficiency in performance	Proficiency in performance of specific cheer, dance and gymnastic routines introduced and practiced during the class sessions before audiences at intercollegiate athletic events and/or annual cheer competitions.
ACS 101	Preparation for Intercollegiate Competition	<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	Preparation for intercollegiate competition (M)	<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>
	Preparation for intercollegiate competition (W)	<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</p>

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	Preparation for intercollegiate competition (W)	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 115	Preparation for intercollegiate competition (M)	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.
	Preparation for Intercollegiate Competition (W)	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 120	Preparation for intercollegiate competition (M)	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.
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ACS 125	Preparation for intercollegiate competition (M)	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

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ACS 125	Preparation for intercollegiate competition (M)	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.
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ACS 130	Preparation for intercollegiate competition (M)	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.
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ACS 135	Preparation for Intercollegiate Competition (Copy)	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	Preparation for intercollegiate competition (M)	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.

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ACS 140	Preparation for intercollegiate competition (M)	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.
	Preparation for Intercollegiate Competition (W)	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	Preparation for Intercollegiate Competition (Copy)	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 150	Preparation for Intercollegiate Competition (Copy)	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 155	Preparation for Intercollegiate Competition (Copy)	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 160	Preparation for intercollegiate competition (M)	SLO An understanding of the demands and/or requirements associated with preparation for competitive athletic

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ACS 160	Preparation for intercollegiate competition (M)	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.
	Preparation for Intercollegiate Competition (W)	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 165	Preparation for Intercollegiate Competition (Copy)	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 180	Preparation for Intercollegiate Competition	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.
AIS 100	American Indian diversity	A student will be able to demonstrate awareness of the significance of American Indian diversity in a global setting through classroom participation.
	Case Study	A student will be able to analyze information and demonstrate knowledge of an American Indian culture in case study format.
	Culture Regions	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.
	Multidisciplinary	A student will be able to research and construct papers and/or presentations reflecting multidisciplinary sources and orientation.
	Traditional knowledge	A student will be able to identify examples of American Indian traditional knowledge applied to current socio-geopolitical issues.

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AIS 101	Evaluate and interpret through the use of primary and secondary sources the American Indian role in the formation and history of the United States.	Recognition of primary and secondary sources
	Major Turning Points	A student will be able to discuss how major turning points in the history of the United States affected Native Americans.
AIS 102	Government to Government Relationships	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.
	Principles of Sovereignty	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	Musical cultural characteristics	General musical characteristics of Native cultures both historical and present.
	Recognize basic differences in Native American music.	Students will recognize basic differences in Native American music.
AIS 105	Artistic expressions for Native cultures.	General artistic historical and contemporary aspects of different Native cultures.
	Positive Native American image	Students will gain a positive image of Native American art.
AIS 107A	Language Grammar	Students will learn the basics of Lusieno grammar.
	Language phyla	Students will understand the relationships of the Luiseño language to other Uto-Aztecan languages and to indigenous languages in other languages.
AIS 107B	Language Grammar	Students will learn the basics mechanics of Lusieno grammar.
	Luiseno language proficiency	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Luiseño language, emphasizing culturally relevant terminology.
AIS 108A	Advanced Lusieno	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Luiseño language, emphasizing culturally relevant terminology
	Language Grammar	Students will continue to demonstrate a growing knowledge of the mechanics of Lusieno grammar.
AIS 108B	Language Grammar	Students will continue to demonstrate a growing knowledge of the mechanics of Lusieno grammar.
	Speaking and Writing Luiseno	Students will demonstrate increased proficiency in expressing basic concepts both orally and in writing.
AIS 110	Cultural change	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.
	Culture traits	Students will be able identify how cultural traits apply to different environmental adaptive contexts for Plains Indian cultures and non-Indian cultures.
	Historical points of view	Students will demonstrate the ability to scrutinize ethnographic and historical data collecting methods and recognize the inherent bias based on personal, cultural and political differences.
AIS 115	Diversity	Students will be able to compare and contrast the diversity of various Southwestern American Indian cultures.
	History and Colonialism	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 120	Adaptations	Students will be able to compare and contrast diverse physical and cultural adaptive strategies relative to environment and analyze the success and/or failure of specific strategies.
	Contributions	Students will identify Native American contributions to the world (referred to as the Columbian Exchange)

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	Contributions	and will analyze the impact of these innovations in world history.
	Multi-Disciplines	Students will evaluate the contributions of multiple academic disciplines to fully understanding Native American and non Native American cultures in America.
AIS 125	Diversity	Exam the historical, cultural, and political diversity and significance in Native oral traditions and written literatures.
	Historical and Contemporary Issues	Describe the historical experiences and contemporary issues in media, society and government in North America from the perspective of American Indian peoples.
	Stereotypes	Compare the stereotypes about Native American peoples and explain how these stereotypes were created and why they are sustained in modern society
AIS 130	Adaptations	Students will be able to access cultural adaptive strategies and their relative success or failure in short and long term scenarios.
	Cultural Ecology	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.
	Early cultures	Students will be able to identify exemplary cultural traditions/periods, sites, and artifacts in the North American geographic/archaeology regions.
	Law	Students will be able to identify current environmental and repatriation law as it applies to CRM and Native American communities.
AIS 135	Artistic regions	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.
	Contemporary Art	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.
	Historical impact	Students will be able to analyze historical data to demonstrate the effect of colonization and subsequent attempts to decolonize traditional California Indian art forms.
AIS 140	Contemporary strategies	Students will be able to identify and analyze contemporary strategies employed by California Indians to achieve sovereignty and revival of cultural traditions.
	Cultural relativism	Students will be able to recognize the value of a culturally relativistic approach to the comparison of diverse California Indian cultures to Europeans cultures as reflected in Hispanic and Anglo conquest and colonization experiences resulting in lingering bias today.
	Traditional strategies	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.
AIS 145	Differences	Recognize and analyze discrepancies in Native American literature written by Native Americans from literature written about Native Americans.
	Literary and cultural recognition	Identify elements of literary expression in American Indian literature through close textual readings.
AIS 146	AIS 146 - American Indian Theatre, Dance, and Music	Recognize the positive aspects of American Indian performers within the areas of theatre, dance and music.
	AIS 146 Amer Indian Theatre	Examine the socio-political contexts, which have affected American Indian performers.

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	Amer Indian - AIS 146	Interrogate Euro-American popular culture affects upon American Indian theatre, dance, and music.
AIS 150	Creation myths	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.
	Tradition, Beliefs, Rituals: Christian/non-Christian	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	Cupeno Language	Students will understand the relationships of the Cupeno language to other Uto-Aztecan languages and to indigenous languages in other languages
	Language Proficiency	Students will increase their knowledge of the phonology, morphology, syntax and grammar of Cupeno, with an emphasis on culturally relevant terminology.
AIS 152	Cupeno Culture and Language	Students will continue to develop an understanding of the cultural relationship of Cupeno to other Indigenous languages.
	Language Proficiency and Grammar	Students will increase their knowledge of the phonology, morphology, syntax and grammar of Cupeno, with an emphasis on culturally relevant terminology.
AIS 153	Advance Cupeno	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cupeno language, emphasizing culturally relevant terminology.
	Advanced Cupeno Culture and Language	Students will continue to develop an understanding of the cultural relationship of Cupeno to other Indigenous languages.
AIS 154	Advanced Cupeno Language	Students will continue to increase their knowledge of the phonology, morphology, syntax and grammar of Cupeno, within a growing understanding and emphasis on culturally relevant terminology.
	CUPENO WRITING	Students will demonstrate increased proficiency in expressing basic concepts both orally and in writing.
AIS 155	American Indian Community Knowledge	Students will acquire working knowledge on how sovereignty, institutions, culture and leadership impact the achievement of successful community development in Indian Country. At the end of this course, each student should be able to create a plan for social and economic development on one American Indian Reservation.
	Indian Community	Students will gain an understanding of the diversity of Native American communities.
AIS 165	Contemporary Challenges	Critically discuss specific differing tribal cultural approaches to Native women's health - or environmental, political, and community related - issues in a contemporary framework.
	Women in History	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	Language Grammar	Students will learn the basics of the Cahuilla language.
	Language Phyla	Students will understand the relationships of the Cahuilla language to other Uto-Aztecan languages and to indigenous languages in other languages
AIS 166B	Cahuilla language proficiency	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.
	Language Grammar	Students will learn the basic mechanics of Cahuilla.
AIS 167A	Language Grammar	Student will learn the basics of grammar and the language mechanics of Cahuilla.
	Language Phyla	Students will understand the relationship of the Cahuilla language to other indigenous languages.

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AIS 167B	Language Grammar	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.
AIS 175	Language Writing	Students will demonstrate increased proficiency in expressing basic concepts both orally and in writing.
	Comparitive perspectives	Students will write an essay that compares Native American perspectives of scientific inquiry and applications to the Western scientific method. Student essays will focus on the physical and biological sciences.
AIS 207A	Diversity	Students will complete exams that will evaluate and identify the diversity of scientific thought and practice among tribes. Exam questions will cover North, Central, and South American indigenous cultures.
	Language Grammar	Students will continue to advance their knowledge and mechanics of Lusieno.
AIS 207B	Language Progress	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Luiseño language, emphasizing culturally relevant terminology.
	Advance Language Progress	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Luiseño language, emphasizing culturally relevant terminology.
AIS 266A	Advanced Language Grammar	Students will continue to develop their working knowledge and cultural relationship of Lusieno to other indigenous languages.
	Advanced Language Process	Students will increase their knowledge of the phonology, morphology, syntax and grammar of the Cahuilla language, emphasizing culturally relevant terminology.
AIS 266B	Advanced Language Grammar	Students will continue to develop their working knowledge and cultural relationship of Cahuilla to other indigenous languages.
	Advanced Language Proficiency	Students will increase their knowledge of the phonology, morphology, syntax and grammar of Cahuilla, emphasizing culturally relevant terminology.
AJ 90	Professionalism, Diversity and Ethics	Students will be able to demonstrate an adequate knowledge of professionalism, diversity and ethics for law enforcement in the State of California as define by California Peace Officers Standards and Training (POST).
	Understanding Criminal Law	Students will be able to demonstrate an adequate knowledge of basic criminal law, procedures and radio code communication for law enforcement in the State of California as define by California Peace Officers Standards and Training (POST).
AJ 91	Understanding Patrol techniques and traffic enforcement	Stutdents will be able to demonstrate an adequate knowledge of patrol techniques and traffic enforcement for law enforcement in the State of California as defined by California Peace Officer Standards and Training (POST).
	Use of Force, Defensive Tactics	Students will be able to demonstrate an adequate knowledge of Use of Force, Handling Disputes and Defensive Tactics for law enforcement in the State of California as defined by the California Peace Officer Standards and Training (POST).
AJ 92	Emergency Management	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).
	Preliminary Investigations / Crimes in Progress	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	3 PARTS OF SYSTEM	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

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	Systems of Criminal Justice	Students will be able to identify and differentiate between an adversarial and inquisitional system of criminal justice.
AJ 101	Constitutional Rights	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.
	exclusionary rule	Analyze the exclusionary rule and identify the exceptions
AJ 102	California court procedures	Outline the structure of the California Court System.
	Constitutional Rights:	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	In-Service Training	The student will be made aware of In-Service training options for police officers regarding multi-cultural policing.
	multi-cultural aspects of policing	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.
AJ 104	Elements to common crimes	The student will be able to list the elements to thirty common felonies and indicate which type of criminal intent is involved.
	Identifying Criminal Laws	The student will be able to identify and locate specific laws in the California Penal Code.
AJ 106	analyze and solve ethical dilemmas	Analyze ethical dilemmas and employ appropriate models for making effective ethical decisions,
	Ethical Problem Assignment	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 investigation	The successful student will be able to conduct a basic criminal investigation
	Crime scene	The successful student will be able to evaluate a crime scene, collect evidence, and document the incident
AJ 115	Officer survival	The successful student will be able to discuss officer survival
	Patrol preparatation	The successful student will be able to discuss the basic steps taken in preparatory to patrol duties.
AJ 131	create program	The student will create a juvenile delinquency prevention program.
	Violence Reduction Program	Develop a program for reducing violence in middle schools.
AJ 140	CJ System Knowledge	The students will have first hand knowledge regarding various jurisdictions of the criminal justice system.
	Field Study of AJ Agency	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.
AJ 141	identifying and analyzing the importance of victimology to police work	The student will identify and analyze the importance of victimology by writing a paper concerning the topic.
	Victimology	Students will be able to explain the various rationale for the appropriate to victims of crime.
AJ 151	Knowledge of the term "Jihad".	Students will be able to identify and know the difference between "Jihad" and "Islamic Jihad".
	Terrorist Groups	The student will be able to identify at least three domestic or international terrorist groups.
AJ 152	Decontamination Process	Students will be able to identify aspects of the decontamination process to include the decontamination corridor, secondary decontamination and mass decontamination activities.

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	Different Types	The student will be able to site the five different types of weapons of mass destruction.
AJ 153	Difference between traditional and non-traditional hazards	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.
	Responsibilities of DHS	The student will be able to identify the responsibilities of the Department of Homeland Security.
AJ 180	Analyze crime causation theory in relationship to criminal behavior	The students will analyze crime causation theories in relationship to criminal behavior.
	Broken Window Theory	The student will analyze the "Broken Window Theory" as it pertains to the crime rate.
AJ 210	Collection and Analyze	The students will be able to properly collect and analyze various categories of evidence at myriad of crime scenes.
	Crime Scene Procedures	The students will learn how to approach a crime scene and use various methods for documentation .
AJ 211	Comparison of Fingerprints	The students will learn how to compare fingerprints and find matchless.
	Recognize & Classify	The student will be able to recognize and classify patterns of fingerprints.
AJ 93	Arrest and Control, Firearms and First Aid/CPR	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).
	Criminal Law, Professionalism & Ethics	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).
AJ 94A	Criminal Law & Community Policing	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).
	Firearms and Arrest & Control	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	Cultural Diversity	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).
	Patrol Techniques & Crimes in Progress	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	Emergency Management	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).
	Investigations and Physical Training	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	Criminal Investigations & Crimes in Progress	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).

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	Patrol Techniques and Traffic	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).
AMS 100	American symbolism	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.
	Change and Diversity	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.
	Global impact	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.
	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.
AMS 105	Definitions	Identify and evaluate the cultural and historical data that define the American West in terms of geographical space and human cultures
	Effects	Evaluate the effect of the experience and images of the American West on American culture as a whole and the world through time.
	Ideal/real	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.
	Images	Identify prevelant images of the American West revealed through various art forms and their use as a construct to identity.
AMS 121	Art and Expression	Critically analyze case studies to assess methods that indigenous Pacific Islanders use to sustain and strengthen identity overtime, emphasizing the arts and body art, oral narrative, dance, navigation, and canoe building. Utilize this information to develop a global, dynamic model of persistence of indigenous identity over time.
	Colonization Impact	Develop a dynamic model of colonization in the Pacific, with attention to the pre-contact era, European and American activities and imperialism, and legacies of social and cultural change in the Pacific. Utilize that model as it may apply to any country that has gone colonization.
	Culture and Sovereignty	Critically assess legacies of social and cultural change in the Pacific: specifically, marginalization, ethnic inequalities, and migration. Develop a model for assessing recent trends in the Pacific: specifically cultural revival, cultural renaissance, and sovereignty movements. Critically apply this model to any country that has undergone colonialism.
	Identity and History	Critically compare and contrast the persistence of identity over time, from pre-colonial through the present-day, for Hawai'i, Samoa, Tonga, Guam and the Philippines. List and assess the variables that shaped these diverse historical trends. Assess comparative histories outside the Pacific Islands, with an emphasis on the interplay of the variables that shape history
AMS 200	Concepts and Theories	Students will complete exams which demonstrate their ability to evaluate the concepts and theories of race, ethnicity, gender, and class in America.
	Social Awareness/Responsibility	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.
ANTH 100	Biological Diversity	Understand the nature of human biological diversity, including how it relates to popular misconceptions about race

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	Evolutionary Process	Analyze how interactions among genetic and evolutionary processes work to shape morphology
	Genetic Inheritance	Understand the basic principles of genetic inheritance and how this relates to our everyday lives.
	Hominid Evolution	Explain the basic patterns of hominid evolution over the last seven million years, including the origin of Homo sapiens in Africa.
	Human Evolution	Compare and contrast the morphology and behavior of different stages of human evolution.
	Natural Selection	Explain how Darwin's theory of natural selection results in evolution, adaptation and design, and how evolution affects our everyday lives.
	Scientific Method	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.
	Scientific Process	Demonstrate an understanding of the basic assumptions of science and how the scientific method works
ANTH 100L	Biological Anthropological Knowledge	Demonstrate physical anthropological knowledge and techniques to solve problems in basic genetics, human variation, and human evolution.
	Biological Diversity (Copy)	Understand the nature of human biological diversity, including how it relates to popular misconceptions about race
	Genetic Inheritance (Copy)	Understand the basic principles of genetic inheritance and how this relates to our everyday lives.
	Natural Selection (Copy)	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.
	Scientific Method (Copy)	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.
	Understanding Biological Anthropology Knowledge	Demonstrate biological anthropology knowledge and techniques to solve problems in osteology, primate anatomy and behavior, and human evolution.
ANTH 101	Application of Biological Anthropology Knowledge	Demonstrate biological anthropology knowledge and techniques to solve problems in basic genetics, osteology, primate anatomy and behavior, human variation, and human evolution.
	Biological Diversity (Copy)	Understand the nature of human biological diversity, including how it relates to popular misconceptions about race
	Evolutionary Process	Analyze how interactions among genetic and evolutionary processes work to shape morphology.
	Genetic Inheritance (Copy)	Understand the basic principles of genetic inheritance and how this relates to our everyday lives.
	Hominid Evolution (Copy)	Explain the basic patterns of hominid evolution over the last seven million years, including the origin of Homo sapiens in Africa.
	Human Evolution	Compare and contrast the morphology and behavior of different stages of human evolution.
	Natural Selection (Copy)	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.
	Scientific Method (Copy)	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.
	Scientific Process	Demonstrate an understanding of the basic assumptions of science and how the scientific method works.
ANTH 105	Emic and Etic	Explain how anthropologists study the insider point of view (emic) and the outsider view (etic) of cultures.
	Holistic Approach and Cultural Relativism	Understand and apply the holistic nature of anthropology and the concept of cultural relativism.
	Impact of Western World	Understand the impact of the Western world on the indigenous cultures of the Americas, Africa, and Asia.

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	Interaction with Other Cultures	Have more meaningful and insightful interactions with people of other cultures, including American subcultures.
	Nature of Culture	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.
	Nature of Culture and Cultural Variables	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.
ANTH 107	Cultural Relativism	Students will be able to apply cultural relativism in their academic studies as well as outside of the academic arena.
	Cultural Relativism as applied to Language	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.
	Development of Language	Student will be able to explain the biological basis for speech, and examine the origins and development of language through time.
	Holistic Approach	Students will be able to think holistically; looking at all the parts of a system and how those parts are interrelated.
	Holistic Approach to Language	Understand and apply the holistic nature of anthropology and the concept of cultural relativism to communication and language.
	Language Development and Structure	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.
	Language Structure	Students will be able to identify and describe the components of language: phonology, morphology, grammar, and semantics.
ANTH 110	Archaeological Models and Data	Demonstrate an understanding of the proper use of the Scientific Method and its application in creating valid archaeological models and data.
	Human Ecology	Demonstrate an understanding of how some past cultures have significantly impacted the environment as a way of placing current world ecological issues in context.
	Methods and Theory	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.
	The Goals of Anthropological Archaeology	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.
	World Prehistory Chronologies	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.
ANTH 115	Cultural Diversity	Students will compare and contrast the major values, beliefs, customs, and organizational patterns of a variety of diverse societies and their cultures.
	Cultural Relativism	Students will be able to identify and critically analyze diverse cultural patterns from the anthropological perspective of cultural relativism.
	Cultural Variation	Students will be able to identify and explain some of the range of human cultural variation around the world.
	Ethnocentrism	Students will be able to identify problems associated with culture shock and ethnocentrism.
ANTH 120	Archaeological Data Recording	Demonstrate the ability to record and synthesize archaeological data such as setting, methods, stratigraphy, and context.

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	Archaeological Teamwork	Demonstrate the ability to share excavation tasks and cooperate on completion of unit documentation.
	Archaeology and Indians	Understand and appreciate the connection between archaeological sites and present-day Indian communities (nations).
	Field Excavation Techniques	Demonstrate the ability to properly lay out and excavate archaeological units, including the proper excavation of features.
	Field Processing of Archaeological Samples	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.
ANTH 121	Ethical Standards of CRM Archaeology	Outline and explain the basic ethical standards under which CRM archaeology is conducted.
	Four Phases of CRM	Outline and explain the basic elements of the four phases of Cultural Resource Management (CRM) studies: inventory, evaluation, mitigation, and monitoring.
	Key Elements of CRM Evaluation Report	Outline and explain the key elements of a CRM evaluation report.
	Preparing CRM Budget	Explain the basic factors important in the preparation of a CRM project budget.
	Section 106 vs CEQA	Explain what factors determine whether a CRM project comes under Federal (Section 106) vs. State (CEQA) jurisdiction, citing the basic laws and regulations involved.
ANTH 125	Assumptions of Science and Scientific Method	Explain the basic assumptions of science and outline the basic concepts and/or elements of the scientific method.
	Basic Concepts and Processes of Evolution	Explain the basic concepts and processes of evolution, including mutation and genetic variation, environmental stress, natural selection, inheritance, microevolution, speciation, adaptation, and design.
	Functions of Religion	Explain the basic functions of religion in human society.
	Informal Logical Fallacies	Demonstrate an understanding of basic informal logical fallacies.
	Intelligent Design	Explain the explicit threat to science that the Intelligent Design movement poses in America.
	Knowledge vs Belief	Explain the difference between knowledge and belief.
ANTH 126	African Historical & Cultural Milestones	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.
	African vs. American Worldviews	Explain some key differences in world view and/or core values between traditional African cultures and American culture.
	Avoiding Stereotypes of Africa	Demonstrate a basic understanding of the geographic and cultural diversity of sub-Saharan Africa as opposed to viewing it monolithically and stereotypically.
	Legacy of Colonialism: Instability	Explain how the legacy of colonialism has led to political instability in some parts of Africa.
	Traditional African Cultural Institutions	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.
ANTH 135	Belief Systems and Interaction with Physical and Social Environment	Analyze the interaction of belief systems/religious traditions with the physical and social environment.
	Common Principles	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.
	Cross-Cultural Perspectives of Belief Systems	Discuss from a cross-cultural perspective past and present belief systems and practices, with a focus on non-major world religions.

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	Customs and Rites	The student will be able to describe and identify the significance of specific customs, rites, values, and attitudes of non-Western peoples.
	Holistic Approach and Cultural Relativism	Understand and apply the holistic nature of anthropology and the concept of cultural relativism to belief systems/religious traditions.
	Magic, Witchcraft and Religion	The student will be able to compare and contrast the differences and similarities between magic, witchcraft and religion.
	Nature of Belief Systems	The student will be able to evaluate the nature of non-Western supernatural belief systems.
ANTH 137	Body Perceptions	The student will be able to identify cross-cultural perceptions of the body from cultural groups within North America and outside North America.
	Causation and Classification	The student will be able to recognize cross-cultural causation and classification of illness and disease from various cultural groups.
	Compare Medical Systems	The student will be able to compare and contrast the modern Western medical system with those of other cultures and times.
	Healers	The student will be able to identify the cross-cultural roles and types of healers from various cultural groups.
	Health and Disease	The student will be able to describe standard health, illness and disease from a cultural, biological and ecological perspective from various cultural groups.
	Health from Multiple Perspectives	Describe and explain standards of health and the causation, classification, prevention and treatment of illness/disease from a cultural, biological and ecological perspective.
	Health, Illness and Disease	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
	Holistic Approach	Understand and apply the holistic nature of anthropology and the concept of cultural relativism particularly with health-related beliefs and practices.
	Nutrition	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.
	Role of Medical Anthropology	The student will understand the current role of medical anthropology in the world and the theoretical orientations/schools of thought of medical anthropology.
ANTH 205	Archaeological Data Recording	Demonstrate an improved ability to record and synthesize archaeological data such as setting, methods, stratigraphy, and context.
	Archaeological Teamwork	Demonstrate the ability to share excavation tasks and cooperate on completion of unit documentation.
	Field Excavation Techniques	Demonstrate an improved ability to lay out and excavate archaeological units, including the proper excavation of features.
	Field Processing of Archaeological Samples	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.
	Research Skills	Demonstrate the ability to conduct independent archaeological research.
ANTH 206	Archaeological Data Recording	Demonstrate an improved ability to record and synthesize archaeological data such as setting, methods, stratigraphy, and context.
	Field Excavation Techniques	Demonstrate an improved ability to lay out and excavate archaeological units, including the proper excavation of features.

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	Field Processing of Archaeological Samples	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.
ANTH 210	Research Skills	Demonstrate the ability to conduct independent archaeological research.
	Native Americans Views of Cultural Resources	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.
	Site Record Preparation	Demonstrate the ability to prepare archaeological site records for submission to the South Coastal Information Center based upon data collected in the field.
	Survey and Map Reading Skills	Demonstrate proficiency in the use of topographic maps, compasses and/or hand-held GPS units in locating and recording survey areas and archaeological resources.
ANTH 215	Surveying and Recording Sites	Conduct and/or participate in an archaeological survey using standard techniques to locate and record archaeological sites in the field.
	Analysis of Prehistoric Artifacts	Demonstrate the ability to conduct basic analyses of typical prehistoric artifacts and ecofacts from Southern California.
	Catalogue and Process Collections	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.
ANTH 220	Field and Lab Methods	Students will understand the relationship between field and laboratory data and the various imperatives of archaeological field recording methods.
	GPS Data Collection	Collect field data with a GPS datalogger, differentially correct the data, and produce site and/or feature maps using these data.
	Using a Total Station	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	Goals and Theories	Demonstrate an understanding of the basic goals and theoretical orientations of historical archaeology.
	Identifying Historic Artifacts	The ability to determine the manufacturer, mode of manufacture, function and/or contents, and temporal range of various historic ceramic, glass, and metal artifacts.
AODS 140	San Diego City and County History	Understand the basic trends and themes of the history of San Diego City and County.
	Sources in Archival Research	Demonstrate a knowledge of, and how to use, a variety of written and oral resources in historical archival research.
	Field Placement	Complete a minimum 48-hour field placement in a social service agency with at least a satisfactory evaluation (minimum "recommend with reservations) by the site supervisor.
AODS 150	Professional Portfolio	Students will create a professional portfolio
	Drug Effects	Describe the behavioral, psychological, physical, and social effects for one class of psychoactive substances.
AODS 155	Understanding of the physical, psychological and societal effects of psychoactive drugs.	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.
	Biopsychosocialspiritual Factors.	Identify and describe the Biopsychosocialspiritual factors involved in the development of addiction and describe how each operates to create substance abuse and dependency.
	Drug Classification	Demonstrate mastery of the classification of psychoactive drugs.

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AODS 160	Mock Intervention Demo	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.
	Prevention Models	Distinguish key characteristics associated with three alcohol and other drug education and prevention models.
AODS 250	Group Therapeutic Concepts.	Discuss the key concepts and techniques of one psychotherapeutic theory applied to groups.
	Simulation	Demonstrate effective group leadership skills during a simulated group counseling session.
AODS 255	Scope of Practice, Law and Ethics	Students will demonstrate understanding and utilize critical thinking skills involving: substance use counselors scope of practice as well as legal and ethical issues.
	Treatment Plan	Demonstrate the ability to evaluate and interpret a case history to determine treatment plan recommendations.
AODS 260	Case Presentation	Students will present a case history presentation. The presentation will be no longer than 10 minutes and must include the following items: <ol style="list-style-type: none"> 1. Describe the client: age, education, employment history, medical and psychiatric history, influences contributing to addictive disease, effects of addiction on life functioning. 2. Briefly describe the family members. 3. Describe the treatment strategies for the client and the family. 4. Show a map of the family at the time of beginning treatment 5. Discuss a recovery plan for the identified patient and for the family. 6. Show a map of the family 3 months after treatment began.
	Family System Theory	Distinguish key characteristics of chemically dependent family system theory and family systems counseling techniques.
AODS 298	Counseling Skills Demonstration.	Students will demonstrate effective counseling skills. Using a rubric students will demonstrate the ability to use; Open ended questions, Affirmations, Reflections and Summaries.
	Field Placement	Complete a 96-hour field placement in a social service agency with a satisfactory evaluation by the site supervisor while adhering to professional ethics and behaviors.
AODS 299	Internship Work	Complete a 144-hour field placement in an alcohol and drug treatment agency with a satisfactory evaluation by the site supervisor while adhering to professional ethics and behaviors
	Professional Portfolio.	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).
ARAB 101	Speaking Arabic	Speak Arabic at the beginning level describing self and daily life, demonstrating a command of basic vocabulary and structures in the Arabic language.
ARAB 102	Speaking Arabic	Speak Arabic at the beginning-intermediate level describing self and others, demonstrating a command of

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ARAB 102	Speaking Arabic	second semester vocabulary and structures in the Arabic language.
ARAB 201	Speaking Arabic	Speak Arabic at the intermediate level, demonstrating a command of intermediate-level vocabulary and structures in the Arabic language.
ARCH 105	Demonstrate the ability to draw using hand drafting skills.	After completion of this course student will demonstrate ability to hand draft and sketch including graphic delineation, lettering, construction theory, construction details, and building codes as related to the development of working drawings for residential design.
	Demonstrates proficiency using hand drafting skills.	After completion of this course student will demonstrate proficiency in hand drafting and sketching including graphic delineation, lettering, construction theory, construction details, and building codes as related to the development of working drawings for residential design.
ARCH 120	Demonstrate the ability to identify historic structures.	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.
ARCH 121	Demonstrate the ability to visualize historic 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.
	Demonstrate the ability to identify architectural structures.	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.
	Term paper	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 135	Demonstrate an understanding of structural analysis.	Student projects/drawings will be evaluated based on the following: <ol style="list-style-type: none"> 1. Compare and contrast various wood, steel, and concrete building materials, structural systems and associated building systems in a series of quizzes and examinations 2. Demonstrate an understanding of the structural analysis of simple wood beams by correctly diagramming and solving a series of structural problems 3. Develop an understanding of the forming, mixing, and casting of concrete by attending demonstrations and lectures 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 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
	Process and Sustainability	Research, analyze, and discuss the manufacture, installation and use of a specific building product, including the environmental impact of its manufacture and its recyclability.
ARCH 145	Delineation	The successful student will demonstrate an understanding of the key aspects of architectural rendering.
	Demonstrate architectural perspective drawing construction.	After completion of this course student will demonstrate the ability to construct architectural perspective drawings using both "office" and "perspective-plan" systems.
ARCH 155	Demonstrates ability to draw Classical Period	After completion of this course student will demonstrate ability to draw architectural structures from the

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ARCH 155	structures. Report	Classical Period to the present. Student will be able to analyze and discuss a specific architectural philosophy or movement of the 20th century
ARCH 160	Drawings LEED Guidelines	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	Demonstrates ability to draw abstract spatial constructions. Development of architectural design.	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. 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.
ARCH 200	Demonstrates ability to draw using AutoCAD advanced commands Visual Literacy	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	Demonstrates ability to draw using beginning Revit commands. Demonstrates proficiency using Revit basic commands.	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. 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.
ARCH 204	Demonstrate ability to draw using advanced Revit commands. Demonstrate proficiency using Revit advanced commands.	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. 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.
ARCH 215	Demonstrates ability to draw abstract spatial constructions. Demonstrates proficiency in drawing abstract spatial constructions.	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. After completion of this course student will demonstrate proficiency in drawing two and three dimensional compositions, design concepts, and applications through the study of abstract spatial constructions.
ARCH 216	Demonstrates proficiency in architectural design. Development of spatial compositions.	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.
ART 100	Essay Writing Identification Of Art Works	Students will write cogent essays that examine major themes in art history, using art historical terminology and citing specific works of art or architecture. Students will be able to identify works of art created in various periods, from prehistoric through contemporary.

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ART 101	analyze two and three-dimensional art	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art;
ART 102	Identify focal point	Given a variety of drawing, students will identify the focal point
	Three-dimensional rendering	Students will be able to draw three dimensional form accurately onto two dimensional surface
ART 103	Practical skills	Student will demonstrate knowledge of layering with prismacolor pencil upon completion of project.
ART 104	identification of basic design elements	Students are able to identify and create examples of the 12 formal elements of design.
ART 105	. Use of specific vocabulary and concepts related to art and design	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.
	Acquisition and presentation of aesthetic and/or contextual source material and influences	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.
	awareness of three-dimensional design	Increase conscious awareness of three-dimensional design elements and principles as these elements exist in everyday surroundings.
	Incorporation of personal, conceptual, cultural or historical context or references	Student will illustrate an understanding of the personal, conceptual, cultural or historical context of their original work of art.
	Proper use of materials and technique and formal interaction	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	Modeling Form	Students will be able to create the illusion of the three dimensional figure using oil paint, water color or acrylics.
	Tonal identification	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	Cross Contour Analysis	Students will be able to identify cross-contour line modeling of the figure from various angles and poses
	Figure as Geometrical shapes	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	Geometric shapes of the figure	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.
	Light Modeling	Students will be able to identify "core" shadows, light source and reflected light and apply these principles to drawing the figure from several angles.
ART 125	Head Proportions	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.
	Understanding general human body proportion	Students will be able to draw the human body proportionally correct. Instructor will assess their ability to draw the general human proportion from memory.
ART 135	Comprehension of field specific vocabulary	Students will develop comprehension and the ability to utilize vocabulary specific to the field of ceramics.
	Structural Integrity	Build a hollow object that has structural integrity - no cracking, warping or breakage during building, drying or firing.
ART 136	Comprehension	Students will demonstrate an understanding and usage of field-specific vocabulary.
	Improved craftsmanship	Students will develop improved craftsmanship, confidence and facility with coiling, slab building, pinching

Course ID	SLO Name	SLO
	Improved craftsmanship	and wheel throwing.
ART 137	Advanced wheelwork	Students will be able to make multiple vessels of appropriate weight with walls of even thickness.
	Glaze work	Students will be able to successfully glaze food safe production ware.
ART 138	Finishing techniques	Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.
	Glaze chemistry	Students will be able to mix successful glaze from dry materials.
ART 140	Acquisition and presentation of aesthetic and/or contextual source material and influences	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.
	Incorporation of personal, conceptual, cultural or historical context or references	Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of their original work of art.
	Lab description	Students will be able to demonstrate and illustrate an understanding of the steps, parts and concerns in making a two-part rigid mold.
	Proper use of materials and technique and formal interaction	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.
	Use of specific vocabulary and concepts related to art and foundry	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.
ART 145	analyze two and three-dimensional art	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art;
ART 147	analyze two and three-dimensional art	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art
ART 150	analyze two and three-dimensional art	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art
ART 151	analyze two and three-dimensional art	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art
ART 155	Glass cutting	Students will demonstrate a basic understanding of methods for cutting straight and curved lines using a glass cutter, running pliers, and grozing pliers.
	Leading glass	Students will demonstrate the ability to create a leaded glass piece with consistent thickness and uniformity.
ART 156	Kiln casting process	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.
	Shading and gradient	Students will show the ability to create shading and gradient using colored glass powder in a pictorial representation.
ART 160	Cold glass shaping and finishing	Students will demonstrate basic competency in the use of coldworking methods as a means of finishing/polishing and shaping glass pieces.
	Discussion and critique	Students will be able to communicate ideas and qualities pertinent to craft/art and their relationships to the history and trends of glass production.
	Equipment and tool knowledge	Students will demonstrate and describe competency and display safe, proper usage/technique of basic glassblowing hand tools and equipment function.

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	Lab demonstration	Students will be able to display competency at a basic level of skill and communicate knowledge of glassblowing and glassforming techniques.
	Research and contextualization of influences	Students will provide source material and demonstrate the ability to perform aesthetic research spanning digital and traditional information platforms.
ART 163	Essay Writing	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.
	Identification of Art Works	Students will be able to identify works of art created in various periods of Asian art history.
ART 165	Essay Writing	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.
	Identification of Art Works	Students will be able to identify works of art created in various periods, from prehistoric through Gothic.
ART 166	Essay Writing	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.
	Identification of Art Works	Students will be able to identify works of art created in various periods, from Renaissance through contemporary.
ART 169	Essay Writing	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.
	Identification of Art Works	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.
ART 182	this is now a visual arts generated class	see visual arts
ART 183	visual arts	visual arts is now the keeper of this class
ART 200	Contrast identification	Student will be able to identify Itten's 7 color contrasts
ART 205	Lab description	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	Color practice	Students will be able paint a still life in color while accurately depicting tonal relationships.
	Painting values	Students will be able to recreate a black and white painting observed from a live still life set up.
ART 221	Black and White Value Study	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.
	individualistic approach to painting	Students will be able to paint in full color that is individualistic in its content and composition.
ART 235	Identify opaque watercolor	Students identify opaque watercolor
ART 236	identify opaque watercolor	students identify opaque watercolor
ART 250	Finishing techniques	Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.
	Technical competence	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	. Acquisition and presentation of aesthetic and/or contextual source material and influences	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.
	Incorporation of personal, conceptual, cultural or historical context or references	Student will illustrate an understanding of the personal, conceptual, cultural or historical context of their original work of art.

Course ID	SLO Name	SLO
	Lab description	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.
	Proper use of materials and technique and formal interaction	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 260	Use of specific vocabulary and concepts related to art and foundry	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.
	Acquisition and presentation of aesthetic and/or contextual source material and influences	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.
	Incorporation of personal, conceptual, cultural or historical context or references	Student will illustrate an increased understanding of the personal, conceptual, cultural or historical context of their original work of art.
	lab description	Students will be able to illustrate differences in methods and tools between in subtractive, additive, assemblage and casting techniques in mixed media sculpture.
	Proper use of materials and technique and formal interaction	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.
ART 261	Use of specific vocabulary and concepts related to art, sculpture and design	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.
	Acquisition and presentation of aesthetic and/or contextual source material and influences	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.
	Incorporation of personal, conceptual, cultural or historical context or references	Student will illustrate an understanding of the personal, conceptual, cultural or historical context of their original work of art.
	interrelation of object and concept	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.
	Proper use of materials and technique and formal interaction	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 265	Use of specific vocabulary and concepts related to art and design	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.
	Finishing techniques	Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.
	Technical competence	Upon completion of the course, students will be able to build, dry, fire and glaze a technically sound sculptural object without cracks or warping.
	Vocabulary and comprehension	Student will demonstrate improved competency in the use of Art and method-specific language during the presentation, contextualization and defense of their original artwork.
ART 266	Finishing techniques	Students will demonstrate the ability to appropriately select and execute finishing techniques that are consistent with the aesthetic and content of their work.
	technical competence	Upon completion of the course, students will be able to build, dry, fire and glaze a technically sound sculptural object without cracks or warping.
	Vocabulary and comprehension	Student will demonstrate improved competency in the use of Art and method-specific language during the presentation, contextualization and defense of their original artwork.

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ART 270	analyze two and three-dimensional art	Analyze a variety of materials technically and aesthetically to produce and develop creative possibilities in two and three-dimensional art
ART 275	Enamel painting	Students will demonstrate the proper techniques for mixing and application of glass enamels.
	Three-dimensional forms	Students will demonstrate the ability to construct a three-dimensional form using sheet glass and leading techniques.
ART 278	Pate de Verre	Students will display an understanding of the proper mixing and application of glass frit, water, and binder for a successful firing.
	Wax modeling	Students will demonstrate the ability to create a multiple component wax for that withstands the mold hand-building process.
ART 280	Cold glass shaping and finishing	Students will demonstrate competency in the use of coldworking methods as a means of shaping, finishing, and combining glass pieces
	Discussion and critique	Students will be able to communicate ideas and qualities pertinent to craft/art and their relationships to the history and trends of glass production.
	Equipment and tool knowledge	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.
	Lab demonstration	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.
ART 290	Research and contextualization of influences	Students will present a variety of source material formats and demonstrate the ability to do rigorous aesthetic research spanning digital and traditional information platforms.
	Equipment and tool production	Students will design, create, and successfully implement a custom made tool in the production of a glass object.
	Lab demonstration	Students will be able to develop and produce a series of objects that have consistent shape, color, and size.
ARTD 100	Portfolio presentation	Students will conduct research, document artworks, organize, and present a visual and verbal presentation of their portfolio.
	Principle of contrast	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	Proportion	Student will demonstrate the ability to create dynamic imagery though the use of scale, proportion and cropping.
	Layering information	Students will understand the process of layering information when generating digital art.
	Vector vs. bitmapped	Students will demonstrate an understanding of the difference (as well as appropriate use) of vector art and bitmapped art. During last two weeks of semester, students will be given a scenario describing several real-world applications of art (illustrative and typographic) and asked to choose the appropriate use of either vector or bitmapped art in the scenario. Completed scenarios will be assessed by instructor.
ARTD 200	Grid identification	Students will identify an underlying grid in a given publication.
	Typographic Hierarchy	Students will demonstrate the ability to create a typographic hierarchy in the development of a magazine layout.

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ARTD 210	Clarification of information	Acquire raw data/information and contextualize it in map form.
	Typographic hierarchy	Students will identify a typographic hierarchy in a given layout.
ARTD 220	Keyframe animation	Students will demonstrate the use of keyframes to create 2D animation using AfterEffects software
	Layering animation	Students will demonstrate layering audio content with corresponding visual or textual information.
ARTD 240	Evaluate geometry	Students will evaluate the geometry in a polygonal model and describe any problems that might lead to printing failure.
	Propose solutions	Students will be given a geometric model with problematic geometry and will define a solution to create a printable object.
ARTI 100	Demonstration efficacy	The successful student will be able to repeat the steps of a basic technique following a demonstration.
	Form and value	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.
	Historical research/reference generation and usage	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.
	Perspective and proportion/mechanical design	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.
	Surface quality	Students will demonstrate the ability to render the material properties of highly reflective, moderately reflective and non-reflective objects
	Use of perspective	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.
	Value scale	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
	Work area set-up	Students will be able to correctly set up their creative work-space according to the requirement for the medium used.
ARTI 210	Color and composition	Students are able to formally compose illustrations using color schemes
	Visual communication	Students will demonstrate the ability to communicate a concept metaphorically by designing an appropriate pictorial representation.
ARTI 220	Appropriate usage of source materials	Students will demonstrate the understanding of copyright issues related to reference and source materials used in Art.
	Monochromatic Value study	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.
ARTI 246	Digital workflow	Students will identify the workflow of 3D modeling, from ideation to final render.
	Prep Mental Ray render	Students will prepare a project using Mental Ray rendering. This includes correctly modifying render settings to create a production level render.
ARTI 247	Animating keyframes	Students will demonstrate the creation of keyframes using Maya software. .
	Batch Render	Students will demonstrate the ability to batch render a personal animation project and assemble the project using compositing software.
ARTI 248	Concept of tools in ZBrush	Students will demonstrate how to save a tool within ZBrush, and subsequently reload and edit the saved tool.
	Mesh generation	Student will demonstrate three ways of generating a mesh in ZBrush. These include using primitives and

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AS 100	Mesh generation continuities between cultures	converting, using ZSpheres, and importing a base mesh from another source. Students will demonstrate an understanding of some of the continuities between African cultures and African Diaspora cultures.
AS 101	Historical contributions AS 101	Students demonstrate familiarity with the historical contributions of Americans of African descent and with the ideas and concepts associated with these contributions. Students should demonstrate an understanding of the distinctive contributions of Africans and their descendants to American history and culture.
AS 102	AS 101/2 AS 102/2	Students demonstrate familiarity with important personalities in the time period covered and with the ideas and concepts associated with them. Students demonstrate familiarity with important personalities in the time period covered and with the ideas and concepts associated with them.
AS 120	Distinctive contributions of African Americans Black Culture Industry	Students will demonstrate an understanding of the distinctive contributions of Africans and their descendants on American culture and history. 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.
ASL 100	social and cultural patterns Describing Family Units	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. Students will be able to describe their immediate family units including parents, years married, enumeration of siblings in pecking order, names and ages.
ASL 100L	Introductory Personal Narrative Describing family members	Deliver a comprehensible, brief introductory personal narrative using first-semester ASL vocabulary and grammatical structures. Students will be able to describe their immediate family units including parents, years married, enumeration of siblings in pecking order, names and ages.
ASL 101	Introductory Personal Narrative Current Events	Deliver a comprehensible, brief introductory personal narrative using first-semester ASL vocabulary and grammatical structures. Discuss a current event or newsworthy item in ASL
ASL 101L	Daily Living Narrative	Deliver a comprehensible, brief narrative about everyday contexts, people, and/or activities using second-semester ASL vocabulary and grammatical structures.
ASL 105	Daily Living Narrative Describe a current event Demonstrate fingerspelling in ASL	Deliver a comprehensible, brief narrative about everyday contexts, people, and/or activities using second-semester ASL vocabulary and grammatical structures. Discuss a current event or newsworthy item in ASL. Successful students will recognize fingerspelling, numbers and lexical signs as measured by a score of 70% or more on expressive and receptive exams.
ASL 110	Fingerspelling in Personal Narrative	Deliver a brief, personal narrative that includes fingerspelling, numbering systems, and lexicalized fingerspelling.
ASL 115	Demonstrate understanding of cultural and language backgrounds of Deaf people Communication Methods (ASL-English Continuum)	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; Students will be able to diagram the various languages and communication methods as described on the ASL-English Linguistic Continuum.

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	Impact of Perceptions on the Deaf Community	Demonstrate an understanding of how various perceptions about Deaf people impact the life experiences of members of the Deaf community.
ASL 205	Describe activities or events	Using ASL, students will be able to describe activities or events.
	Past to Future Narrative	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.
ASL 205L	Describe activities or events	Using ASL, students will be able to describe activities or events.
	Past to Present Narrative	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.
ASL 206	ASL Gloss System	Students will demonstrate their ability to notate ASL in ASL gloss after received a signed message from the instructor.
	Deliver an ASL Presentation	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.
ASL 206L	ASL Presentation	Narrative must be clear and comprehensible. Students must demonstrate use of space for pronominalization (self and others) and time transitions from past, to present, to future.
	Comprehension of ASL Narratives	Students will demonstrate comprehension of ASL narratives appropriate to 4th semester students by providing summaries, identifying major points, and/or providing opinions about the narrative.
ASL 208	Knowledge of Profession	The student should demonstrate knowledge of business practices, professional standards, and ethics of interpreting.
ASL 210	ASL to English Transcription	Students who pass this class will be able to transcribe a signed excerpt. A satisfactory transcript will include sign glosses, non-manual grammatical markers, pronominalization and spatial structuring, and classifiers such that an instructor could re-produce the signed text.
	ASL to English Translation and Delivery	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.
	English to ASL Translation and Delivery	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.
ASL 210L	ASL to English Translation and Delivery	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.
ASL 211	Self Analysis of ASL to English Interpretation Effectiveness	Students will 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.
ASL 211L	ASL to English Sentence Completion	Students will demonstrate competency of translating ASL to English with a focus on sentence completion.
	English to ASL Sentence Completion	Students will demonstrate competency of translating English to ASL with a focus on sentence completion.
	Self Analysis of ASL to English Interpretation Effectiveness	Students will 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.

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ASL 215	ASL to English translation	Successful students will be able translate a source text (appropriate to the level of 3rd semester students) from sign language into written and/or spoken English.
ASL 215L	ASL to English translation	Use lab resources to 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	Advanced-Intermediate ASL to English Translation	Students will translate an interpretation of a source text (appropriate to the level of 4th semester students) from sign language into written English.
ASL 216L	ASL to English translation of advanced-intermediate level expository/informational texts.	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	Knowledge in Specialized Settings	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	Unrehearsed Narrative Interpretation	Successful students will demonstrate the ability to interpret an unrehearsed narrative from sign language into spoken English and from spoken English into sign language.
ASTR 100	H-R Diagram	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]
	Moon Phases	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]
	Seasons	Earth Seasons. Explain why the Earth experiences seasons. [Conceptual visualization skills]
ASTR 105L	Age of Universe	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]
	Newton-Kepler 3rd Law	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	Craters	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.
	Phases of the Moon	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.
ASTR 210	Drake Equation	On a quiz or exam students will describe the variables that are used in the Drake Equation in predicting the likelihood of intelligent life occurring elsewhere in the Universe.
	Habitable Zones	On an exam or quiz students will explain the concept of a habitable zone and list the factors that determine if a planet could be habitable.

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AT 100	Perform Vehicle Services	Students will perform basic services on their vehicles, ie. oil changes, tire rotations, and brake services.
	Shop Safety	The student will be able to perform maintenance functions in the lab safely
AT 105	Evaluate Systems	Students will be able to evaluate electrical systems using a digital volt-ohm meter (DVOM).
	Perform Tests	Students will be able to perform various electrical tests on automotive systems.
	Repair Faults	Students will be able to diagnose and repair electrical system faults.
AT 105L	Safety (Copy)	Students will develop a safe attitude towards mechanical operations.
	Certification (Copy)	Students will achieve skills empowering them to attain certification in automotive electrical systems.
AT 110	Safety	Students will demonstrate safe working practices while working in the laboratory.
	Analyze Data	Students will be able to analyze engine performance data and determine the proper repair procedure required.
	Perform Repairs	Students will be able to perform proper repair procedures on engine performance systems.
AT 110L	Retrieve Data	Students will be able to retrieve engine performance data using various diagnostic machines.
	Safety	Students will develop a safe attitude towards mechanical operations.
	Certification (Copy)	Students will achieve skills empowering them to attain certification in automotive engine performance fuel systems.
AT 115	Safety	Students will complete safety training
	Analyze Data	Students will be able to analyze vehicle fuel system data and determine the proper repair procedure required.
	Retrieve Data	Students will be able to retrieve vehicle fuel system data using various diagnostic machines.
AT 115L	Safety	Students will develop a safe attitude towards automotive fuel systems.
	Certification	Students will achieve skills empowering them to attain certification in automotive engine performance fuel systems.
AT 120	Safety	Students will complete safety training
	Gear Ratios	Students will understand the meaning of gear ratios and the effect on torque output.
	Planetary Gearset	Students are able to indentify the components of a planetary gearset.
AT 125	Safety	Students will demonstrate safe working practices while working in the laboratory
	Machine care	Students will demonstrate the ability to properly clean and maintain various engine machining equipment
	Measuring	Students will be proficient in using precice measuring tools on engine parts.
AT 130	Perform Operations	Students will demonstrate their ability to perform various automotive engine machining operations.
	Safety	Students will be able to apply proper safety procedures in automotive applications.
	Machining Rotor	Students will successfully machine a floating rotor which comply to industry standards.

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	Safety	Students will demonstrate safe working practices while working in the laboratory.
AT 135	Alignment angles	Students will understand toe, camber and caster angles.
	Safety	Students will demonstrate safe working practices while working in the laboratory.
AT 150	Inspect	The successful student will be able to inspect a restored vehicle and determine if the chassis and drive train is restored correctly, and if it meets current professional restoration standards.
	Safety	Students will demonstrate safe working practices while working in the laboratory.
AT 155	Inspect	The successful student will be able to inspect a restored vehicle and determine if the body, (which includes Glass, bright work, paint finish, sheet metal and alignment, etc.) is restored correctly, and if it meets current professional restoration standards.
	Safety	Students will demonstrate safe working practices while working in the laboratory
AT 160	Calculate	Student will be able to measure and calculate specific engine parameters
	Fasteners	Students will be able to recognize design characteristics of automotive fasteners
	Heat	Student will be able to calculate the effects of heat on various automotive systems
AT 165	Safety	Students will complete safety training
	Troubleshoot	Student will be able to identify proper or improper A/C system operation using pressure gauges.
AT 170	Safety	Students will work safely on automotive systems
	ServiceTechnician	Student will complete various basic automotive service procedures
AT 210	Circuit calculations	Students will be able to calculate voltage, current flow and resistance in a series circuit.
	Series/Parallel calculations	Student will be able to calculate the resistance, voltage and amperage in a series/parallel circuit.
AT 215	Laws	Students will demonstrate an understanding of the EPA laws and regulations pertaining to vehicle emissions.
	Safety	Students will complete safety training
AT 225	Cleaning	Students will become proficient in state of the art engine cleaning processes
	Measuring	The student will Demonstrate proficiency using precise measuring tools.
	Operation	The student will be able to explain the intricate operation of a modern automobile engine.
	Parts Identification	The student will be able to identify the internal parts of a modern automobile engine.
	Safety	Students will work safely on automotive engines
	Techniques	The student will be able to explain and perform the proper rebuilding techniques for a modern automobile engine.
AT 50	Hammer and Dolly	Student will be able to hammer and dolly affected area with positive results.
	Metal Shinking	Apply heat to the correct area to enable shrinking of stretch metal
	Write a basic repair estamite.	Student will write a basic repair estimate within a 75% of the repair cost.
AT 51	Frame Machine	Student will be able to set up vehicle on the frame machine properly.
	Safety	Students will demonstrate safe working practices while working in the laboratory.
AT 55	Masking	Student will be able to mask an area properly.

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	Safety	Students will demonstrate safe working practices while working in the laboratory.
AT 56	Mix a color to a paint code	Student will be able to mix a color to a color code.
	Proper paint gun adjustment	80% of the student will be able to adjust a paint gun for painting.
BIOL 100	Cell 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.
	Evolution & Ecology	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.
	Genotype	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.
	New traits	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.
	Scientific method	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.
BIOL 101	Cell 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.
	Evolution & Ecology	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.
	Genotype	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.
	Scientific method	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 101L	Cell Function	Students will be able to use their knowledge of mitosis & meiosis to understand unity and diversity of organisms and the characteristics of life. (Active)
	Natural Selection	Students will understand natural selection and its relationship to evolution.
	Scientific Method	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)
BIOL 102	Cellular Structure and Function	Students can describe the structure and function of cellular components and explain how these components interact within a living cell.
	DNA and Protein Structure	Students can explain how a change in DNA base sequence can lead to a change in protein structure

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	General Chemistry	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.
	Human Heredity	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.
	Scientific Method	Students can explain the steps of the scientific method and apply these principles to experimental design and analysis of experimental results.
BIOL 105	Cell Function	Students will be able to use their knowledge of cell structure, mitosis, meiosis, cellular respiration, photosynthesis, and protein synthesis to understand human life.
	Scientific Method	Understand the scientific method and apply these principles to analysis of experimental results.
BIOL 106	Eukaryotic organisms	Understand the basic chemical and cellular processes of Eukaryotic organisms and apply this knowledge to explain the basic physiology of at least three human organ systems
	Scientific method	Understand the scientific method and apply these principles to analysis of scientific information.
BIOL 110	Biotechnology	Understand how basic DNA manipulation can be applied to research, medicine, and other practical applications.
	Enviornmental influence on genes	Successful students will be able to demonstrate an understanding of how genetic and environmnetal factors may converge to create diversity in the human population.
	Gene and Chromosome Abnormalities	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.
	Molecular aspects of genotypes and phenotype	Identify the molecular etiology of genotypes and phenotypes
	Population genetics and evolutionary analysis	Understand the relationship between transmittance genetics within populations and evolution.
BIOL 114	Scientific Process	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.
	Trophic Cascade	Students can explain the causes and effects of a trophic cascade in the Greater Yellowstone Ecosystem.
BIOL 114L	Ecosystem Diversity	Understand the diversity of life within the food web via observation and identification of species within the three domains of life.
	Ecosystem Management	Understand the distribution of specific ecosystems within the exemplar landscape as well as relevant management issues.
	Food web	Understand and observe the flow of energy in the food web.
	Science in Ecology	Understand how the scientific process is used to study the exemplar ecosystem.
BIOL 118	Community Ecology	Understand the basic principles of community ecology
	Ecological Data	Students will be able to evaluate ecological data.
	Ecological Relationships	Students will demonstrate an understanding of ecological relationships between organisms and their environment.
	Ecology and Evolution	Understand the basic principles of evolution, population ecology, community ecology, and ecosystem

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	Ecology and Evolution	ecology.
	Ecosystem ecology	Understand the basic principles of ecosystem ecology
	Human Impacts	Students will be able to evaluate human impacts on the flora and fauna of planet earth.
	Population Ecology	Understand the basic principles of the ecology and evolution of populations
BIOL 118L	Experimental design	Understand the basic principles of sampling and experimental design
	Scientific Method	Understand the scientific method and apply these principles to analysis of experimental results.
BIOL 120	Biological basis of behavior	Students will demonstrate comprehension of the biological foundations of animal behavior
	Integration 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.
	Proximate and Ultimate Cause of Animal Behavior	Students will be able to differentiate between proximate and ultimate causes of animal behavior.
	Scientific Method	Students will be able to apply the scientific method to test specific hypotheses about the causes of animal behaviors
	Sources of behavior	Students will demonstrate a strong understanding of how specific animal behaviors arise
BIOL 125	Energetics of Plants	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.
	Laboratory Skill and Scientific Process	Apply knowledge of osmosis, diffusion and membrane transport to conduct and analyze laboratory experiments that explore molecular transport in plants.
	Plant Evolution	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.
	Scientific Method	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.
BIOL 126	Energetics of Plants	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.
	Evolutionary Biology	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.
	Plant Evolution	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.
	Scientific Method	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 126L	Laboratory Skill and Scientific Process_2	Apply knowledge of osmosis, diffusion and membrane transport to conduct and analyze laboratory experiments that explore molecular transport in plants.
	Scientific Method	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

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	Scientific Method	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	Ecological Interactions	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.
	Ocean Currents	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.
	Scientific method	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.
BIOL 131	Ecological Interactions	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.
	Ocean Currents	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.
	Scientific method	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 131L	Ecological Interactions	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.
	Scientific method (Copy)	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	Conceptual inventory of natural selection	After completion of this course, students will demonstrate conceptual understanding of natural selection, evolution, and fitness.
	Critical analysis of conservation	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	Adaptation	Compare and contrast the body organization and adaptations of each major animal groups studied.
	Animal Systematics	Understand animal systematics to include evolutionary relationships, classification, life cycles, anatomy, physiology, behavior, and other characteristics of exemplar groups.
	Phylogeny	Explain and evaluate major biological contributions and advances shown by each major animal phylum.
	Scientific process	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.

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	Zoological Ecology	Understand general concepts of zoological ecology to include types of ecosystems, energy flow, ecosystem dynamics, management concerns, and global concerns.
BIOL 141L	Adaptation	Compare and contrast the body organization and adaptations of each major animal groups studied.
	Animal systematics	Understand animal systematics to include evolutionary relationships, classification, life cycles, anatomy, physiology, behavior, and other characteristics of exemplar groups.
	Phylogeny	Explain and evaluate major biological contributions and advances shown by each major animal phylum.
BIOL 145	Body organization	Proper application of directional and regional terminology to describe anatomical features
	Gross anatomy	Detailed comprehension of the gross anatomy of the organ systems
	Histology	Basic organization of histology, specifically similarities between tissue level organization of various organ systems
	Homeostasis	Comprehension of homeostatic relationships and regulation within and amongst the major organ systems
	System function	Relationship between structure(s) and function of the eleven organ systems
BIOL 145L	Body organization	Proper application of directional and regional terminology to describe anatomical features
	Gross anatomy	Detailed comprehension of the gross anatomy of the organ systems
	Histology	Recognition of basic histology samples
	Physiological assesments	Proper interpretation of physiological assessments
BIOL 195C	Scientific Method (Copy)	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 200	Biological Evolution	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.
	Scientific Method	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 201	Anatomy and Physiology	Understand the anatomy and physiology of the mammalian organ systems.
	Diversity of life	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.
	Ecology	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.
	Scientific Process	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	Body organization	Proper application of directional and regional terminology to describe anatomical features.
	Evolutionary relationships	Comprehension of the evolutionary significance of anatomical differences between components of various organ systems.
	Gross anatomy	Detailed comprehension of the gross anatomy of the organ systems.
	Histology	Basic organization of histology, specifically similarities between tissue level organization of various organ

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	Histology	systems.
	System function	Relationship between structure(s) and function of the eleven organ systems.
BIOL 211	Content knowledge	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
	Homeostasis	Students will demonstrate an understanding of the interactions between various body systems in maintaining homeostasis
	Scientific Communication	Students will be able to communicate scientific information, including methodology, results, and conclusions clearly and appropriately
	Scientific Method	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.
BMGT 101	Management project	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 105	Business plan	A student will be able to analyze a fact situation relating to a small business, determine what information is needed, and do a business plan that reflects the appropriate treatment of the situation
BMGT 110	Management report	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	Management report	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
	Understanding and Application	A student will be able to demonstrate an understanding/application of current organization design theories to real-world situations.
BMGT 130	Develop critical thinking and writing skills.	Students will develop critical thinking and writing skills.
	Management report	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
	Solve Business Problem	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.
BMGT 153	SLO 1	A student will be able to report and distinguish between the various methods with which a new firm establishes legitimacy in the market.
	SLO 2	A student will be able to evaluate the importance of creative thinking and innovation to the entrepreneur and

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	SLO 2	the role it plays to their own business idea.
	SLO 3	A student will be able to develop/ create an effective business plan
BUS 86	OVERVIEW OF EHR Software application	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	1. Students recognize and follow the medical administrative competencies developed by the CAAHEP and ABHES accrediting agencies. Business Letter	(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).
	COMPETENCIES GUIDELINES	Students recognize and follow the medical administrative competencies developed by the CAAHEP and ABHES accrediting agencies.
	Medisoft program	(1.3) Bookkeeping Principles: Demonstrate accounts receivable/payable procedures (Ch. 14 assignment).
BUS 100	Analyze Business Situation	A student will be able to analyze a business situation and recommend appropriate actions.
	Describe Business Fundamentals	A student will be able to describe the fundamental principles, methodologies, and theories that are used in the business world.
BUS 104	NA	NA
	Solve business problem	Solve common business problems choosing among appropriate Information Technology applications and systems.
BUS 110	Establish and Develop	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.
	Use of Mathematical Formulas	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	Case study	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.
	NEW SLO	To be defined by new faculty member, Lakshmi Paranthaman
BUS 117	NEW SLO	Our new faculty member, Lakshmi Paranthaman, will create the correct SLO for this course.
	Review and Analyze	Given a set of facts, students will be able to critically review and analyze law cases pertaining to cyberspace business environments and synthesize decisions based upon traditional legal concepts and laws.
BUS 125	Analyze and revise	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.
	Writing	A student will be able to write a 2-3 paragraph paper with three or fewer grammar errors
BUS 129	Supply chain management to improve firm's	Student will demonstrate ways in which management can improve their firm's competitive position by

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BUS 129	competitive position	employing supply chain management in various areas of supply chain and to satisfy its customers.
BUS 130	Review and Analyze	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	Financial Decision Making Personal Financial Statements	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	Application	A student will be able to apply ethical concepts and practices for business organizations and their related stakeholder groups.
	Understanding	A student will be able to demonstrate an understanding of ethical concepts and practices for business organizations and their related stakeholder groups.
BUS 140	Sales Presentation	Students will be able to demonstrate a sales presentation where they implement all the elements of AIDA (Attention-Interest-Desire-Action) during the process.
	Selling Mindset	Students will be able to describe and analyze the traits that make a successful sales person.
BUS 142	Understanding	The student will have an understanding of customer service and its relationship to business.
BUS 150	Analyze and critique	Students will be able to analyze and critique current advertisements for their use of strategic messaging elements.
	Campaign	Students will be able to create an advertising campaign for a client and present it in a professional manner.
BUS 152	Branding	Students will be able to implement their brand across at least 3 different social media channels of their choice
	Social Media Plan	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.
BUS 155	Create and strategize in a team	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.
	Market Research	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	Strategy	The student will be able to develop strategies implementing e-commerce technologies to exploit business opportunities
	Understand e-commerce	The student will have an understanding of e-commerce and its relationship to business.
BUS 165	One-MinuteTimings	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
	Two-MinuteTimings	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	BusDocs	Create, edit, format, save, print, and manage a variety of multi-page business document files including memos, letters, tables, and reports.
	KeyboardingSpeed	Develop speed and accuracy on numeric and straight-copy text at minimum or better than course requirements.
BUS 170	Course SLO, Grade of C or better	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.

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	SLO Editing Documents	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
BUS 171	Course SLO, Grade of C or better.	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.
	SLO2	Creating on-screen forms using advanced table settings.
BUS 173	Electronic Portfolio	Create state of the art electronic portfolio for the job search process.
BUS 175	Course SLO, Grade of C or better	Interpret and apply basic spreadsheet concepts and skills to a variety of business-related workbooks and spreadsheets utilizing excellent file management and proofreading skills
	SLO Charts	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.
	SLO Writing Formulas	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	Course SLO, Grade of C or better	Manipulate and manage data in workbooks and worksheets as data ranges, lists, and more advanced table features.
	SLO Sort and Summarize	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	Course SLO, Grade of C or better	Audit/error-check and evaluate data precedence, dependencies, and formulas.
	Financial Functions	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	Course SLO, Grade of C or better	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	Case Problems	Plan and create a variety of business-related presentations with an average grade of 70% or better.
	Course SLO, 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.
	Final Exam or Project	Complete and submit the instructor-led final exam or student-created project with a grade of C or better.

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BUS 187	Chapter Case Problems	Complete end-of-chapter case problems with a grade of C or better.
	Concepts	Understand the introductory concepts of Initiating, planning, executing, controlling, and managing a business project using Microsoft Office Project.
	Final Exam	Students will pass the final exam with a grade of C or better.
BUS 189	Electronic Calendaring Master	Mastery of electronic calendaring with Outlook
	Electronic Mail Mastery	Mastery of electronic mail with attachments with Outlook
BUS 190	Concepts	Describe, explain, discuss, and apply common Web site and Web page characteristics
	E-Business	Describe, discuss, and define e-business and a variety of e-business models including e-retailing software
	E-Mail	Describe, discuss, and apply the components of e-mail systems and e-mail messages
	Evaluate	Evaluate the credibility of search results; citing web sources; and plagiarism
	Internet Usage Mastery	Define, interpret, and apply fundamental Internet terminology, concepts, searches and practices to be deemed information literate.
	SearchEngines	Understand, identify, and apply a variety of search tools and browser search features
	Security	Explore Internet technologies and security
	Sites	Describe and apply a variety of online social media tools, portals, online research and reference tools, and, special-interest Web sites
BUS 204	Apply Quantitative Techniques	The student will be able to solve a business problem using appropriate quantitative techniques to analyze the relevant business data.
	Business Recommendation	The student will be able to prepare and/or critique a business recommendation on the basis of appropriate statistical analysis.
	Data Analysis	The student will be able to perform appropriate analysis on data relevant to a business problem, and reach an appropriate conclusion or decision.
BUS 205	Business Communication:	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).
	Industry level communication principles and practices in current business documents.	Apply industry level communication principles and practices in current business documents and written and oral reports.
BUS 80	Anatomy	Master the anatomy of each body system.
	Terminology	Master the construction, pronunciation, and spelling of medical terminology associated with each body system.
BUS 82	Application	Students will apply their mastery of concepts to a variety of medical reports.
	Coding	Master medical insurance, billing, diagnostic, and medical procedural coding following industry guidelines.
BUS 84	Advanced Grammar	Students will create and edit a variety of medical documents emphasizing correct sentence structure, punctuation, and prepositions.
	Grammar basics	Students will review basic grammar including nouns, pronouns, verbs, adjectives, and adverbs as applied to a variety of written medical documents.
	Writing process and creating a resume	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.
CE 100	Develop Employment Skills	Students will demonstrate the acquisition of new employment skills, the improvement of existing

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CE 100	Develop Employment Skills	employment skills, and/or the completion of a new project at their job site.
	Employment Skills	Students will be able to identify organizational objectives and contribute to the achievement of these objectives through the utilization of setting 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 and the application of academic theory, while undertaking new or expanded workplace responsibilities. Upon successful completion of the course the student will be able to identify and recognize employment skills under actual working conditions and apply classroom theory to the actual work place environment.
CE 110	Identify Employment Skills	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.
	Develop Employment Skills	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	Employment Skills	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.
	Identify Employment Skills	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.
CFT 100	Develop Employment Skills	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.
	Employment Skills	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.
CFT 100	Identify Employment Skills	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.
	process proficiency	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.
	Safety	Students will demonstrate safe practices while in the laboratory
	Safety_1	Students will demonstrate safe practices while in the laboratory

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CFT 105	critical thinking	- 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.
	Material analysis	Identify and analyze wood and man-made materials as they are related to design and function problems inherent in construction of furniture.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 108	market strategy	Students will be able to identify the factors in creating a market strategy for a specific woodworking business in a given market.
	pricing strategy	Students will analyze overhead, materials, labor and profit in order to develop pricing strategies for work.
CFT 110A	critical thinking	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 110B	Safety_1	Students will demonstrate safe practices while in the laboratory
	Wood movement constraints	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	jig proficiency	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 111B	Dovetail Drawer Construction	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 118	design competency	Students will be able to develop a design of an original piece of furniture based on given criteria either contemporary or period.
CFT 120	project completion plan of procedure	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 122	Project completion plan of procedure	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 124	Project completion plan of procedure	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 128	Project completion plan of procedure	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 132A	quality control production	Apply quality control principles to individual and production work
	Safety_1	Students will demonstrate safe practices while in the laboratory
	steam bending	Demonstrate competency in the process of steam bending with various methods.
CFT 132B	Jigs and Fixtures.	Fabricate and use various jigs, forms, molds, and fixtures, which will aid in a start-up business and electric

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CFT 132B	Jigs and Fixtures.	guitar production.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 133A	diagnosis	Students will be able to analyze and diagnose repairs needed on guitar.
	repair cost estimate	Students will be able to perform repairs needed on guitar and give estimate of labor and material cost.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 133B	Custom set-up	Students will be able to perform an advanced custom set-up on guitar, including frets, nut saddle, action and intonation.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 134A	neck fabrication	Students will select lumber of proper species and grain orientation and create/fabricate an electric guitar neck which will function at desired specifications.
	Safety_1	Students will demonstrate safe practices while in the laboratory
	string action	Analyze electric guitar string height and make necessary adjustments and perform necessary processes in order to adjust desired action.
CFT 134B	Jigs and fixtures.	Fabricate and use various jigs, forms, molds, and fixtures, which will aid in a start-up business and electric guitar production.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 135	design and construction	Student will be able to design and construct an acoustic guitar to given specifications.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 136	design and construction	Student will be able to design and construct an acoustic guitar to given specifications.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 137	design and construction	Student will be able to design and construct an arch top guitar to given specifications.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 138	design and construction	Student will be able to design and construct an arch top guitar to given specifications.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 142	hand plane tuning and usage	Demonstrate appropriate strategies in tuning, using and maintaining metal and wooden hand planes
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 143	construction techniques	Students will demonstrate competency in construction techniques of box making.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 144	production part manufacturing	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 145	production techniques	Through the manufacturing of specific products, production techniques of fabrication will be demonstrated.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 148	double bevel fabrication	Students will understand and apply the process of cutting two veneers at once on a bevel to fabricate marquetry.
	Safety_1	Students will demonstrate safe practices while in the laboratory

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CFT 149	hand cut half blind dovetails	Students will demonstrate proficiency and skill in the techniques and use of tools needed to hand cut both through and half blind dovetail joinery.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 151	Safety_1	Students will demonstrate safe practices while in the laboratory
	veneer processes	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.
CFT 152	Safety_1	Students will demonstrate safe practices while in the laboratory
	veneered period furniture	Students will show proficiency in advanced veneering techniques and in construction and repair of period furniture.
CFT 153	identify elements of style	Students will be able to identify design elements in period furniture and identify period and style of furniture.
CFT 155	Ladder-back and windsor chair construction	Students will demonstrate proficient knowledge of the materials, tools and methods used in ladder-back and Windsor chair construction.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 156	3-slat ladder back construction	Students will construct a 3-slat ladder back chair or a Windsor chair using "green" wood.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 159A	functional chair design	Students will demonstrate proficiency in the process of designing a chair with a specific function.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 159B	functional table construction/design	Students will demonstrate proficiency in the process of designing a table with a specific function.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 160A	functional chair construction	Students will be able to construct a functional comfortable chair with a specific need.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 160B	functional table construction	Students will be able to construct a functional table with a specific need.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 163	plastic laminate proficiency	Students will demonstrate proficiency of the fabrication techniques of applying plastic laminate products.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 165A	cabinetry blue print development	Students will show proficiency in taking on site measurements and developing working drawings/blue prints for residential cabinetry.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 165B	32mm cabinet design	Students will be able to design residential cabinetry utilizing the 32mm system.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 167A	cabinet material options	Students will gain knowledge of the various material options in residential cabinet construction.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 167B	cabinet material options	Students will gain knowledge of the various material options in residential cabinet construction.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 168	Safety_1	Students will demonstrate safe practices while in the laboratory

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	stairway construction components	Students will be able to identify all of the components for stairway construction.
CFT 169	cabinetmaking software options	Students will become familiar with the current available software utilized in cabinetmaking.
CFT 170	Safety_1	Students will demonstrate safe practices while in the laboratory
	workbench construction	Students will be able to design and construct functional workbench for shop or factory.
CFT 172	Safety	Students will demonstrate safe practices while in the laboratory
	Software Tool Bar functions	Students will be able to identify and utilize all of the tools on the tool bar of Cabinetvision.
CFT 175	jig hardware	Students will gain knowledge of the use and function of available hardware, which can be used in making jigs and fixtures.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 176	lathe tool sharpening	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.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 177	period furniture turning accents	Students will be able to apply learned processes and techniques to turning period furniture accents, moldings and components.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 178	Architectural turnings and furniture parts.	Students will be able to apply turning techniques and processes to the manufacture of Architectural turnings and furniture parts.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 180	Safety_1	Students will demonstrate safe practices while in the laboratory
	two methods of wood bending	Students will be able to compare and contrast the two basic methods of bending wood; laminate bending and steam bending.
CFT 185	Safety	Students will demonstrate safe practices while in the laboratory
	Safety_1	Students will demonstrate safe practices while in the laboratory
	shop floor plan tool layout	Students will create a shop, machine and tool layout, floor plan for a given space with given needs.
CFT 187	carving wood species/quality	Students will be able to evaluate and select wood appropriate for various carving processes.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 188	high and low relief carving	Students will demonstrate proficiency in relief carving both low and high relief.
	Safety_1	Students will demonstrate safe practices while in the laboratory
CFT 189	Safety_1	Students will demonstrate safe practices while in the laboratory
	specialty carving	Students will demonstrate proficiency in advanced techniques as they apply to the selected topic. Carving in the round Pierced carving Applied carving
CFT 195	finish selection and use	Students will be able to describe, evaluate and utilize finishes available and appropriate for specific furniture applications.
	Safety_1	Students will demonstrate safe practices while in the laboratory

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CFT 198	problem solving finishing needs	Students will research and develop a solution and a plan to resolve a specific finishing problem/ application.
	Safety	Students will demonstrate safe practices while in the laboratory
CHDV 100	Contextual Analysis	Identify cultural, economic, political, and historical contexts that affect children's development.
	Developmental Analysis	Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
	Developmental Characteristics	Differentiate characteristics of typical and atypical development at various stages.
	Developmental Milestones	Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
	Theoretical Frameworks	Identify and compare major theoretical frameworks that relate to the study of human development.
CHDV 101	Assess Settings	Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
	Best Practices	Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
	Observation, Planning, Implementation, Assessment	Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.
	Personal Philosophy	Develop one's teaching philosophy and professional goals.
	Play as Practice	Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children
	Social Competence	Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community
CHDV 102	Community Resources	Critically assess community support services and agencies that are available to families.
	Family Empowerment	Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
	Self Reflection	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.
CHDV 103	Adult's Role	Demonstrate an understanding of the role of the adult in providing respectful, responsive, reciprocal care and the impact of care practices on infants and toddlers.
	Developmental Milestones	Describe major developmental milestones for infants and toddlers age birth to three in the domains of physical, cognitive, social/emotional, and language development.
	Group Settings	Examine and understand infant and toddler growth and development in group settings.
CHDV 104	Developmental Needs	Analyze how developmental needs, stages, and milestones impact children's behavior.
	Environment Design	Critique early childhood environments and schedules as they relate to children's behaviors.
	Guidance Strategies	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	Common Assessment Methods	Evaluate the characteristics, strengths and limitations of common assessment tools.
	Observation Strategies	Compare the purpose, value and use of formal and informal observation and assessment strategies.

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	Observations	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.
	Partnership Involvement	Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.
CHDV 105A	Evaluate Environment	Evaluate Environment
	Interactions with Children	Demonstrate developmentally appropriate interactions with children in a preschool setting.
	Language With Children	Demonstrate developmentally appropriate use of language with children in a preschool (A) ore infant toddler (B) or inclusive (C) setting.
	Observation Methods	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.
CHDV 105B	Evaluate Environment	Evaluate Environment
	Interactions with Children	Demonstrate developmentally appropriate interactions with children in an infant/toddler setting.
	Language With Children	Demonstrate developmentally appropriate use of language with children in a preschool (A) ore infant toddler (B) or inclusive (C) setting.
	Observation Methods	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.
CHDV 105C	Evaluate Environment	Evaluate Environment
	Interactions with Children	Demonstrate developmentally appropriate interactions with children in an inclusive setting.
	Language With Children	Demonstrate developmentally appropriate use of language with children in a preschool (A) ore infant toddler (B) or inclusive (C) setting.
	Observation Methods	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.
CHDV 106	Curricular Strategies and Materials	Formulate developmentally appropriate curricular strategies and materials for infants and toddlers to support play, social interaction, and development.
	Environment Design	Design and plan developmentally appropriate environments for respectful, responsive, and reciprocal care of infants and toddlers age birth to three.
	Evaluate Programs	Evaluate programs for infants and toddlers based on PITC (The Program for Infant/Toddler Care) principles of care.
CHDV 108	Principles and Strategies	Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development, learning and skills.
	Teacher's Role	Evaluate the teachers? role in providing best and promising practices in early childhood programs.
	Value of Play	Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
CHDV 110	Advocacy	Advocate for change for children and families related to an area of special education or disability.
	Characteristics	Demonstrate an understanding of the characteristics, strengths, challenges, identification, and education of

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	Characteristics	children in the disability categories outlined by IDEA.
	Laws	Recognize the components of IDEA, ADA, and special education law and how those elements impact care and education of children with disabilities.
CHDV 112	Environment Design	Design environmental and curricular modifications to address specific challenges and strengths and to promote and provide inclusive classroom environments for all young children.
	Observation	Analyze early intervention, special education, and inclusive strategies as observed in classroom settings.
	Philosophical Comparison	Explain inclusive philosophies and compare early childhood special education and early childhood education best practices.
CHDV 115	Advocacy	Develop effective strategies that empower families and encourage family involvement in children's development.
	Community Resources	Identify and evaluate community support services and agencies available to families and children.
	Impacts on Children	Assess the impact of educational, political, and socioeconomic factors on children and families.
	Research on Social Issues	Describe social issues, changes and transitions that affect children, families, schools, and communities.
	Self-Reflection	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.
	Socialization Theories	Analyze theories of socialization that address the interrelationship of child, family, and community.
CHDV 120	Assess Strategies	Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.
	Evaluate Programs	Discuss the value of collaboration with families and the community.
	Nutritional Needs	Analyze the nutritional needs of young children at various ages (birth to 8) and evaluate the relationship between healthy development and nutrition.
	Regulations and Standards	Evaluate regulations, standards, policies, and procedures related to health, safety, and nutrition in support of young children, teachers, and families.
	Risk Identification	Identify health, safety, and environmental risks in children's programs.
CHDV 125	Activity Implementation	Develop and implement appropriate art activities for young children birth to age 8.
	Teacher's Role	Evaluate the teacher's role in providing best and promising practices in art and creative experiences in early childhood programs.
	Teaching Strategies	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 130	Activity Implementation	Develop and implement appropriate math and science activities for young children birth to age 8.
	Teacher's Role	Evaluate the teacher's role in providing best and promising practices in math and science experiences in early childhood programs.
	Teaching Strategies	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	Activity Implementation	Develop and implement appropriate music and movement activities for young children birth to 8.
	Teacher's Role	Evaluate the teacher's role in providing best and promising practices in music and movement experiences in early childhood programs.
	Teaching Strategies	Investigate and apply developmentally appropriate principles and teaching strategies to positively influence

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CHDV 140	Teaching Strategies	all young children's development, learning, and skills in music and movement activities.
	Activity Implementation	Develop and implement appropriate literature-based activities for young children birth to age 8.
	Language Development	Describe developmental milestones related to language development in young children birth to age 8.
CHDV 142	Teacher's Role	Evaluate the teacher's role in providing best and promising practices in language and literature experiences in early childhood programs.
	Teaching Strategies	Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development, learning, and skills in language and literature activities.
	Benefits of Sign	Recognize the benefits of using sign for communication in the early childhood setting.
CHDV 144	Lesson Planning	Create a plan for incorporating the use of sign with young children in the home or the early childhood environment.
	Impact of Media	Demonstrate an understanding of the impacts of media exposure and pop culture saturation on all areas of children's development.
CHDV 145	Media Analysis	Analyze children's television programming (or other media consumption) for depictions of gender, cultural and social stereotypes, violence, and consumerism.
	Community Resources	Identify local agencies and other community networks that act as resources for abuse and neglect intervention.
CHDV 150	Dynamics and Impact of Violence	Examine the dynamics of home and community violence and its impact on children and families.
	Signs and Symptoms	Recognize signs and symptoms of abuse and neglect and understand appropriate documentation and intervention strategies.
	Budget and Policy	Prepare a budget and establish operating policy and procedure for an early childhood program.
CHDV 152A	Employee Rights	Develop policies and procedures that articulate the rights of the employee and the rights of the employer.
	Evaluation System	Prepare a formative evaluation system for an early childhood program.
	Laws and Regulations	Recognize state and federal laws and regulations pertaining to early childhood programs.
	Areas of Need:	Identify areas of need in the classroom environment and describe potential improvements.
CHDV 152B	Evaluate Environment	Evaluate an early childhood environment using the Early Childhood Environmental Rating Scale (ECERS-R).
	Areas of Need	Identify areas of need in the classroom environment and describe potential improvements.
CHDV 152C	Evaluate Environment	Evaluate an early childhood environment using the Infant/Toddler Environmental Rating Scale (ITERS-R).
	Areas of Need	Identify areas of need in the classroom environment and describe potential improvements.
CHDV 152D	Evaluate Environment	Evaluate an early childhood environment using the Family Child Care Environmental Rating Scale (FCCERS-R).
	Areas of Need	Identify areas of need in the classroom environment and describe potential improvements.
CHDV 155	Evaluate Environment	Evaluate an early childhood environment using School-Age Care Environmental Rating Scale (SACERS).
	Job Descriptions	Create job descriptions for appropriate staff positions in early childhood programs.
	Operational Manual	Design an effective, complete, and appropriate operational manual for early childhood programs.
CHDV 172	Roles of Leadership	Recognize the role and responsibilities of leadership to create a stable environment for staff and families in early childhood programs.
	Staff Evaluations	Effectively and appropriately assess and evaluate staff in early childhood programs.
	Children's Experiences	Analyze various aspects of children's experiences as members of families targeted by social bias, considering

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CHDV 172	Children's Experiences	the significant role of education in reinforcing or contradicting such experiences.
	Conflict Resolution	Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using specific curricular approaches.
	Inclusive Approaches	Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development.
	Self Reflection	Evaluate the impact of personal experiences and social identity on teaching effectiveness.
	Social Identity	Critique the multiple societal impacts on young children's social identity.
CHDV 174	Ethical Teaching Strategies	Interpret best teaching and care practices as defined within the field of early care and education's program philosophies and ethical standards.
	Policies and Procedures	Critically assess how educational policies, political policies, and ethical standards directly impact the lives of children and families.
CHDV 180	Guidance Strategies	Formulate effective strategies for guidance techniques for working with school age children.
	Issues in Development	Examine current issues that impact the growth and development of school age children.
	School Age Development	Examine school age development as it relates to the individual as well as actions and attitudes in a group setting.
CHDV 185	Compare and Contrast Curriculum	Compare and contrast play-based curriculums that support children's cognitive, language, creative, physical and social/emotional development.
	Design/Implement 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.
	Teacher's Role	Evaluate the teacher's role in providing best and promising practices in early childhood programs.
CHDV 190	Curriculum Activities	Design, implement, and evaluate curriculum activities that are appropriate for school age children in a before and/or after school learning environment.
	Guidance Strategies	Formulate developmentally appropriate positive guidance strategies for working with school age children in a before and/or after school learning environment.
	School Age Programs	Compare and contrast various before and after school age programs in the community.
CHDV 195	Adult Development	Identify and describe the stages of adult development and its impact on the mentor-mentee relationship in an early childhood setting.
	Evaluate Programs	Analyze and evaluate early childhood programs using an appropriate rating scale assessment tool.
	Staff Relationships	Create and plan to develop relationships and enhance performance of staff in an early childhood program.
CHDV 201	Curriculum Activities	Design, implement and evaluate curriculum activities that are based on observation and assessment of young children. Assessment Method: Lesson plan assignment
	Self-Assessment	Critically assess one's own teaching experiences to guide and inform practice.
	Understanding Development	Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

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CHDV 202	Environment and Activities	Create an environment with developmentally appropriate materials and activities for young children in an early childhood setting.
	Guidance and Teaching Strategies	Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.
	Positive Relationships	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with young children in an early childhood setting.
CHDV 203	Environment and Activities	Create an environment with developmentally appropriate materials and activities for infants and toddlers.
	Guidance and Teaching Strategies	Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.
	Positive Relationships	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with infants, toddlers and adults.
CHDV 204	Environment and Activities	Create an environment with developmentally appropriate materials and activities for young children in an inclusive setting.
	Guidance and Teaching Strategies	Demonstrate appropriate and effective guidance and teaching strategies in early childhood education.
	Positive Relationships	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with young children in an inclusive setting.
CHDV 205	Positive Relationships	Apply a variety of effective approaches, strategies and techniques supporting positive relationships with families and children.
	Self-Assessment	Critically assess one's own professional experiences to guide informed practices
	Understanding Development	Integrate understandings of development and needs to maintain, healthy, safe, respectful and supportive environments for children and families.
CHDV 99	Applying Guidelines	Demonstrate application of child development guidelines for assignments
	Identify Requirements	Identify the child development department requirements for assignments
CHEM 10	Critical Thinking	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.
	Dimensional Analysis	Successful students will be able to set up a unit conversion using dimensional analysis and express the answer with correct significant figures.
	Metric System	Successful students will be able to perform unit conversions within the metric system.
CHEM 100	Lab Techniques	Successful students will be able to set up and execute general and intermediate chemical reactions in the lab using a chemical technique.
	Nomenclature	Successful students will be able to name general inorganic compounds.
	Scientific Method	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
CHEM 104	Basic Organic Chemical Principles	Successful students will be able to understand the basic principles of organic chemistry relating to simple structure and reactivity of hydrocarbons.
	Molecular Life Cycles	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.
	Understanding Of Periodic Table	Successful students will have a general understanding of the Periodic Table Of Elements and be cognizant of the simple periodicity of the chemical elements.

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CHEM 105	Basic Organic Reactions	Successful students will be able to classify and evaluate basic organic chemical mechanisms and reactions.
	Organic Lab Reactions	Successful students will be able to plan simple organic synthetic reactions and demonstrate these techniques in the laboratory.
CHEM 110	Application of the Scientific Method	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
	Nomenclature	Successful students will be able to name general inorganic compounds.
CHEM 110L	Application of the Scientific Method	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
	Chemical Lab Technique	Successful students will be able to set up and execute general and intermediate chemical reactions in the lab using a chemical technique.
CHEM 115	Acid & Base Theory	Successful students will be able to explain the general differences that exist between weak acids and bases versus strong acids and bases.
	Application of the Scientific Method	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
	Chemical Equilibrium	Successful students will be able to set up an equilibrium problem and solve for equilibrium concentrations.
	Electrochemistry	Successful students will be able to calculate the potential of a voltaic cell using the Nernst equation.
	Kinetics	Successful students will use experimental data to determine the rate law for a chemical reaction.
CHEM 115L	Weak Acid Equilibrium	Successful students will be able to calculate the pH of a weak acid solution using the appropriate K_a value.
	Application of the Scientific Method	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.
	Chemical Lab Technique	Successful students will be able to set up and execute general and intermediate chemical reactions in the lab using a chemical technique.
CHEM 205	Basic Biochemical Principles and Structures	Successful students will be able to understand the basic principles of biochemistry relating to simple molecular structure and reactivity.
	Basic Energy Cycles (Molecular Level)	Successful students will be able to understand the basic energy cycles of life on the molecular level.
CHEM 220	Application of the Scientific Method	Successful students will be able to apply the scientific method by stating a question, performing experiments and/or analyzing a data presentation.

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CHEM 220	Application of the Scientific Method	
	Organic Lab Technique	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	Application of Organic Theory to the Lab (Synthesis)	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.
CHIN 101	Pronunciation	Recognize and apply the PINYIN pronunciation and writing system to formulate simple everyday conversations at the elementary college level.
CHIN 102	Pronunciation	Apply the PinYin pronunciation system to formulate everyday conversation at the advanced elementary level.
CHIN 201	Speaking	Comprehend and engage in dialogues and conversations regarding daily and school life at the intermediate level.
CI 89	Calculations for plumbing systems	Demonstrate the ability to determine the proper sizing for the plumbing systems from drawings and schematics of drainage and water supply systems.
	Code Violations	Demonstrate the ability to recognize plumbing code violations.
CI 90	Code Requirements California Title 24	Demonstrate knowledge of California Title 24 Code.
	Mechanical Code Requirements	Demonstrate knowledge of mechanical systems.
CI 100	Code Research	Students will research Chapters 1 through 12 of the International Building Code (IBC) to evaluate buildings for code compliance.
	Written communication	Students will write industry appropriate communications by researching and evaluating the appropriate code interpretations.
CI 101	Code Research	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.
	Framing Requirements	Students will evaluate the framing requirements of wood and concrete buildings and prepare a table listing the required inspections.
CI 105	Build electrical system	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	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	National Electrical Code Requirement and Design	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.
	National Electrical Code Vocabulary	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.

Course ID	SLO Name	SLO
CI 115	Independent Research - IBC	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.
	Standard plan checklists	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	Knowledge of lines and symbols	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.
	Plan reading basics	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)
CI 130	Basic Green Building Requirements	Explain the minimum requirements for a green building that incorporates specific construction and design methods that promote sustainability in simple residential and nonresidential structures.
	Energy Conservation Measures Water Conservation	Research California Green Code requirements for water conservation, storm water pollution prevention and energy efficiencies that exceed the state energy standards by 15%.
CINE 100	Film Production Terms	Students will be able to select the correct definition or application of film production terminology.
	Production Techniques	Students will be able to analyze the function and effects of one or more film production techniques in a motion picture.
CINE 102	Evolution of Medium	Students will be able to criticize a selected film in terms of its place in the evolution of the medium.
	Film Contributions	Students will be able to identify the contributions to film art and industry of major auteurs, film movements, and national cinemas.
CINE 103	Criticize Film	The student will be able to criticize a significant motion picture as representative of its auteur, genre, movement, and/or national film industry.
	Film Contributions	The prepared and diligent student will be able to identify the contributions to the art and industry of the motion picture of important auteurs, film movements, and national cinemas.
CINE 105	Criticize Film	The student will be able to criticize a significant motion picture as representative of its auteur, genre, movement, and/or national film industry.
	Film Contributions	The student will identify the contributions of important auteurs, film movements or national cinemas to the art and industry of the motion picture.
	Film Production Techniques	Students will be able to assess the functions of particular film production techniques as they relate to works in the subject area.

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CINE 110	Doc Film History	Students will demonstrate knowledge of non-fiction film history by identifying major documentary filmmakers and important films from a variety of periods.
	Film Analysis	Students will have skills to analyze film in a variety of areas of filmmaking including, but not limited to, cinematography, editing, and sound design.
	Narrative vs Documentary	Students will be able to identify the key differences between narrative and documentary film.
CINE 115	Evaluate Effectiveness	Students will be able to evaluate the effectiveness of screenplay or teleplay scenes.
	Format and Structure Screenplay	Students will be able to demonstrate ability to properly format and structure a teleplay or screenplay.
	Protect and Promote Writing	Students will be able to identify procedures by which professional writers protect and promote their work.
CINE 120	Analyze Film	Students will have skills to analyze film in a variety of areas of filmmaking including, but not limited to, cinematography, editing, and sound design.
	Critical Theories	Students will be able to identify critical theories in which to study and analyze film.
	Review vs Scholarly Study	Students will comprehend the difference between film reviewing and the scholarly study of film.
CINE 122	historical patterns	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
	Identify influence	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.
	movie-making concepts	Demonstrate a basic understanding of movie-making concepts, including the use of movie specific vocabulary, through the critical analysis of screened movies.
	Patterns of Representation	The student will be able to analyze patterns of representation of race, class, gender, sexual orientation, age, and/or ethnicity in a motion picture.
CINE 123	Cycle of Integration	Apply the Cycle of Integration, from Invisibility, Caricature, Absence, Monstrosity, and Variation through Normalcy, to movie representations of Queerness and Queer people.
	historical patterns	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
	movie-making concepts	Demonstrate a basic understanding of movie-making concepts, including the use of movie specific vocabulary, through the critical analysis of screened movies.
	socio-cultural and historical formation	2. Understand the socio-cultural and historical formation of Queerness as an identity, as a style of moviemaking, and as an analytical tool useful for asserting political power.
CINE 125	Production Crew	Will show ability to prioritize workload as part of a production crew to complete filmed and videotaped group projects.

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CINE 125	Production Crew	
	Teams	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.
	Technical Skills	Will demonstrate technical proficiency in a variety of areas of film-making from pre-production through production to post-production.
CINE 225	Narrative vs Documentary	Students will recognize the differences between narrative and documentary film.
	Prod Techniques	Students will complete a 10 - 20 minute film that shows production techniques of narrative or documentary film.
COMM 100	Bias	Students should be able to analyze and characterize possible bias in the news industry.
	democracy	Students will understand the role news organizations play in our democracy
COMM 104	Analyze Fact Sheet	Given a fact sheet, students will analyze information and write an effective news release.
	ethics	Critique the importance of ethics and professionalism to the public relations profession.
	goals	Students will be able to design and develop strategic goals and objectives for a public relations campaign.
	PR Profession	Demonstrate an understanding of the role of the public relations professional>
	writing	Compose written public relations materials in a coherent, concise and appropriate format.
COMM 105	Media effects	Students should be able to identify and apply a media effects theory.
	Stereotypes	Students will Identify and describe common stereotypes in the media.
COUN 100	understanding material	Apply appropriate basic counseling skills and strategies that maximize student understanding and practice of course material.
COUN 101	Transfer Information	Students will increase their knowledge of UC/CSU transfer requirements.
	Understanding transfer requirements	Students will increase their knowledge of UC and CSU transfer requirements.
COUN 110	Active Reading with SQ3R	Students will be able to identify the content and sequence of the SQ3R reading method.
	Budgeting and Money Management	Students will be able to develop a monthly budget and analyze their spending habits to determine if they are living within their means.
	Cornell Note Taking	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.
	Learning style	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.
COUN 115	Career Assessment	Advance awareness of personal qualities through assessment of career interests, personality, skills and values and relate these qualities to individual career choice.

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	Career Research	Students will use career material to conduct research about careers and use the information to choose a career goal.
	interests & aptitudes	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.
COUN 120	Communication Skills	Students will be able to role play healthy boundary setting to improve their communication skills in their relationships.
	Coping Skills	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.
	Diversity Awareness and Appreciation	Students will be able to recognize the struggles of disadvantaged groups and appreciate the positive aspects of differences in ethnicity and gender.
	Diversity Awareness and Appreciation_1	Students will be able to recognize the struggles of disadvantaged groups and appreciate the positive aspects of differences in ethnicity and gender.
	Goal Setting Skills	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.
	Identity Characteristics	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.
	Romantic Attraction Identification	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.
	The Decision Maker	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	Cultural Stress Identification	Students will be able to identify the societal and cultural stress they have experienced and choose a proper stress reduction technique to cope.
	Identifying A Stress Prone Personality	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.
COUN 165	Career Decision	Students completing Counseling 165 will learn the process of assessing their career interests, personality and skills/abilities and identify a related occupational goal.
	Career Decision and Development Process	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.
	Occupation Fit	Identify, explain and compare how a chosen occupation fits with the student's personality type, interests, work values, transferable skills and career motivators.

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COUN 170	Education Plan	Students will complete an unofficial comprehensive education plan. Remaining courses that meet their degree objective will listed semester by semester.
	Research and Web Navigation	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.
	Selecting a College Major	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.
CS 100	Awareness of Chicano/a community needs & social issues in U.S.	Develop a better understanding of awareness of the Chicano/a community needs & circumstances.
	Cultural Nationalism	Students will demonstrate an understanding of the role of Aztec mythology on Chicano Cultural Nationalism.
CS 101	Chicano History U.S. perspective	Explain the origins of Chicano Studies as United States history
	Cultural hybridism	Demonstrate an understanding of the role of Mestizaje in the Chicano historical experience.
CS 102	Chicano Movement and American Racism	Analyze the origins, developments and consequences of the Chicano/a civil rights movement
	Civil Rights Effect	Assess the impact of the Civil Rights Movement on contemporary issues affecting the Mexican American origin community in education, politics and the economy.
CS 105	Analysis on Chicano Literature	Complete a literary analysis on the origination and development of Chicano literature
	Interpretation of cultural symbols within Chicano poetry.	Students will demonstrate their knowledge and interpretations of cultural symbols and messages found in a work of poetry written by a noted author in Chicano literature.
CS 140	Critical analysis of patriarchy	Students will critically analyze origins of sexism and patriarchy through the examination of Chicana theory, art, and music.
	Cultural as knowledge and Women of Color	Apply the concept of culture as knowledge in assessing the indigenous and colonial roots of Chicana thought
CS 155	Continued study of Meso-America	Demonstrate a desire to continue the study of Pre-Columbian Meso-America on a formal or informal basis.
	Mesoamerican indigenous cultures.	Ability to distinguish between the varied indigenous cultures in Mesoamerica by analyzing their ceremonies, rituals, and ceremonial centers.
CSCI 112	Complete a program	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.
	Create algorithms	Students will be able to create algorithms for solving simple problems.
	Parameter passing	Students will be able to describe the mechanics of parameter passing.
	Properties of a variable	Students will be able to describe the properties of a variable such as its associated address, value, scope, persistence, and size.
CSCI 114	Develop a class	Students will be able to develop a Java class that contains instance variables, constructors, and methods. Methods may have parameters and a return type.
	Inheritance	Students will be able to apply design principles of inheritance in the development of software.
	OO design principles	Students will be able to utilize the principles of modularity, abstraction, and encapsulation in the creation of Java classes.
CSCI 130	130SLO	Perform a successful installation of the Linux operating system

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	Linux competence	Demonstrate competence in using a Linux based computer
CSCI 160	Industry	Describe the historical, technological, business, social and psychological aspects of the video game industry
	Jobs	Describe the different employment categories in the video game industry
CSCI 161	Design document	Develop a video game design document
	Evaluate	Evaluate a video game design document
CSCI 210	ADT	Students will be able to write programs that use the fundamental abstract data types: stacks, queues, linked lists, trees and hash tables.
	Sort/Search	Students will be able to select efficient sorting and searching algorithms to solve common programming problems.
	Time/Space	Students will be able to discuss time and space tradeoffs among different data structures that could be used to represent specific information.
CSCI 212	212 SLO	Given a problem definition/specification the student will design, code, debug and provide the instructor with an executable program that fulfills the specification.
	Standard architecture	The student will be able to describe the organization of the von Neumann architecture
CSCI 222	Inheritance-Polymorphism-Virtual Functions	Students will be able to apply design principles of inheritance, polymorphism and virtual functions in the development of software.
	Modularity-Abstraction-Excapsulation	Students will be able to utilize the principles of modularity, abstraction, and encapsulation in the creation of C++ classes.
	Syntax/Semantics	Students will be able to utilize the syntax and semantics of C++ in the development of software.
CSCI 230	Images	A student completing this course will be able to add images to a gui screen.
	Swing	A student completing this course will be able to successfully program Swing rendering Fundamentals.
CSCI 235	Apps	Students will be able to develop functional and correct applications for Android.
	Complexity	Students will gain the ability to construct appropriate abstractions to manage complexity and to think creatively about new problems.
	Hard-Soft	Students will understand the unique capabilities and limitations of the Android hardware and software.
CSCI 260	Basic game	Develop a basic 3D video game from scratch using Microsoft DirectX.
	Update	Maintain and upgrade existing video game programs
CSCI 261	Basic game	Develop a basic 3D video game, that focuses on sound, input, networking and artificial intelligence
	Update	Maintain and update an existing computer game program
CSCI 275	Apps	Students will be able to develop functional and correct applications for the iPhone.
	Complexity	Students will gain the ability to construct appropriate abstractions to manage complexity and to think creatively about new problems.
	Hard-Soft	Students will understand the unique capabilities and limitations of the iPhone hardware and software.
CSIT 105	Application Software	Students will be able to demonstrate basic skills in Microsoft Application software including Word, Excel, Access, and Power Point.
	Literacy	Students will identify and define concepts associated with computer literacy including basic terminology; computer literacy versus information literacy; hardware; software; and information systems.

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CSIT 120	Online Living	Students will be able to demonstrate and use safe online computing practices.
	Access Database	Create a Microsoft Access Database which includes Tables, a Split Form and a Report and which complies with the requirements of the Microsoft Access Application software
CSIT 125	Excel Worksheet	Students will be able to create a Microsoft Excel Worksheet which complies with the requirements of the Microsoft Excel Application software
	PowerPoint Presentation	Create a Microsoft PowerPoint Presentation which complies with the requirements of the Microsoft PowerPoint Application software
	Word Report	Create a Microsoft Word Report which complies with the requirements of the Microsoft Word Application software
CSIT 145	Critical Thinking	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.
	Information Systems	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 146	Productivity tools	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.
	Control Structures	Develop a program that contains sequence, selection and iteration control structures.
CSIT 148	Data Types	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.
	Phases of SDLC	Identify the phases of the Systems Development Life Cycle.
CSIT 150	System Modeling	Identify and Utilize current system modeling tools such as the gantt chart, pert chart and use case diagrams.
	Robotic Algorithm	Develop and implement algorithms that implement robotic behavior problems using the Robot C language.
CSIT 160	Structured Programming	Develop a program that contains sequence, selection and iteration control structures.
	Industry Standards	Demonstrate Industry-accepted coding standards.
CSIT 165	Use and test software	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.
	Industry Standards	Demonstrate Industry-accepted coding standards
CSIT 170	Use and test software	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.
	Compose R Program	Students will be able to create a programming using the R programming language including the use of Vectors, Matrices, or Arrays.
CSIT 170	Create Statistical graphics	Students will be able to create statistical graphics using the R programming language.
	Decisions based on input	Develop a Visual Basic program that makes decisions based on user input
	Iteration in Visual Basic	Develop a Visual Basic program that uses iteration to re-accomplish code under the control of a variable

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	Iteration in Visual Basic	value
	Programmer defined functions	Develop a Visual Basic program that utilizes programmer designed functions and procedures
CSIT 180	Decisions based on input	Develop a C# program that makes decisions based on user input
	Iteration	Develop a C# program that uses iteration to re-accomplish code under the control of a variable value
	Programmer designed functions	Develop a C# program that utilizes programmer designed functions and procedures
CSIT 225	Computational Intelligence	Evaluate computational intelligence, its benefits, and the many applications.
	Evaluate Cloud Computing Techniques	Examine Hadoop, Cloud Computing, and Data Visualization techniques.
CSIT 226	Analyze Data Set	Analyze the data set to determine and create scorecard objectives, characters, and balanced scorecards.
	Create Data Visualization	Design, evaluate and create data visualization and dashboards using the Tableau programming Language
CSIT 230	Data Models	Students will be able to determine data models for real world scenario analysis.
	Excel Programming	Students will implement advanced programming skills using tools such as Power BI, and Power Pivot programs to customize solutions.
CSIT 280	C# Array Processing	Develop a C# program utilizes an array to store and process user supplied data
	C# Disk File	Develop a C# program that stores user input in a disk file.
	Read and Process Disk File	Develop a C# program that reads and processes data stored in a disk file
CSNT 110	Documentation in Troubleshooting	A student will be able to properly document all issues and procedures regarding configuration and troubleshooting.
	Hardware and Software Installation	A student will be able to install all components of a personal computer system and configure the computer system
	Maintenance and Troubleshooting	A student will be able to perform preventative maintenance and troubleshoot problems with a personal computer.
	Networking and Security	A student will be able to connect a computer to a network and secure the computer from viruses, hacking, and online threats.
CSNT 111	Maintaining and Troubleshooting a Network	A student will be able to perform preventative maintenance and troubleshoot problems with a small to midsized network.
	Network Documentation	A student will be able to properly document all issues and procedures regarding installation, configuration and troubleshooting.
	Network Installation and Configuration	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.

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	Network Security	A student will be able to connect a computer to a network and secure the network from intrusion and other online threats.
CSNT 120	Client Installation	A student completing this course will be able to successfully install the current Windows Client Operating System.
	Configuration of Network Connectivity	A student completing this course will be able to successfully configure network connectivity.
CSNT 121	Management and Maintenance of Network Nodes	Students completing this course will be able to successfully manage and maintain physical and logical devices.
	Network User Management	Students completing this course will be able to successfully manage users, computers and groups.
CSNT 122	Advanced Audit Policies	Students will be able to Administer Advanced Audit Policies, DNS Zones, and DNS Records using Microsoft Windows Server 2012.
	Configure Advanced Server 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.
	Windows Deployment Services	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	Access Auditing and Dynamic Access Control	Access Auditing, and Dynamic Access Control using Microsoft Windows Server 2012
	Configuring Network Load Balancing	Students will be able to Configure Network Load Balancing, Failover Clustering and Manage Failover Clustering using Microsoft Windows Server 2012
	Understand and Application Distribution Strategy	A student will be able to design an application distribution strategy that is appropriate for an organizational environment.
CSNT 140	Linux Administrative Tasks	Understand and describe how to perform Linux administrative tasks
	Linux Configuration and Administration	A student will understand and describe how to use Linux user interfaces and X11 Window system.
CSNT 141	Linux Capacity Planning	The student will understand and describe Linux capacity planning.
	Linux Filesystem and Devices	A student will be able to configure and troubleshoot Filesystem and Devices
	Linux Network Services	A student will understand, configure, and troubleshoot major Linux network services
	Linux Security	A student will understand, configure, and troubleshoot Linux Security
	Linux System StartUp	A student will understand, configure, and troubleshoot the Linux system startup.
	Understanding the Linux Kernel	A student will understand, configure, and troubleshoot the Linux kernel

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CSNT 160	Understanding Ethernet Networks	Explain fundamental Ethernet concepts such as media, services, and operations and Build a simple Ethernet network using routers and switches.
	Understanding Network Addressing	Understand and describe the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments.
	Understanding Network Devices and Services	Understand and describe the devices and services used to support communications in data networks and the Internet.
	Understanding Protocol Layers	Understand and describe the role of protocol layers in data networks.
	Understanding Subnet Masks	Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks.
CSNT 161	Understanding the Cisco Command Line Interface Cisco Switching Concepts	Use Cisco command-line interface (CLI) commands to perform basic router and switch configurations Understand and describe basic switching concepts and the operation of Cisco switches
	Configure OSPF	Configure and troubleshoot an Open Shortest Path First (OSPF) network
	Configure Static and Default Routes	Configure and troubleshoot static routing and default routing (RIP and RIPng)
	Static and Default Routing	Understand and describe the purpose, nature, and operations of a router, routing tables, and the route lookup process
	Understand IPv4 and IPv6	Understand, configure, and troubleshoot access control lists (ACLs) for IPv4 and IPv6 networks
	Understand VLANs	Understand and describe how VLANs create logically separate networks and how routing occurs between them
	Undertand Routing Protocols	Understand and describe dynamic routing protocols, distance vector routing protocols, and link-state routing protocols
CSNT 180	IEEE 802.11 Protocols and Devices	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

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CSNT 180	IEEE 802.11 Protocols and Devices	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.
	Radio Frequency (RF) Technologies	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	Network 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	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 260	Configuration of Advanced Routing Protocols and Switching	A student will be able to configure advanced routing protocols and configure advanced switching techniques.
	Design and Maintenance of Large Wan Networks.	A student will be able to design and manage advanced networks.
CSNT 261	LAN and WAN installation, configuration, and integration	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.
	Network Documentation	A student will be able to properly document all issues and procedures regarding configuration and troubleshooting.
CSNT 280	Define Computer Forensics	Students will understand the field of Computer Forensics and the process for a Computer Forensic Investigation.
	Preparing for a Computer Investigation	Students will successfully generate a forensic report that will simulate their forensic analysis of a computer forensic investigation.
CSWB 110	Web Coding Documentation	A student will be able to properly document all issues and procedures regarding coding practices using appropriate comment tags.
	Web site coding	A student will be able to hand code a 3-5 page informational web site using the latest coding standards.
	Web Styling Through the Use of CSS	A student will be able to code most attributes and styling of a web site through inline, embedded and

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	Web Styling Through the Use of CSS	external CSS techniques.
CSWB 120	Industry Standards	Demonstrate Industry-accepted coding standards
	Use and Test Software	Students will be able to use a requirements specification to design and develop JavaScript programs that meet those requirements.
CSWB 135	Industry Standards	Demonstrate Industry-accepted coding standards
	Use and Test Software	Students will be able to use a requirements specification to design and develop JavaScript programs that meet those requirements.
CSWB 150	Industry Standards	Demonstrate Industry-accepted coding standards
	Use and Test Software	Students will be able to use a requirements specification to design and develop PHP/MySQL programs that meet those requirements.
CSWB 170	Industry Standards	Demonstrate Industry-accepted coding standards
	Use and Test Software	Students will be able to use a requirements specification to design and develop Java programs that meet those requirements.
CSWB 280	Demonstrate Understanding of Web Design	Students will be able to use a requirements specification to design a web application and implement the design to meet those requirements.
	Demonstrate Understanding of Web Development	Students will be able to use a requirements specification to develop and implement a web application to meet those requirements.
DA 50	Dental law and ethics	Upon course completion, students will understand the legal and ethical obligations of a Registered Dental Assistant.
	dental terminology	Upon course completion, students will be able to communicate, using basic dental terminology and professional language.
DA 57	Nerve Branches	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.
	Oral Lesions	To identify and describe different oral lesions and conditions, as well as differentiate normal from abnormal tissues in different clinical cases presented.
DA 60	lab ID of materials	Upon course completion students will be able to identify and describe applications for dental materials used in the laboratory portion of this class.
	select materials	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	Front desk in DA 90	Students will be able to function as an administrative assistant in the externship office (while enrolled in DA 90) using standard dental business practices
	Patient Records	Students will be able to generate patient records using dental software.
DA 70	full mouth x-ray	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.
	Intraoral Photography	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.
	landmarks	After gaining skills learned throughout this course, students will be able to identify anatomical landmarks on

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	landmarks	several randomly selected human radiographic surveys.
DA 71	final -xay	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.
	Vital Signs	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.
DA 75	ID Armamentarium	Students who complete this course will be able to identify and use appropriate dental specialty armamentarium and materials.
	Temporary Filling Tooth #19	After gaining skills learned throughout this course, students will be able to produce a temporary restoration on typodont tooth #19 that is "clinically acceptable".
DA 82	coronal polishing	After gaining skills learned throughout this course, students will be able to perform coronal polishing on one patient at a clinically acceptable level.
	sealants	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	final sealant patient	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
	Second and final coronal polishing patients	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.
DA 85	California Dental Practice Act Test	The California Dental Practice Act Test is a state requirement to become licensed as a Registered Dental Assistant. Students will be given a test comprising the most important aspects of Dental Law and Ethics in a multiple choice test format. The student learning outcome is that 100% of the students pass the test at 70% proficiency or higher. Which, will lead them to be obtain a certificate of completion of Dental Practice Act.
	impressions	After gaining skills learned throughout this course, students will be able to produce impressions that are clinically acceptable.
	mock board	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".
DA 90	employment	Upon completion of this course students will have attained the experience and skills necessary to qualify for employment as a dental health care professional
	theory into practice	Upon completion of this course students will be able apply dental assisting theory into practice.
DBA 100	Radio Station Format	Research and design a radio station format.
	Ratings and revenue	Students will understand the business component of advertising revenue and ratings for a a radio or TV broadcast station.
DBA 100L	Program Idea and Script	Develop a TV program idea and write a script for studio production.
	TV cameras	Students will learn operations of the television camera to produce short videos in a hands-on lab environment.
DBA 110	2 column scripting	Demonstrate proficiency in writing two column audio/video scripts used in broadcast commercials and public service announcements.
	Story Ideas into Scripts	Develop original story ideas into professional script formats.
DBA 120	Produce Short Video	Students will work in a team to create, design and produce a short video that reflects proper camera, lighting

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DBA 120	Produce Short Video	and audio composition.
	TV Studio Operations	Students will operate broadcast cameras, microphones and related studio equipment to create short videos in a TV studio facility
DBA 130	Produce Radio Program	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
	Voice techniques	Practice and demonstrate proper breathing and voice techniques needed in preparation for on-air radio announcing, podcasting or voice-over work.
DBA 135A	Skill Demonstration for On-Air	Demonstrate skills in beginning radio station operations to successfully complete on-air assignments.
	Technical skills	Learn and demonstrate technical skills with KKSM audio equipment used in on-air operations.
DBA 135B	format clock	Students must demonstrate ability to follow radio station format clock.
	Radio show format	Develop content and music for a format show to air on KKSM radio.
DBA 135C	Leadership	Students will demonstrate ability to fulfill leadership positions at the radio stations – public service director, music director, production director, promotions director.
	Promotions	Students will participate in radio station promotions on-location to gain insight into marketing and outreach practices in the industry.
DBA 135D	Advanced Skills in Radio	Demonstrate advanced skills in radio station operations
	Social Media	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.
DBA 150	Acting Techniques	Demonstrate proper performance acting techniques for TV.
	DBA 150 Performance/acting broadcasting/film	student should be able to produce a professional level performance demo reel and resume aimed at the intent of acquiring employment.
DBA 170	TV Promo	Create a broadcast TV promotion applying the principles and concepts of effective video editing.
DBA 180	live remote	Radio students will cover local sporting events and learn how to set-up a live remote for broadcast.
	On Air / Co-Host Sports Event	Anchor or co-host a live on-air sporting event including play-by-play and analysis.
DBA 220	Broadcast TV Proposal	Research, plan and compose a broadcast TV proposal including a written script and studio or location plans with necessary audio/video components.
	Produce a Live Morning TV Show	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	KKSM Promo Spot	Students will demonstrate their skills in audio editing by creating a promotional spot which meets broadcast requirements for KKSM.
DBA 240A	Analyze	Analyze and evaluate the merit of various news stories available for television broadcast.
	Story pitches	Students will identify story ideas and angles for developing TV news and sports programs for North County News and Prep Sports Live.
DBA 240B	News Stories for TV Broadcast	Students will demonstrate the ability to produce a professional level television news package.
	News/sports broadcast operations	Students will learn hands-on skills with studio and field cameras used in broadcast stations to produce news and sports programming.
DBA 240C	Evaluate	Analyze, evaluate, distinguish, and weigh various stories for final selection to air on a TV News Broadcast. This

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DBA 240C	Evaluate	is based on the Radio Television News Director Association criteria.
	Write and Edit	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	Anchor and Report	Students will learn and demonstrate industry practices when anchoring and/or reporting on stories airing in North County News and Prep Sports Live
	Leadership	Students demonstrate ability to fulfill leadership positions in the television newsroom –news director, sports director, producer, and technical director.
DBA 270	Editing Styles	Identify and execute the three (3) major broadcast/film industry standard editing styles. They are: Continuity, Montage, and Parallel.
DBA 275	Components of Avid system	Identify and explain the components of a Avid Software digital non-linear video editing system.
DBA 298A	Internship	Actively participate and complete 162 hours of work in a student internship in the radio, TV, film, video industry.
DBA 298B	Work Experience	Students will gain job readiness skills while working in TV, film, video, radio or related media internships.
	Internship 2	Actively participate and complete 162 hours of work in a student internship in the radio, TV, film, video industry.
	Networking	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	Production Skills	Ability to apply radio and/or television production skills learned in advanced production classes in a real world working environment.
	Work Experience	Students will gain crucial industry work experience necessary to secure future employment in the broadcast industry.
DMT 100	Engines I.D.	1. I.D. different engines and engine manufactures.
	Safety	Students will demonstrate safe practices and procedures in the laboratory
DMT 200	Read and apply technical manuals.	Read and apply technical manuals.
	Safety	Students will demonstrate safe working practices while working in the laboratory.
DMT 105	Diagnostocs	Have students troubleshoot with the Nexiq iQ and other diagnostic tools/software find and erase codes.
	Engine Identification	I.D. engines from four of the major engine manufactures. i.e. Caterpillar, Cummins, International, Detroit Diesel.
	Technical manuals	Use and apply Technical manuals and Service Bullitens
	Tune up engines	Preform tune up on four of the major engine manufactures engines. i.e. Caterpillar, Cummins, Navistar, Detriot Diesel Corp.
DMT 110	Digital Volt, Ohm, Meter	Know how to use a Digital Volt, Ohm, Meter
	Electrical System Safety	Work and know safety requirments for heavy duty electrical systems
	Read schematics	Read and apply technical manuals (schematics).
DMT 115	I.D. and safely handle different fuels	Through a safaty test at the begining of the semester and lab assignments which are combined with observations in the lab.

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DMT 120	I.D. Air brake system components Safety	I.D. Air brake system components Students will demonstrate safe working practices while working in the laboratory.
DMT 125	I.D. different transmissions and drivelines. Safety	I.D. different transmissions and drivelines. Students will demonstrate safe working practices while working in the laboratory.
DMT 130	I.D. testing diagnostic equipment.	I.D. testing diagnostic equipment.
DMT 135	Read hydraulic schematics. Safety	Read hydraulic schematics. Students will demonstrate safe working practices while working in the laboratory.
DMT 201	Read and apply technical manuals. Safety	Read and apply technical manuals. Students will demonstrate safe working practices while working in the laboratory.
DNCE 100	Analyze performance Dance Genre Identification	Analyze live dance performance Instructor will test on the qualities inherent in differing dance genres
		four year cycle
DNCE 101	analyze live dance performance Identify Dance Genres	analyze live dance performance Identify various dance genres
DNCE 102	Key dancers Major trends	name key dancers and choreographers in seminal dance films Identify major trends in dance on film by decade
DNCE 105	Identify genres Identify seminal dancers and choreographers through history	Identify major dance history genres Identify seminal dancers and choreographers through history
DNCE 110	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 111	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 113	Lyric	Not part of our curriculum needs to be removed
	This course needs to be removed -- it is not part of our curriculum	This course needs to be removed -- it is not part of our curriculum
DNCE 114	This course needs to be removed -- it is not part of our curriculum	This course needs to be removed -- it is not part of our curriculum
DNCE 115	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 116	Technique and alignment	The ability to execute technique and alignment in a fundamental genre/skills level movement
DNCE 117	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 118	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 120	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 121	Technique and alignment (Copy) Technique and alignment (Copy)_1	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 127	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 128	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 130	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 131	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement

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DNCE 132	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 135	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 136	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 137	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 138	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 140	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 141	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 145	Analyze the components of a movement phrase.	Analyze the components of a movement phrase
DNCE 146	Technique and alignment demonstrate choreographic forms	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement. Understand and demonstrate choreographic forms
DNCE 147	Technique and alignment performance	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	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement.
DNCE 149	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 150	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 151	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 152	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 153	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 154	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 155	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 156	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 157	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 158	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 159	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 161	learning styles	students should be able to identify various learning styles
DNCE 162	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 163	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 165	production	Apply principles and methods of organization, promotion, and programming as related to the presentation of college and community dance productions
DNCE 170	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 173	technique	The ability to execute technique and alignment in a fundamental genre and skill level specific movement
	Technique and alignment (Copy) (Copy)	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 174	Musical Theatre Scenes II	The ability to synthesize and integrate singing, acting, and dancing into a cohesive whole.

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	Musical Theatre Scenes II second slo performance	The ability to work as an ensemble through music, theatre and dance.
DNCE 190		The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 205	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 206	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 210	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 211	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 215	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 216	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 217	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 218	Technique and alignment	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 225	performance	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 226	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 231	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 237	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 238	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 248	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 249	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 250	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 251	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 252	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 253	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 254	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 256	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 258	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 259	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 262	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 263	Technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DNCE 270	performance	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 271	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 272	Production	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.

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DNCE 273	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 274	Production	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 275	Production	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 276	Production	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 277	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 278	Production	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 279	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 280	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 282	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 285	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 287	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 288	Production	The ability to perform choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 289	Production	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 290	Production	The ability to perform execute choreographed movement on stage with attention to group work, spacing, and musicality.
DNCE 296	Independent Project	Identify various dance genres
DNCE 297	technique	Demonstrate the ability to execute technique and alignment in a fundamental genre/skill specific movement
DR 15	Parts of Speech	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.
	Study Skills	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. The students will also learn through repetition, mnemonic techniques and brainstorming maps.
DR 20	Scientific Calculator Usage	Demonstrates the ability to accurately input a series of calculations into a scientific calculator. These calculations will require the use of the fraction, +/-, %, decimal, exponent and bracket keys.
DR 25	scientific calculator	Demonstrates the ability to accurately input a series of calculations into a scientific calculator. These

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DR 25	scientific calculator	calculations will require the use of the fraction, +/-, %, decimal, exponent and bracket keys.
DR 40	MLA formatting	The student will use Microsoft Word features to apply MLA formatting to a document.
	Read & Write tools	Students will increase proficiency utilizing Read & Write Gold software, specifically: 1. Proofreading 2. Highlighting tools
DR 41	File Management	Students demonstrate independence utilizing Windows file management features to organize files and folders.
	Notetaking Technology	The student demonstrates skill in the use of two notetaking technologies: LiveScribe SmartPen and Sonocent Audio Notetaker. At the conclusion of the course the student will evaluate the two technologies and determine which fits their notetaking needs.
	Technology Use	The student demonstrates independent use of their assistive technology with the following: Create a 1 page document in Microsoft Word using MLA formatting. Navigate 4 areas of the Learning Management System (BlackBoard, Canvas) : Syllabus, Modules, Grades and tutorials. Find information on the internet using the web address or a search engine. Create a PowerPoint presentation that contains animation, music and video.
DR 43.1	customized technology	Each student will make changes to the voice settings in JAWS/Zoomtext to include: Voice Rate Punctuation
	Reading Commands	Students will demonstrate increased skill utilizing JAWS/Zoomtext basic reading commands to include reading by word, line, sentence and paragraph.
DR 43.2	electronic documents	Students will increase proficiency using the appropriate equipment and software to convert print documents to an electronic format.
	PDF documents	Students will independently use the appropriate techniques required to read PDF documents using thier specific assisstive technology.
DR 45L	Assistive technology use	Students demonstrate improvement in the use of technology available in the Adapted Computer Training Center that supports their learning in the areas of general study, research, and assistive technology.
	Lab evaluation	Students will increase knowledge of available assistive technology and support offered by faculty in the Adapted Computer Training Center.
DR 44	Note taking technology	At the conclusion of this course, students will evaluate the pros and cons of the note taking technologies presented in class and determine the usefulness in future courses.
DT 101	Demonstrates ability to draw using AutoCAD basic commands	After completion of this course student will demonstrate proficiency in determining appropriate limits, grid, snap , linetype scales, text heighst, dimension scales, table styles and titleblocks for specific drawing scales.
	Demonstrates basic AutoCAD proficiency	After completion of this course student will demonstrate proficiency in basic AutoCAD Draw, Modify, and Annotate commands.
DT 102	Demonstrates ability to draw using AutoCAD advanced commands	After completion of this course student will demonstrate proficiency in determining appropriate limits, grid, snap , linetype scales, text heighst, dimension scales, table styles and titleblocks for specific drawing scales.

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	Demonstrates advanced AutoCAD proficiency	After completion of this course student will demonstrate proficiency in advanced AutoCAD Draw, Modify, and Annotate commands.
DT 103	Basic SolidWORKS Modeling	Successful students will be able to use the latest SolidWORKS software to develop basic 3D models
	Drafting using SolidWORKS	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	Advanced Drafting Techniques	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.
	Advanced SolidWORKS Techniques	Successful students will be able to use the latest SolidWORKS software to construct advanced 3D models.
DT 110	Basic drafting techniques	At the completion of this course at least 70% of the students will be able to use basic drafting techniques using the latest software.
	Geometry	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
DT 111	Advanced drafting techniques	Successful students will be able to use advanced drafting techniques using the latest software.
	Drafting Applications	Successful students will be able to use the latest software to develop advanced drawings using dimensions and tolerances for documentation and manufacturing.
DT 113	Demonstrates ability to draw using Creo and SolidWorks commands	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.
	Demonstrates basic Creo and SolidWorks proficiency.	After completion of this course student will demonstrate proficiency in basic Creo and SolidWorks commands to develop basic 3D models.
DT 117	Geometric and Tolerancing Standards	70% of the students will be able to use acceptable geometric dimensioning and tolerancing practices to produce mechanical drawings for documentation and manufacturing.
	Measurement Verification	70% of the students will be able to use precision measuring tools to document geometric dimensions and tolerances of a part to specifications to within .001".
DT 151	Basic MasterCAM Techniques	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.
	Machine Set Up	Successful students will be able to set up a Haas mill: Set machine zero, set part zero, and tool heights
DT 180	Animation	70% of the students will be able to use the latest version of 3D StudioMAX to produce a basic 3D animations
	Basic 3D StudioMAX techniques	70% of the students will be able to use the latest version of 3D StudioMAX to produce a basic 3D models.
DT 182	Advanced 3D StudioMAX Techniques	70% of the students will be able to use the latest 3D StudioMAX software to construct advanced level 3D models.
	Advanced animation	70% of the students will be able to use the latest 3D StudioMAX software to use advanced animation techniques to animate advanced level 3D models.
DT 184	Application of 3d real time	70% of the students will be able to create an interactive 3D application/animation using a direct X based real time 3D engine.
	Interactive 3D Application	70% of the students will be able to create an interactive 3D model using a direct X based real time 3D engine.
DT 226	Demonstrates ability to draw using basic Altium commands.	After completion of this course student will demonstrate ability to draw using basic Altium basic commands resulting in a completed package of related drawings for the fabrication and assembly of a printed circuit board

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DT 226	Demonstrates ability to draw using basic Altium commands.	to industry standards, given a configuration drawing, photo package and parts list.
	Demonstrates proficiency using basic Altium commands.	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.
DT 227	Demonstrates ability to draw using advanced applications of Altium software.	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.
	Demonstrates proficiency using advanced applications of Altium software.	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.
ECON 100	Competition	The students will be able to explain the role of competition in the American economy.
	Graph supply and demand	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.
ECON 101	data analysis	Students will be able to analyze data in various formats including graphic, tables, charts, etc.
	Econ 101	The student will critically examine the economic significance in real-world applications of the fiscal policy model.
ECON 102	data analysis	Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active)
	Market types	1. Identify the types of markets and illustrate how differences in the markets affect their production and consumption patterns.
ECON 110	Comparison	The student will identify and describe the characteristics of a flexible exchange rate system and compare it to a fixed exchange rate system.
	data analysis	Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active)
ECON 115	data analysis	Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active)
	incentives	Students will identify economic incentives of immigrants to the United States.
ECON 120	Data analysis	Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active)
	Federal vs Local Regulation	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.
ECON 125	Critical Analysis	Students will demonstrate understanding of trends in Labor History in a coherent essay.
	data analysis	Students will be able to analyze data in various formats including graphic, tables, charts, etc. (Active)
EME 100	CPR Certification	Students will demonstrate proficiency by successfully passing the written and practical exam according to American Heart Association (AHA) standards.
	Emergency Medical Responder	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	EMT Anatomy and Physiology	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
	EMT Assessment	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

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	EMT Assessment	passing written quizzes and exams with an 80% or better
	EMT Practical	Demonstrate the ability to conduct a complete and patient appropriate assessment based on complaints and signs and symptoms.
	EMT Treatment	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	EMT Clinical Observation	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.
	EMT Practical	Upon course completion, students will demonstrate the ability to perform basic EMT skills according to the County of San Diego and national standards
EME 175	Pathophysiology	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.
	Prep Assessment	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.
	Prep Pathophysiology	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
EME 175L	Prep Lab Assessment	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.
	Prep Skills	Upon completion of this course the student will demonstrate proficiency of basic life support skills by passing a skills exam.
	Treatment	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 Module Didactic	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.
	Introduction to Anatomy and Physiology	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
	Introduction to Assessment and Treatment	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.
EME 206L	Introduction Module Lab	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

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EME 206L	Introduction Module Lab	San Diego County protocols by passing the simulation with an 80% or better.
	Introduction to Patient Assessment	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.
	Introduction to Skills	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.
EME 207	Cardiac Emergencies	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
	Medical Emergencies	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
	Medical Emergencies Lecture 207	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.
EME 207L	Assessment and Treatment of Cardiac Emergencies	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.
	Assessment and Treatment of Medical emergencies	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.
	Medical Module Lab 207 L	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	Kinematics of Trauma	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.
	Trauma Emergencies Lecture 208	Upon completion of this module, students will integrate didactic knowlege 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.
	Traumatic Emergencies	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.

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EME 208L	Assessment and Management of Special Situations	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.
	Assessment and Treatment of Traumatic Emergencies	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.
	Truama Module Lab 208L	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.
EME 209	OB/Newborn Emergencies	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.
	OB/PEDS Module Lecture	Upon completion of this module, students will integrate didactic knowlege 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.
	Pediatric Emergencies	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.
EME 209L	Assessment and Treatment of Gynecological and Obstetrical Emergencies	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.
	Assessment and Treatment of Newborn and Pediatric Emergencies	Upon completion of this course, the student will perform a thorough a 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.
	OB/Pediatric Module Lab	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	Clinical assessment	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.
	Oral Boards/Protocol Exam	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	Assessment and Treatment	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

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EME 211	Assessment and Treatment	agencies.
	Assessment evaluations	Recognize significance of the signs and symptoms as they apply to specific disease pathologies and patient assessments.
	Pathophysiology	Upon completion of this course, the student will explain the pathophysiological principles of medical emergencies encountered during their observation shifts.
EME 212	Observation Shifts (Trauma and OB)	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.
	Pathophysiology	Upon completion of this course, the student will explain the pathophysiological principles of medical emergencies encountered during their observation shifts.
	Ride along assessment	Recognize significance of the signs and symptoms as they apply to specific disease pathologies based on patient assessments.
EME 215	Communication	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.
	Field Internship	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.
	Paramedic Level Care	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	Didactic review	Appropriately treat patients according to current local protocol.
	Intro and Medical Refresher	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.
	Intro and Medical Refresher Lab	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 Trauma and OB/Peds Refresher	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.
	Paramedic Trauma and OB/Peds Refresher Lab	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.
	Oral Boards	Upon course completion, students must pass an oral board interview and protocol exam with an 80% or

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ENG 10	Oral Boards	better to qualify for placement in the clinical setting.
	Editing	Edit writing for errors in grammar and punctuation.
	Essay	Write a short multi-paragraph essay.
	Identify grammar & punctuation	Students will write correct and varied sentences within a variety of contexts, including paragraphs and short essays.
ENG 50	Paragraph writing	Write a paragraph based on a topic sentence.
	Essay writing	Organize and develop five or more paragraphs into an essay that sufficiently supports a thesis.
	Exhibit skills	Exhibit skills in paraphrasing, summarizing, and the incorporation of quotations in writing.
ENG 100	Analyze written arguments	Analyze written arguments
	Essays	Write coherent, well-developed analytical essays.
	Language sensitivity	Write clear, effective sentences demonstrating sensitivity to language.
	Use of source material	Incorporate source material into at least one research-based essay and apply MLA guidelines for documentation.
ENG 135	Metaphoric language	Students will create metaphoric language related to thematic elements of creative composition in such contexts as poetry and fiction.
ENG 136	Metaphoric language	Students will create metaphoric language related to thematic elements of creative composition in such contexts as poetry and fiction.
ENG 137	Vocabulary	Students will learn the professional/critical vocabulary necessary for working editors.
ENG 150	Analyze words and sentences	Students will be able to analyze English words and sentences in terms of their meaningful parts (morphemes), distinctive sounds (phonemes), and phrase structure (syntax).
	Language change and variation	Students will demonstrate understanding of language change and variation in terms of morphology, phonology, and syntax.
	Processing and acquiring language	Students will demonstrate a basic understanding of how the human brain processes and acquires natural language.
ENG 202	Analytical essay writing	Demonstrate an ability to write analytical essays based on comprehension and interpretation of primary and secondary texts.
	Researched-based essay writing	Analyze and synthesize information and arguments from a variety of texts, including scholarly sources, to develop research-based essays in MLA form.
ENG 203	Analytical essay writing	Demonstrate an ability to write analytical essays based on comprehension and interpretation of primary and secondary texts.
	Research-based essay writing	Analyze and synthesize information and arguments from a variety of texts, including scholarly sources, to develop research-based essays in MLA form.
ENG 205	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 210	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 211	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 215	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 220	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 221	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.

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ENG 225	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 226	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 230	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 245	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 250	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 255	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 260	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 265	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 270	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 280	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENG 290	Literary analysis	Demonstrate the ability to analyze literary texts by using close-reading skills.
ENGR 100	ENGR 100 - 1	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.
	ENGR 100 - 2	Successful students will write a research paper on a major accomplishment or disaster as a consequence of engineering in their selected major.
ENGR 126	ENGR 126 - 1	Successful students will be able to design an electronics circuit. Students will be asked to design an H-bridge circuit using readily available components.
	ENGR 126 - 2	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.
	ENGR 126 - 3	Successful students will combine circuits. Students will be asked to combine the H-bridge circuit into the existing robotics project.
ENGR 210	ENGR 210 - 1	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.
	ENGR 210 - 2	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	ENGR 210L - 1	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.
	ENGR 210L - 2	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	ENGR 235 - 1	Successful students will be able to apply basic knowledge of geometry, calculus and physics to solve problems in vector mechanics.
	ENGR 235 - 2	Successful students will be able to correctly solve a vector mechanics problem and generate a Shear-Moment diagram.
ENGR 236	ENGR 236 - 2	Work-Energy relations. Students will be asked to calculate % mechanical energy lost during the collision.
	ENGR 236 - 3	Conservation of angular momentum. Students will be asked to calculate angular velocities of objects before

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	ENGR 236 - 3	and after collision. Furthermore, they will be asked to present Conservation of Angular Momentum of the system with respect to the origin chosen.
ENGR 245	ENGR 245 - 1	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.
	ENGR 245 - 2	Successful students will be able to construct and analyze a BCC, FCC, and HCP atom structure, and calculate 1D ? 3D dimensions within the structures.
ES 100	Earth's Seasons	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.
	Midlatitude Cyclone	Describe the frontal components, weather patterns, and general motions of a midlatitude cyclone.
	Plate Tectonics	Describe the dynamic processes involved in tectonic plate motions, including the characteristic processes and landforms associated with tectonic plate boundaries.
ES 100L	Hydrologic Cycle	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.
	Plate Tectonics	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.
	Rock Cycle	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.
	Solar System	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.
	Weather and Climate	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.
ESL 9	Listening Goal	Students will listen, identify and mark stressed words in spoken speech.
	Recorded Interview	Students will use English pronunciation rules to pronounce words and sentences clearly.
ESL 10	Listening Goal	Students will listen, identify and mark focus words in spoken speech.
	Recorded Interview	Students will use English pronunciation rules to correctly produce sounds, syllables, words, phrases, sentences, and conversations.
ESL 12	Writing	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.
	Writing Goal	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	Identification and Correction	Students will apply knowledge of grammatical errors discussed in class by locating and correcting errors with present perfect verbs within a paragraph.
	Paragraph	Students will write a timed, in-class paragraph with correct uses of present modals in it.
ESL 14	Identification and Correction	Students will use knowledge of grammatical errors discussed in class to properly identify and correct errors in noun clauses within a paragraph.
	Writing SLO	Students will write a timed, in-class paragraph with correct uses of past modals in it.

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ESL 20	Lecture Notes and Comprehension	Successful students will be able to take notes on a simplified lecture and effectively use their notes to answer questions based on the lecture.
	Listening	By the end of the course, successful students will be able to listen to and take notes on a lecture and answer questions based on it.
	Speaking	By the end of the course, successful students will organize and give an individual presentation incorporating research and visual aids.
ESL 45	Reading	Students will find the main idea in a paragraph.
	Writing	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.
ESL 55	Reading Goal	Students will identify specific details in a moderately complex text.
	Writing	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.
ESL 98.1	Computer graph	Students will show computer skills by creating a graph or chart based on information they have analyzed.
	Writing	Students will demonstrate intermediate ESL level writing skills by using proper grammar, appropriate vocabulary, and paragraph organization.
ESL 98.2	Computer skills	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.
	Writing	Students will demonstrate advanced writing skills in a multi-paragraph essay, including control of grammar, vocabulary, and paragraph and essay organization.
ESL 101	Final Essay	Students will be able to write an organized, multi-paragraph essay that is on-topic and uses transitions, appropriate grammar, and varied sentence types.
	Summary	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.
ESL 102	Final Essay	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.
	Sentence Editing	Students will be able to correctly edit their own sentences.
ESL 103	Argument Analysis	Students will be able to identify, explain and determine the strength of an author's claim or argument in a reading selection.
	Final Essay	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	Final Essay	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.
	Summary	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.
ESL 106	Final Essay	Students will be able to write an organized, detailed, multi-paragraph essay supported by multiple outside

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ESL 106	Final Essay	sources in response to selected readings. The essay should feature varied sentence types, transitions, academic vocabulary, appropriate grammar, and appropriate citations.
	Summary Response	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.
FASH 100	Careers	Identify the career opportunities available in the fashion industry.
	Prediction Process	Reconstruct the process of fashion creation from trend research to product.
FASH 105	Analysis	Understanding the cultural, psychological, sociological, and economic aspects of clothing as they relate to the individual.
	Line and Design	Use the elements and principals of design to select a wardrobe by applying this information to self and others.
FASH 110	Textile Skill Development	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.
	Textiles	Become aware of textile materials that go beyond ordinary performance expectations and fulfill unique functions.
FASH 115	Display Creation	Execute an interior and/or exterior display for a retail environment.
	Visual Merchandising	List the five principles of design that will be found in Visual Presentations
FASH 116	Display	Lead, organize and direct a group of VMI students through the set up of a display.
	Visual Merchandisng	Describe the three major approaches used by retailer to achieve visual presentation at will attract customer attention.
FASH 120	Buying Management	Describe the various pricing strategies available to the retailer, including: mark-ups, mark-downs, 6 month budget plan, and open to buy.
	Retail Buying	Demonstrate an overall understanding of the principles of planning, organizing and managing a retail store from a retail buyer's point of view.
FASH 125	Retailing and Promotion	Name the four basic components of the retailers promotional mix and their relationship with other promotional decisions.
	Target markets etc.	Explain how retailers manage their sales, promotion, and publicity through identifying target markets, SWOT, demographics and psychographics
FASH 126	Fashion Show	Coordinate and implement a fashion show
	Fashion Show Guidelines	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	Research Competence	Demonstrate ability to search, discriminate, and choose appropriate historical costume resources for reference and study.
	Style Characteristics:	analyze style characteristics of Western costume by historical time period and develop the ability to formulate concepts for contemporary costume.

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FASH 135	Garment Assembly	Use industrial patterns and the "open" assembly sewing method to construct completed, basic garments.
	Sewing Machines	Students will be able to demonstrate their knowledge of the correct operation of industrial, domestic and serger sewing machines.
FASH 136	Knowledge	Acquire knowledge of construction terminology and its application to garment construction.
	Skill Development	Demonstrate proficiency in construction skills required to produce a high quality custom sewn garment
FASH 139	FASH 139	Acquire knowledge and skills to develop basic patterns and use flat pattern manipulation techniques to add style lines and change silhouette of basic pattern.
	Original Construction	Create original designs and garments.
FASH 141	FASH 141	Acquire knowledge and skill of the draping method of pattern making and design.
	Fashion Show	Create original designs to be used in the Moda fashion show.
FASH 145	Fashion Figures	Fundamentals in drawing fashion figures and illustrating fashion garments
	Illustrated Fashion Concept Boards	Students will be able to demonstrate graphic and rendering techniques with various artistic materials and other media found in fashion advertisements.
FASH 148	Interface	develop interface skills in Adobe Illustrator/Photoshop
	Photo Shop/Illustrator	Apply Adobe Photoshop and Illustrator as it relates to the fashion industry.
FASH 155	Field Studies	Travel to fashion destinations to research and study the inter-workings of the fashion industry.
	Practicum for Fashion	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.
	World of Fashion	Visit various industry locations to review industry practices as they apply to the national and international fashion industry markets.
FASH 175	Quality	Distinguish various quality levels of ready-to-wear garments in relationship to design development, shape silhouette, style, fabric features and performance, findings and trims, stitches, seams and edge treatments.
	RTW Analysis	Analyze the construction of ready-to-wear garments.
FCS 101	Goals	Identify a plan to reach professional goals, that include financial, academic and personal benchmarks.
FCS 105	Successful Relationships	Understand and identify the components of successful family relationships.
FCS 110	HACCP	Understand and identify each of the seven HACCP principles.
FIRE 51	Firefighter entry skills	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.
	Fitness Training	The student will be able to perform specific fitness training requirements designed for the Fire Service.
FIRE 71	Excavation/Trenching Cave-Ins	Students will demonstrate their understanding of the necessary techniques required to safely and effectively rescue victims from excavation or trenching cave-ins.
	Trench Safety	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

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FIRE 72	Swiftwater Rescue	rescue victims from swiftwater emergencies.
	Swiftwater techniques	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 demonstrate a wide variety of firefighter skills and maintain a high level of proficiency as a public safety servant.
	Fire Service	The student will be able to define, identify and/or perform fire service skills.
FIRE 100	Fire Department Organization	Students will demonstrate their understanding of Fire Department Organization.
	Principles of Emergency Services	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.
	Safety and Survival	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 Chemistry	The students will demonstrate a basic understanding of hazardous materials chemistry and demonstrate proficiency in the use of DOT guidebooks.
	HazMat First Responder	The student will be able to define basic HazMat terms at the First Responder Level.
FIRE 118	Fire Prevention	Students will demonstrate their understanding of fire prevention principles and procedures.
	Fire Prevention Principles	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	Students will demonstrate their understanding of types of building construction and related hazards.
	Building Construction for Fire Protection	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	Apparatus, Equipment and Hydraulics	Students will demonstrate their understanding of apparatus, equipment and fire hydraulics.
	Fire Apparatus Equipment use	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 features	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 Protection Systems	The student will be able to define and describe basic terms and concepts related to fire protection systems
FIRE 131	Introduction to Emergency Management	The student will demonstrate key emergency management terms, including hazard, risk, vulnerability, emergency, disaster, catastrophe, and others.
	Natural/Man Made Disasters	Students will demonstrate their understanding of emergency preparedness for natural and man made disasters.
FIRE 132	Community Threat and Vulnerability	Students will demonstrate their understanding of assessing community threat and vulnerability.
	Disaster Response and Recovery	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	Emergency Management	Students will demonstrate their understanding of the role of the emergency manager and the four phases of emergency management.
	Mitigation Regulations	Student will describe the role of regulatory power in state and local mitigation activities.

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FIRE 142	Ethics	Students will demonstrate their understanding of ethics and morality by making appropriate choices when given a specific scenario.
	Ethics for Public Safety	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	Strategy and Tactics	The student will create a strategy and implement appropriate tactics and possess a working knowledge and executions of ICS/NIMS at the incident.
	Tactics and Strategies	Students will demonstrate their understanding of firefighting tactics and strategies.
FIRE 151	Communication	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.
	Equipment	The student will demonstrate knowledge of fire department equipment through the selection and application of equipment for given firefighting tasks.
	F.D. organization	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.
	Hazards	The student will be able to analyze and assess firefighter hazards inherent to the profession.
	Incident Command	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.
	Safety	The student will demonstrate safe practices by using standard safety procedures.
	State Skills Exam	80% of the enrolled students will pass all three components of the State Fire Training Skills Exam on the first try. The minimum passing score is 100%.
	State Summative test	80% of enrolled students shall pass all three components of the State Fire Training (SFT) written certificate exam on the first attempt. The minimum passing score is 80%.
FIRE 160	Wildland Firefighting	The student will be able to define and describe wildland firefighting.
	Wildland Strategy, Tactics and Safety	The students will describe the science, principles and skills necessary to enhance their effectiveness as a wildland firefighter and provide for safety.
FIRE 165	Fire Behavior and Combustion	The students will identify the fundamental theories of fire behavior and combustion, and differentiate the various types of extinguishing agents.
	Fire Behavior/Combustion	The student will be able to define, identify and/or explain basic terms and concepts related to fire behavior and the combustion process.
FIRE 175	Incident Action Plan	Student will develop and implement an initial plan of action related to an emergency incident
	Operational Plan Development	Student will identify the elements of an ongoing operational plan to mitigate an incident.
	Post Incident Analysis	Student will develop and conduct a post incident analysis of an emergency incident
FIRE 176	Deploy resources and identify command post.	Student will create a plan of action to deploy resources to complete operations to suppress a wildland fire and identify an incident command post location.
	Incident resources and needs	Student will evaluate and assess incident conditions to determine resources needed to mitigate the incident
	Preparing final incident reports.	The student will formulate and assemble information for preparing final incident reports according to agency policies and procedures using agency incident reporting forms.
FIRE 180	Fire Prevention Procedures	Students will demonstrate their understanding of fire prevention procedures, building inspections and fire

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FIRE 180	Fire Prevention Procedures	life safety.
FIRE 181	Storage/Handling Hazardous Materials	Students will demonstrate their understanding of identifying and classifying the storage and handling of flammable and combustible liquids, gases and other hazardous materials.
FIRE 185	FFPBOR	Compare and contrast the impact the California Fire Fighter Procedural Bill of Rights has on members and the Company Officer.
	Human Resource Management	Describe and apply human resource management principles to an emergency and/or non-emergency situation including assigning tasks and responsibilities, training and evaluating members and making recommended action for member-related problems.
	Safety Procedures	Identify safety policies and procedures and apply appropriate safety regulations to a given situation along with proper training and reporting.
	Wellness and Fitness	Describe the benefits wellness and fitness programs for fire fighters.
FIRE 190	Fire Investigation I	The student will demonstrate the importance of documentation, evidence collection, and scene security process needed for successful resolution. They will understand and demonstrate the process of conduction fire origin and cause and identify the processes of proper documentation.
	Investigative Practices	Students will demonstrate their understanding of investigative practices and responsibilities of fire investigation related to natural, accidental and arson fires.
FIRE 193	Adjust Teaching Presentation	Adjust teaching presentation to the differences in student learning styles, abilities, cultures, behaviors, and maintain a safe and positive learning environment.
	Define instructor's role	Define the role of the Fire Service Instructor regarding program management, instructional development, instructional delivery, and evaluation and testing.
	Present Prepared Lessons	Present prepared lessons using the cognitive and psychomotor methods to achieve stated objectives, achieve learning outcomes, follow safety standards and addressing risks.
FIRE 194	Classroom Aids	Students will demonstrate their understanding and use of classroom teaching aids, including AV equipment, Overheads, Computers and the Internet.
	Teaching Technical Lessons	Students will demonstrate their understanding of preparing fire service personnel to select, develop, organize and utilize instructional materials for teaching technical lessons.
FREN 101	Culture appreciation	Recognize the diversity among Francophone cultures. Compare these cultures to one's own culture.
	Understand spoken French	Understand every day spoken French relating to daily activities at an appropriate level for elementary French. (revised 2/11/11)
	Write about daily and upcoming activities	Write comprehensible, brief narratives to express original ideas relating to everyday life and plans for the near future. (revised 12/10/10)
	Write about self and family	Write comprehensible sentences to describe self and family with effective vocabulary and grammatical structures appropriate for the elementary level.
FREN 102	Culture appreciation	Recognize the diversity among Francophone cultures. Compare these cultures to one's own culture.
	Understanding spoken French	Understand every day spoken French relating to daily activities at an appropriate level for second semester of elementary French
	Write in past tense	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.

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FREN 140	Basic French Intonation	Students who successfully complete French 140 will be able to produce French sentences with the intonation and rhythm of standard French.
	Basic French pronunciation	Students who successfully complete French 140 will be able to pronounce the basic vowels and consonants of standard French.
FREN 201	Culture appreciation	Culture appreciation Recognize the diversity among Francophone cultures. Compare these cultures to one's own culture.
	Express original ideas in written form	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.
	Understanding spoken French	Understand every day spoken French relating to daily activities at the intermediary level.
FREN 202	Multiple past tenses	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.
	Narration at the Intermediate level	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.
	Oral presentation	Students who successfully complete French 202 will be able to present a project orally, using content, vocabulary and structures relevant to course topics.
	Understanding spoken French	Understand every day spoken French relating to daily activities at an appropriate level for intermediate French
GC 100	Identify historical influences	Identify historical influences related to visual communication
	Identify layout	Identify and compare layout designs
	Identify principles of design	identify principles of design, composition and typography
GC 101	Relationship between society and technology	Student will be able to recognize the relationship between the technology of the era and it's impact on visual communication.
	Summarize history GC	Summarize the historical development of graphic communication from the formation of writing to the digital revolution.
GC 102	Critical Thinking	Students will think critically as they do research for papers on subject matter related to the dissemination of information through printing.
	Technology	Student will be knowledgeable in the use of printing technology through history.
GC 115	Identify, compare, and contrast specific market niches	Identify, compare, and contrast examples of graphics products that demonstrate specific market niches.
	Market Niche	Describe the various niches the graphic designer/producer must market to.
GCIP 105	Life Cycle of Print Job	Student will understand the process needed to complete in the creation and fulfillment of a printed project.
	Raster images vs Vector images	At the completion of this course, student will understand the use of the appropriate image format within a design project.
GCIP 140	Basic Digital Imaging	At completion of the course students will be able to: retouch and colorize photographs, understand resolution, use multiple layers, and color mode usage.

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	File Types	Will be able to create images, used in a variety of format outputs. Examples are JPG, PNG, TIFF, PDF.
GCIIP 140A	Basic Digital Image	At completion of the course students will be able to: retouch and colorize photographs, understand resolution, use multiple layers, and color mode usage.
	Painting	Student will understand the basics of fills and the tools used to create coloring book like images.
GCIIP 140B	Basic Digital Imaging	At completion of the course students will be able to: retouch and colorize photographs, understand resolution, use multiple layers, and color mode usage.
	Layering	Students will be able to create multiple layers and mask them together.
GCIIP 141	Duotone Curves	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.
	Intermediate Digital Imaging	At completion of course student will demonstrate an intermediate skill level of blending modes, selective color, masking, transforming, duotone, curves and shapes.
GCIIP 149	Document layout	Students will combine text, graphics, and color (spot and CMYK) to produce a document with page layout software.
	Multi Page Document	Students will be able to create multi page documents
GCIIP 150	3D Product Model	Upon completion the successful student will have designed and 3D modeled a product.
	Dual Color/Material 3D Print	Upon completion the student will successfully print a 3D model in two colors or materials.
GCIIP 152	Complex computer -generated graphics.	Students will use vector tools to produce complex 4-color and spot color in computer generated graphics for print.
	Substrates	Design for and printing to a range of substrates.
GCIIP 152A	Autotrace	Students will be able to use the autotrace tool to separate a line drawn image into multiple sections of color.
	Bezier Curves	Students will be able to create a bezier curve using the pen tool and be able to manipulate the handles.
	Complex computer -generated graphics.	Students will use vector tools to produce complex 4-color and spot color in computer generated graphics for print.
	Since this course has not been offered in a long time, it has been recommended that we deactivate it.	Since this course has not been offered in a long time, it has been recommended that we deactivate it.
GCIIP 168	Drone digital image capture	Demonstrate successful drone operation and image capture.
	Drone Mapping	Demonstrate successful mission planning, drone operation and image capture, and post-processing of mapping project.
GCIIP 170	Multi-Color Screen Print in Spot Color	Students will be able to print a multi-color screen print job using spot colors
	Simple Print	Screen Print a simple design using standard industry practices.
GCIIP 172	Process Color	Upon successful completion of the course students will be able to print a four color process textile screen printed job.
	Textile Print	Students will be able to produce a screen printed design on textile using standard industry practices.
GCIIP 191	Contracts	Draft contracts commonly used in design and development business transactions.
	Ethics	Describe the role and ethical obligations of the graphic designer and Web developer relating to contract law.
	Rules of common law	Apply the rules of common law pertaining to the graphics communications industry.

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	Sources for contract law	Locate, describe and analyze sources of contract law relating to graphic design and Web development.
	Terminology relating to contract law.	Use appropriate and proper terminology relating to contract law.
GCIIP 240	action, channels, paths Large formatt	Students will be able to work with actions, channels and paths to create a unique and original print project. Student will be able to combine programs specifically Adobe Illustrator and Adobe Photoshop to create large format PDF projects for print, ie. Posters, in the proper resolutions.
GCIIP 249	preparation	Student will be able to design and publish media for the appropriate output format.
	Style Sheets	Students will be able to create style sheet in multipage documents.
GCIIP 250	3D Print Design and Output	Upon completion the successful student will have designed a product with specific material characteristics and limitations and printed the prototype.
	Operation	Students will be able to operate the 3D printer and understand the communication between the software and hardware production.
	Vector printing	Students will be able to create vector map images and extrude them to be printed on a 3D surface.
GCIIP 252	Substrates	Students will design for and print to a variety of substrates.
	Typography, graphics, color and design integration	Integrate typography and graphics and demonstrates a mastery of color for print and design principals.
GCIIP 268	Agriculture Mapping	Use NDVI payload and mission planning to acquire images and post-process to create a map for precision agriculture..
	Mission Planning	Use intelligent mission planning modes to script out flight paths for image capture.
GCIIP 270	CMYK Print	Produce a screen printed project incorporating a complex design, using multiple colors, on an automated textile press.
	Special Techniques	Students will produce printed textiles using special techniques such as discharge inks, foils, gloss overprints, and puff inks.
GCMW 100	Immersion	Participate in multimedia immersion experiences: gaming, simulations, virtual reality, and training; reflect and report your experiences.
	Narrative Multimedia presentation	Design and produce a multimedia presentation (a narrative) that reflects the learner?s understandings and values regarding the impact of multimedia in contemporary society.
	New Digital Media	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	Motion Graphics	Produce a multimedia presentation incorporating motion graphics or animation, with typography, sound, and special effects.
	Motion Graphics Output	Produce motion graphics that solve a problem by communicating the desired message, and output the completed project in the appropriate format.
GCMW 102	Produce web page	Produce a web page that integrates graphics and typography, and if appropriate animaton, motion graphics, motion graphics, and sound.
	Project Management Skills	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.
GCMW 104	Multimedia presentation.	At completion of the course students will be able to : combine motion with sound for multimedia using a

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GCMW 104	Multimedia presentation.	sound editor, create original animation with custom soundtrack, record with real/software instruments, understand mixing concepts and latest trends, recognize various file formats, incorporate midi sequencing and loops.
	Shot Matching and Scene Balancing	Color time, balance and match shots in a sequence.
GCMW 106	Produce multimedia	Students will produce multimedia for at least one Social Web Environment.
	Social Networking 1	Students will be able to assess and dissect a basic social networking site like Facebook.
GCMW 112	Interactive layout	Design an interactive layout with a user-friendly look and feel.
	web app	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	THEMES	Students will be able to modify the look of the site by using pre-designed themes, and modifying existing themes
	web page	The student will be able to create a web based page or application using the Wordpress program.
GCMW 120	Apply theory to project	Apply social psychology theory to a social web project; explain why the selected design would work.
	Web environment	Students will design a web site within a Social Web Environment
GCMW 150	User Experience	Upon completion, the student will be able to develop a wireframe for a simple site and document why this design enhances the user experience.
	UX practice theory	Identify the theory behind UX practices.
GCMW 154	Graphic Comprehensives.	Design a comprehensive graphic for a Website splash page.
	Vector vs Bitmap	Compare and contrast vector and bitmap images; demonstrate production skills for each of these image types.
GCMW 164	Interactive graphics.	Design multiple versions of a Web page with various graphics, e.g., complex buttons, navigation bars, image maps, slices, animation, batch processing, scripting, etc.; post pages on a Web server.
	Interactivity	Design interactive screens for websites, mobile devices, and interface designs.
GCMW 165	overview	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.
	Point of View cameras	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	Plan incorporating SEO principles	Develop a plan for a mock site that includes keywords, improved usability, and analytics to manage and track success.
	SEO	The student will be able to optimize a web page for increase visibility on the web.
GCMW 190	Case study	Explore a case study about copyrights in the Graphics industry in depth, consider the arguments, and take a position.
	Simulation to register a range of intellectual property	Compare and contrast the choices available from the Library of Congress to register graphic images and

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	by creatives.	multimedia intellectual property (done as a simulation).
GCMW 201	Marketing Spots	Produce marketing videos incorporating virtual drum tracks, with sound effects, loops and plugins to meet the needs of the client.
	Produce DVD	Produce a dvd incorporating motion graphics or animation, with typography, sound, video, stills, web links, scripting, subtitles and data files.
	Sound for Picture	Upon completion the successful student will have demonstrated audio design skills, incorporate audio editing skills, and accurately synchronized audio for video.
GCMW 202	W3C standards	Produce a website that passes a validator in order to conform to W3C standards.
	Website	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.
GCMW 204	Masking	The student will be able to create Masks and animated masks to be incorporated in a 5 second video clip.
	Stills/keyframes	Be able to navigate the After Effects software and create a motion graphics project using still images and setting them in motion with keyframes.
GCMW 205	Green Screen Composite	Successfully key green screen video over graphics, stills, animation to create a realistic composite.
	Transitions Video	Be able to navigate the Final Cut Pro Software and create a finished digital video project synchronizing sound and video with the use of transitions.
GCMW 206	Greenscreen VFX	Produce a compositing project incorporating motion graphics or animation, with green/blue screen shots, visual and special effects.
	Streaming Media	Students will be able to output video to meet streaming video parameters.
GCMW 232	Outcome choice for accessible website 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.
	Validate a website for accessibility.	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.
GEOG 100	Basic Concept of a Biome	Explain the basic concept of a biome and the geographic controls that determine their location on earth.
	Mid-latitude cyclones	Describe the development of mid-latitude cyclones and explain their role in bringing precipitation to the earth's mid-latitudes.
	Role of Plate Tectonics	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.
GEOG 100L	Geologic Maps and Aerial Photography	Read and interpret landforms using geologic maps and aerial photography.
	Topographic Maps	Read and interpret basic information on a topographic map such as elevation, relative steepness of slopes, hills, valleys, ridges, and depressions.
	Weather Charts	Read and interpret basic weather information from a surface analysis chart.
GEOG 103	Demography	Student should be able to identify and describe the key birth and death trends in the four stages of the demographic transition model.
	Sustainability	Students should be able to identify the eight essential changes in behaviors called upon by practitioners of sustainable development.

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GEOG 105	Carrying Capacity	Students should demonstrate a clear understanding of the concept of carrying capacity, and its relations to environmental sustainability.
	Gentrification	Students should be able to identify the causes and impacts of gentrification.
	Globalization	Students should be able to assess the impacts of globalization on the exchange of cultural knowledge between peoples.
	Renewable resources	Students should be able to define and give examples of renewable resources.
GEOG 110	Cloud Formation	Understand the basic process of cloud formation.
	Pressure Systems	Understand the weather conditions that result from high and low pressure systems.
	Seasons	Understand the solstices and equinoxes and how they affect the distribution of incoming solar radiation.
GEOG 115	Climate Change	Demonstrate understanding of the variables that impact earth's climate.
	Hazard Mitigation	Understand how to mitigate hazard/disaster potential through planning and changing behavioral responses to hazards/disasters.
	Role of Plate Tectonics	Describe the role of plate tectonics in the formation of volcanoes and faults zones.
GEOG 120	Projection	Students should be able to explain the concept of "projection on the fly," and its role in data analysis.
	Vector data model	Students should be able to identify the three basic geometries of vector objects.
GEOG 125	Cimate & Biomes	The successfull student will be able to delineate on a blank map of California, the major climate zones and biomes of the state.
	Geomorphology.	The successful student will be able to briefly describe the climatic and geologic processes operating in each of the 11 geomorphic provinces of California.
	Mineral Resources	The successful student will be able to list the major mineral resources of California.
	Weather	The successful student will be able to describe the general weather patterns that affect California.
GEOG 132	Attribute domains	Students should be able to explain the functions of configuring an attribute domain.
	Coordinate systems	Students should be able to distinguish geographic coordinate systems from projected coordinate systems.
	Vectorization	Students should be able to distinguish interactive vectorization from batch vectorization, and explain when each method is appropriate.
GEOG 134	Implementation	Students should be able to explain ways in which scripts can be implemented in GIS.
	Workflow	Students should be able to list the 4 categories of GIS workflows and provide at least 2 examples for each category.
GEOG 136	ModelBuilder	Students should be able to list two benefits of implementing GIS workflows using modelbuilder.
	Overlay	Students should be able to define GIS overlay, and its importance in GIS analysis.
GEOG 138	Communication	Student should demonstrate the ability to maintain constant communication with internship supervisor and instructor.
	Usage	Students should be able to utilize or learn a variety of GIS-related technological tools.
GEOG 139	Advanced Usage	Students should be able to utilize or learn a variety of advanced GIS-related technological tools.
	Output	Students should produce project deliverable that are consistent with the expectations of the internship organization.
GEOG 140	Satellite Sensors	Students should be able to list three common applications of data collected by satellite sensors.

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	UAS Sensors	Students should be able to list three common applications of data collected by UAS sensors.
	Wavelength relationships	Students should be able to explain the relationship between wavelength, frequency, and energy content of electromagnetic waves.
GEOG 142	Applications	Students should be able to list two applications of GIS in environmental assessment.
	EIA	Students should be able to list three GIS tools that are commonly used for environmental impact assessment.
GEOG 143	Distortions	Students should be able to list the four possible types of distortion produced during the map projection process.
	Map elements	Students should be able to list at least three critical map elements in a well designed map.
GEOG 144	Feature service	Students will be able to distinguish feature services from map services.
	Sever	Students should be able to explain the functions of the WebGIS Server.
GEOG 150	Regression	Students should be able to interpret the output from ordinary least squares regression.
	Scientific Method	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.
GEOG 158	Airspace Classes	Differentiate between the airspace classes with an emphasis on controlled vs uncontrolled, shape, and aircraft allowed
	Weather Data	Interpret at METAR map from the Aviation Weather Center to determine if appropriate weather conditions exist for a sUAS flight
GEOG 195	Human impact	Students should demonstrate an understanding of human's impact on the landscape.
	Physical Landscapes	The successful student should be able to describe processes resulting in the development of distinct landforms.
GEOL 100	Earthquakes	Describe what is happens during an earthquake in terms of motion and cause of damage.
	Geologic Structures	Explain several different types of geologic structures and the general forces that created each.
	Geomorphology	Describe the surficial geomorphic processes that operate on earth and the kinds of landforms they produce with an accuracy of at least 70%.
	Plate tectonics	Compare the creation of the different types of mountains, volcanoes and faults in terms of plate tectonics.
	Plutons	Identify plutonic bodies and intrusions visually from a drawing or photograph.
	Rock Origins	Compare the different origins of igneous, sedimentary and metamorphic rocks.
GEO 100L	Fold/Fault Identification	Identify a fold or fault either in the field, a photograph or a schematic drawing.
	Geomorphic Processes	Students should be able to explain the geomorphic processes that form the landscape from a photograph, schematic drawing, or field observations.
	Mineral Identification	Identify common rock- and ore-forming minerals from hand samples.
	Rock Identification	Identify common igneous, sedimentary and metamorphic rocks.
GEO 110	Colorado Plateau rock formations	Identify the depositional environment represented by major rock formations in the Colorado Plateau
	Desert Landscapes	Describe the role that changing climate has played in the development of modern desert landscapes of Southwestern parks.
	Geomorphic Processes	For any National Park, the successful student should be able to identify the major geomorphic processes that have shaped the landscape.

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	Glacial Landscapes	Identify glacial landscape features associated with alpine and continental glacial processes.
	Rock types.	For any national park, the successful student should be able to identify the general family of rocks in that park (igneous, sedimentary or metamorphic).
	Tectonic Processes	For any national park, the successful student should be able to briefly describe the tectonic processes that shaped the area.
	Volcanoes & Tectonics	Describe how the characteristic processes and rock types of major volcanic parks are related to their tectonic origin.
GEOL 150	Colorado Plateau 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.
	Dinosaur phylogeny	Interpret a simple phylogenetic tree of the two main orders of dinosaurs giving three families for each order.
	Geologic Cross Section	Draw a generalized geologic cross section from the Pacific Ocean to Colorado that includes major geologic structures, topographic features and important geologic formations.
GEOL 150L	Fossils	With aid from a guide, students should be able to identify any common invertebrate fossil at the phylum level.
	Geologic Map	Describe the general geologic history of an area by analysis of a geologic map and its legend.
	Sedimentary Rocks	With the aid of standard geologic references, the student should be able to correctly identify any common sedimentary rock.
GEOL 195	Geomorphic Processes	Describe the various geomorphic processes operating in the field area.
	Mineral Resources	Discuss the mineral resources found in the field area.
	Rock types.	Describe the rock types found in the field area.
	Tectonic Processes	Explain the tectonic processes operating in the field area.
GERM 101	Listening comprehension	Students will comprehend spoken German appropriate to the first semester level.
	Write a paragraph	Students will write a paragraph of at least four sentences, demonstrating correct word order and grammatical structures appropriate for the first semester level.
	Writing Assignment	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.
GERM 102	Listening comprehension	Students will comprehend spoken German appropriate to the second semester level.
	Write a paragraph	Students will write a paragraph of at least five sentences, demonstrating correct word order and grammatical structures appropriate for the second semester level.
	Writing Assignment	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.
GERM 201	Listening comprehension	Students will comprehend spoken German appropriate to the third semester level.
	Write a Paragraph	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.
	Writing Assignment	Students will produce a cohesive composition about past life experiences demonstrating a command of third-semester vocabulary and structures in the German language.
GERM 202	Listening comprehension	Students will comprehend spoken German appropriate to the fourth semester level. (Active)
	Understand and analyze texts	Students will comprehend and analyze texts in German appropriate for the fourth semester level, such as

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	Understand and analyze texts	newspaper articles, essays, or short works of literature.
GERM 225	Speaking	Students will carry on a verbal exchange with minimal hesitation, incorporating appropriate cultural patterns.
	Writing	Students will create a dialogue in German on a familiar topic integrating newly acquired vocabulary and structures.
HE 100	Chronic Disease Prevention	Students will identify and determine preventative strategies for chronic diseases including heart disease, stroke, cancer and diabetes.
	Lifelong wellness	Students will understand and apply the dimensions of wellness to their lives in order to increase their overall, lifelong wellness.
HE 100L	Individualized Exercise Program	Create and track personalized exercise program
	physical benefits	1. Recall the physical benefits of a total body conditioning program.
HIST 101	Constitution	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.
	History Writing	Demonstrate college level writing in assessing and interpreting American history.
	Interpretation of sources	Accurately interpret American history through the use of primary and secondary sources.
	Use sources	Identify, use, and cite reliable primary and secondary sources in American.
HIST 102	California Politics and Government	Demonstrate knowledge of nature and development of California's government and political system.
	historical interpretation	Accurately interpret American history through the use of primary and secondary sources.
	use of sources	Identify, use, and cite reliable primary and secondary sources in American.
	writing	Demonstrate college level writing in assessing and interpreting American history.
HIST 105	History Writing	Demonstrate college level writing in assessing and interpreting the history of Western Civilization.
	interpreting sources	Accurately interpret the history of Western Civilization through the use of primary and secondary sources.
	using sources	Identify, use, and cite reliable primary and secondary sources in Western Civilization.
HIST 106	History Writing	Demonstrate college level writing in assessing and interpreting the history of Western Civilization.
	Interpreting sources	Accurately interpret the history of Western Civilization through the use of primary and secondary sources.
	Using sources	Identify, use, and cite reliable primary and secondary sources in Western Civilization.
HIST 107	History Writing	Demonstrate college level writing in assessing and interpreting the history of Western Civilization.
	Interpreting sources	Accurately interpret the history of the World through the use of primary and secondary sources.
	Using sources	Identify, use, and cite reliable primary and secondary sources in World history.

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HIST 108	History Writing	Demonstrate college level writing in assessing and interpreting World history.
	Interpretation of sources	Evaluate and interpret major patterns and trends in modern World history with a particular focus on causation, continuities, and change.
	Using sources	Identify, use, and cite reliable primary and secondary sources in World history.
HIST 121	History Writing	Demonstrate college level writing in assessing and interpreting California history.
	Interpreting sources	Accurately interpret the history of California through the use of primary and secondary sources.
	Using sources	Identify, use, and cite reliable primary and secondary sources in California history.
HIST 130	History Writing	Demonstrate college level writing in assessing and interpreting Women's history.
	using sources	Identify, use, and cite reliable primary and secondary sources in Women's history.
HIST 140	History Writing	Demonstrate college level writing in assessing and interpreting the history of the Americas.
	using sources	Identify, use, and cite reliable primary and secondary sources in the history of the Americas.
HIST 141	History Writing	Demonstrate college level writing in assessing and interpreting the history of the Americas.
	History Writing_1	Demonstrate college level writing in assessing and interpreting American history.
	interpreting sources	Accurately interpret the history of the Americas through the use of primary and secondary sources.
	using sources	Identify, use, and cite reliable primary and secondary sources in the history of the Americas.
HIST 150	History Writing	Demonstrate college level writing in assessing and interpreting the history of colonial Latin America.
	interpreting sources	Accurately interpret the history of colonial Latin America through the use of primary and secondary sources.
	using sources	Identify, use, and cite reliable primary and secondary sources in the history of Latin America.
HIST 151	History Writing	Demonstrate college level writing in assessing and interpreting the history of modern Latin America.
	interpreting sources	Accurately interpret the history of Latin America through the use of primary and secondary sources.
	using sources	Identify, use, and cite reliable primary and secondary sources in the history of Latin America.
HIST 160	Continuity and Change	Evaluate and interpret major patterns and trends in modern Middle Eastern history with a particular focus on causation, continuities and change.
	Sources	Accurately interpret the history of the Middle East through the use of primary and secondary sources.
	Writing	Demonstrate college level writing in assessing and interpreting Middle Eastern History.
HUM 100	Critical Thinking	Demonstrate that they can think critically about the major issues of human life: truth, justice, beauty, value, meaning
	Cultural Differences	Demonstrate understanding and respect of cultural differences that have influenced and that still influence people's responses to life's great questions
	History of Western Culture	Demonstrate comprehension of objective information about the history of Western people's spiritual,

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	History of Western Culture	intellectual, and artistic endeavors.
	Interest in Culture	Demonstrate understanding and respect for "high culture" so that their interest in it will grow and prove personally satisfying
HUM 101	Critical Thinking	Demonstrate that they can think critically about the major issues of human life: truth, justice, beauty, value, meaning
	Cultural Differences	Demonstrate understanding and respect of cultural differences that have influenced and that still influence people's responses to life's great questions
	History of Western Culture	Demonstrate comprehension of objective information about the history of Western people's spiritual, intellectual, and artistic endeavors.
	Interest in Culture	Demonstrate understanding and respect for "high culture" so that their interest in it will grow and prove personally satisfying
IBUS 100	Demonstrate international management techniques	Demonstrate applied international management techniques in a 2 week simulation of an international business firm.
	Identify why	Students of Introduction to International Business will identify why firms engage in international business.
IBUS 105	*	Recognize the importance of culture in marketing strategies.
	Identify uncontrollable forces	Students will be able to identify the uncontrollable forces affecting the international marketing mix.
IBUS 110	*	Student will successfully describe the guidelines to conduct effective international business.
	Identify cultural differences	Students will be able to identify some of the cultural differences with doing business in a foreign country.
IBUS 115	*	Understand the role of international financial management in the daily operations of international firms.
	Understand risk fluctuations	Students will be able to understand risk fluctuations of currencies in the global financial trade.
IBUS 120	*	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.
	Identify problem areas	Student will be able to identify the three problem areas for not exporting by management.
ID 100	Color in design	2.Students will analyze the effects of color and color schemes in a space.
	Plan Literacy	1.Students will identify symbols used on floor plans and working drawings.
ID 105	Material Specifications	Write specifications for material used in residential and commercial applications for all trades and craftsmen.
	Materials of Design	Students will identify endangered species of wood used in cabinetmaking for residential interiors.
ID 110	Contract and design	Students apply business practice through contract examples. They are adjusting or developing a contract and using a questionnaire for an interview. Students create purchase orders; walking a complete design through specific paperwork.
	Estimating	Estimate cost, outline budgets and control purchasing pertaining to interior design and the furnishing industry.
ID 115	Furniture Identification	Students will be able to identify styles and periods of furniture and the decorative arts that influence the current design trends.
	History of Dec Arts I SLO	Distinguish specific styles, motifs, and design attributes from various periods
ID 120	Discern period attributes	Distinguish specific styles, motifs, and design attributes from various periods.
	Ornamentation	Identify specific types of ornamentation of each period.

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ID 130	Conservation and Sustainability	Students will know appropriate methods to recycle e-waste.
	Reflected Ceiling Plan	Students will complete practical plans and reflected ceiling layouts that validate competent lighting placement skills, use of legends and schedules, use of correct controls, and apply professional contemporary energy conservation techniques.
ID 141	Codes, ADA and sustainable design	Design a commercial space the integrates life safety codes, standard building codes, universal and sustainable design
	Commercial Layout	Analyze and plan a commercial space for optimum function and aesthetics
ID 145	Kitchen Design SLO	Students will specify kitchen appliances that meet building code requirements for residential design.
	Kitchen Layout	Utilize the principles of kitchen design
ID 150	CAD Plot	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.
	Plot to Scale	Create and draw using the latest version of AutoCAD or Revit software, effective space planning, apply building codes, and use barrier free design rules.
ID 151	3 Dimensional Modeling	Solve a residential interior design challenge to create a full digital package of 3D models that incorporate trade specific resource applications.
	ADA Problem and work file handling	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	Design and Layout	Students will complete an interior from a given building core and shell with a full wall layout, electrical service overlay that is organization (business type) specific.
	Drawing/Drafting	Demonstrate the use of universal design principles in the planning of spaces.
IT 108	Basic Arithmetic of Whole Numbers	Students will be able to add, subtract, divide, and multiply with whole numbers to solve words problems.
	Measurement	Work with measurement numbers to measure a variety of objects and distances.
IT 115	OSHA Act	Successful students will be able to pass a test on information contained in the OSHA Act.
	Promoting safety	Evaluate mechanical hazards and machine safeguarding
IT 120	Drawing interpretation	Students are to interpret types of mechanical drawings, symbols, notes and specifications for the manufacturing industry.
	Measurments and Tolerances	Students will evaluate acceptable tolerances from given dimensions on typical manufacturing drawings
IT 170	Technical writing	Apply best practices for technical writing to produce a procedure on the operation of a specific piece of machinery.
		Apply best practices for technical writing to produce a procedure on the operation of a specific piece of measuring equipment.
IT 175	Safety Competency	Student will demonstrate a good understanding of workplace safety.
	Technical Competency	70% of the students will have a successful project demonstrating the required tasks satisfactorily, safely, and professionally in compliance with a workplace as reviewed by the instructor.
IT 190	2 Dimensional machining techniques	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.
	Basic precision measuring	Introduction of basic precision measuring tools to check tolerances of manufactured parts

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IT 191	Safety operations	Safe operations of the 2D computer aided machines
	Advanced machine programming	Advanced machine programming, multiple set ups, and operation of CNC lathes and mills
	Advanced modeling	Advanced 3D modeling using various CAD products such as MasterCAM, AutoCAD, and SolidWORKS
IT 192	Safe operating procedures	Safe operations of advanced 3D CNC machines
	4-5 Axis machining techniques and programming	Optimal 4-5 Axis machining and programming techniques from imported 3D models from various CAD programs.
	4-5 Axis mill set up	Students will be able to set "Zero" and set up parts for machining on a 4-5 axis mill
ITAL 101	Safe operation of a 4-5 axis milling machine	Students will know the safe operation of a 4-5 axis milling machine
	Reading	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.
ITAL 102	Speaking	The student will demonstrate appropriate pronunciation and intonation, and understand the connection between spelling and pronunciation.
	demonstrate speech flexibility	Students will demonstrate heightened flexibility in speech and assimilation of the connection between spelling and pronunciation
ITAL 201	Future Plans	Students will be able to express their future goals and plans in Italian.
	Express ideas in 500-word essay	Upon successful completion of this course, students will be able to express complex ideas concerning wishes, doubts and possibilities by way of a clear, coherent 500-word essay featuring reasonably correct usage of the subjunctive mood (past, present and future).
ITAL 202	Understanding spoken Italian	Understanding every day spoken Italian relating to daily activities at the intermediary level.
	Understanding spoken Italian	Understand every day spoken Italian relating to daily activities at an appropriate level for intermediate Italian.
ITAL 225	Writing	Upon completion of this course, students will be able to express original thoughts using multiple verb tenses relating to concepts and vocabulary from the course.
	Reading Comprehension	Students will show comprehension of a reading election about a cultural aspect of the Italian speaking world at an appropriate level for intermediate Italian.
JAPN 101	Speaking	Upon completion of this course, students will demonstrate a deeper understanding of correct pronunciation and oral communication in the Italian language.
	Oral	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.
03/29/2018 10:35	Oral introduction_1	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.
	Reading Comprehension	Students are assigned a short passage to read which describes an individual including their name, major, age, hometown, year in school, nationality, and a typical weekday and/or weekend. 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 through text.
	Verbal	The evaluator will ask each student about him/herself and the student will answer in sentences orally. The questions include name, major, age, hometown, year in school and nationality. Students will also be asked to

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	Verbal	briefly describe a typical weekday and/or weekend.
	Writing	The evaluator will ask each student about him/herself 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	Reading Comprehension	Students are assigned a passage to read about the day's events which include comparisons, superlatives, desires, an impression or an inference, and eliciting and making proposals. 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.
	Verbal	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.
	Writing	Students present a written narrative of their day's events, in which they must write two sentences describing two or more activities in each sentence. Then students will describe about these activities using at least two adjectives in each sentence.
JAPN 130	Reading	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.
	Writing	To assess student's basic knowledge and understanding of Japanese culture, society, history, and literature, the evaluator will give students a written test in short answer format. Students will have the option to answer four of ten questions to demonstrate their ability to critically discuss non-fictional and fictional literary texts and 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	Listening comprehension	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.
	Listening comprehension_1	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.
	Reading	Students are assigned to read a passage about the events, their frequency and reasons for their occurrence. 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.
	Writing	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.
JAPN 202	Read an essay	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.
	Write a letter	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

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	Write a letter	from the superior in Japanese.
	Writing	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.
JOUR 101	Ethics	The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
	News Writing	The student shall write a basic, hard-news lead based on proper journalism style.
	Technology	Students will use and evaluate technologies that enhance the news writing process.
JOUR 105	Ethics	The students will learn and apply journalism ethics in their daily work and recognize the newspaper's role in society.
	News Writing	The student shall write a basic news story for the campus newspaper The Telescope.
	Technology	Students will use and evaluate technologies that enhance the news writing process.
JOUR 110L	Ethics	The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
	Writing and photography	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.
JOUR 112L	Ethics	Students will learn to apply journalism ethics to their online journalism work and recognize the online media's role in society.
	Exploring the Elements	Students will explore and evaluate the different types of online journalism.
	Multimedia Package	Students will create a basic, hard-news, multimedia package with both a written and multimedia component.
JOUR 130	Ethics	Students will learn to apply journalism ethics to their online journalism work and recognize the online media's role in society.
	Exploring the Elements	Students will explore and evaluate the different types of online journalism.
	Multimedia Package	Students will create a basic, hard-news, multimedia package with both a written and multimedia component.
JOUR 200	Ethics	Students will learn to apply journalism ethics to their social media work and recognize social media's role in society.
	Exploring the Elements	Students will explore and evaluate the different types of social media.
	Social Media Project	Student will provide consistent, well-researched and well-written content for one social media platform.
JOUR 205	Enterprise Writing	The student shall write an enterprise story for the campus newspaper The Telescope.
	Ethics	The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
	Technology	Students will use and evaluate technologies that enhance the news writing process.
JOUR 210	Edit New Stories	The students shall edit news stories for The Telescope using Associated Press Style.
	Ethics	The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.

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	News Writing	Student will be able to write a hard news story using appropriate style, grammar and form.
	Technology	Students will use and evaluate technologies that enhance the news writing process.
JOUR 215	Design and Edit Programs	The students shall use design and editing programs to produce print and online publications of the campus newspaper, The Telescope.
	Ethics	The students will learn and apply journalism ethics in their daily work and recognize the media's role in society.
	News Writing	Students will be able to write a hard news story based on proper style and form.
	Technology	Students will use and evaluate technologies that enhance the news writing process.
KINE 100	Exam	Upon completion of this course students will be able to identify the various categories in Kinesiology for major/minor towards a degree.
	Foundations of Physical Education	Student will have an understanding of the history and principles of physical education
	Project	Create,design and promote a physical activity program for improving one's overall health.
	Teaching Practicum	Students will teach a physical activity lesson plan for all ages in a practicum learning/teaching setting.
KINE 102	Exam	Upon completion of this course students will be able to recognize and identify various behaviors of a child in a class.
	Final	Upon completion of this course students will have the knowledge of current laws. code of ethics, safety procedures and current polices when teaching physical activity to children.
	Personal evaluation	Upon completion of this course students will be able to create a personal evaluation log and record a child's overall physical activity.
	Practicum	Upon completion of this course students will have the knowledge how to write curriculum and a lesson plan.
	Teaching practicum	Students will develop, plan, write and conduct physical education programs and curriculum.
KINE 114A	Safety	Students will apply safety techniques and compare methods used to increase intensity in walking activities.
	Walking for fitness	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	CRE Improvement	Students will plan, track and record cardiorespiratory fitness improvements and illustrate target heart rate modifications.
	Target HR	Student will demonstrate the ability to calculate Target Heart Rate (THR) and apply to training.
KINE 114C	Integrated Modifications	Students will plan, track and record cardiorespiratory fitness improvements and integrate modifications based on individual fitness needs and/or goals.
	Overall Fitness	Student will demonstrate improvement in overall physical fitness
KINE 117A	Basic golf skills	Student will be able to demonstrate basic golf stance, positioning, and golf swings.
	Golf Safety	1.Students will feel comfortable practicing on their own. They don't present safety concerns to other students,golfers or the facilities.
KINE 117B	Improvement in golf skills	Student will be able to demonstrate improvement in golf skills.
	Knowledge and tools	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.
KINE 117C	Advanced skills	Student will be able to apply golf strategies in competitive play.

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	Round of golf	Upon completion of this course students will be able to execute a round of golf on a regular length golf course.
KINE 125A	Agility Fitness Fundamentals	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.
	Sports Performance Fitness	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
	Technique Corrections	Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance.
KINE 125B	Anaerobic Fitness	Student will be able to recall appropriate anaerobic training techniques/exercises and apply them to sport specific training.
	Improvement in fitness	Students will demonstrate improvement in anaerobic fitness.
KINE 125C	Functional Fitness	Student will be able to recall appropriate functional training techniques/exercises and apply them to sport specific training.
	Improvement in fitness	Student will demonstrate an improvement in overall physical fitness.
KINE 125D	Motor Fitness	Student will be able to recall appropriate hand-eye and foot drills/exercises and apply them to sport specific training.
	Skill Performance	Student will be able to demonstrate sport specific motor fitness skills
KINE 128A	Body conditioning	Recall the physical benefits of a total body conditioning program
	CRE improvement	Students will be able to demonstrate an improvement in their cardiorespiratory endurance
	Individual exercise program	Plan their own future individual activity and exercise program.
	Personalized program	Student will be able to design personalized cardio exercise program
KINE 128B	Improvement ME/MS	Demonstrate an improvement in muscular strength or muscular endurance
	Personalized program	Student will be able to design personalized muscular exercise program
KINE 128C	Functional wellness	Student will identify and demonstrate an improvement in exercises they identify as functional fitness training modes.
	Personalized program	Student will be able to design personalized functional exercise program
KINE 128D	Integrated Modifications	Students will plan, track and record fitness improvements and integrate modifications based on individual fitness needs and/or goals.
	Personalized program	Student will be able to design personalized periodization exercise program
KINE 135A	Breath	Student will demonstrate correct breathing technique during freestyle swimming
	Swimming etiquette	Ability to perform skills to ensure water survival and understand and use basic swimming etiquette.
	Swimming tech	Demonstrate proper technique of beginning swim strokes.
KINE 135B	CRE Improvement	Students will demonstrate an improvement in cardio respiratory endurance.
	demonstrate skill	Student will demonstrate proper technique in freestyle and backstroke
KINE 135C	CRE Improvement Technique	Students will identify aquatic training techniques that produce progressive improvements in cardiorespiratory endurance.

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KINE 140A	Skill improvement	Students will demonstrate improvement in advanced swim strokes and training methods.
	Basic Tennis Skills	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
	Project	Students will create, design and promote a physical activity program for improving one's overall health.
KINE 140B	tennis stroke progression	Upon completion of this course student will demonstrate the progressions of various tennis strokes.
	Test	Upon completion of this course a student will interpret rules, code of ethics and appropriate behaviors for the game of tennis along with develop, create tactics and strategies in single and doubles court position for match play.
	Intermediate Tennis	Student will demonstrate proper body mechanics used for intermediate tennis play.
	Project	Upon completion of this course students will create, design and promote a physical activity program for improving one's overall health.
	Skill Improvement	Students will demonstrate an improvement in basic tennis skills 1.)groundstroke 2.)volleys 3.)serving
KINE 140C	Tennis stroke progression	Students will demonstrate the progressions of various tennis strokes
	Test	Students will take an exam.
	Advanced Tennis	Students will be able to perform basic tennis skills and rules as well as set up a basic tennis tournament.
	Project	Upon completion of this course students will create, design and promote a physical activity program for improving one's overall health
	Skill Application	Student will demonstrate the application of tennis skills in a game setting
KINE 150A	Tennis Stroke Progression	Upon completion of this course students will demonstrate the progressions of various tennis strokes
	Test	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.
	Basic understanding of Weight Training	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.
	muscular strength	Student will identify muscular strength and muscular endurance training methods.
	understanding safety in weight training	Upon completion of this course students will identify faults, safety issues and applied technique corrections to improve their overall skill and knowledge through performance.
KINE 150B	Increase knowledge and fitness	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.
	muscular endurance	Student will demonstrate improvement in overall muscular strength and muscular endurance.
	Proper technique lifting weights	Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge of intermediate performance.
KINE 150C	Muscular Improvement	Upon completion of this course, student will demonstrate an improvement in power and plyometric methods.
	Personalized program	Student will identify power & plyometric training practices
KINE 155A	Court Positioning	Student will be able to demonstrate basic defensive skills of volleyball including positioning on the court

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KINE 155B	Individual Basic Skills	Perform the basic individual skills of volleyball 1.) bump 2.) set 3.) spike
	Skill Competency	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.
KINE 155C	Skill Improvement	Student will demonstrate an improvement in basic individual volleyball skills 1.) bump 2.) set 3.) spike.
	Advanced Performance	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.
KINE 166A	Skill application	Student will apply individual volleyball skills in a game setting (scrimmages)
	Basic basketball skills	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	Demonstrate Skills	Student will demonstrate 3 basic basketball skills: 1.)dribble 2.)pass 3.)shot
	Stance and positioning	Student will be able to demonstrate defensive stance, positioning, and basic skills.
	Improve Skill	Student will demonstrate an improvement in 3 basic skills 1.)dribble 2.)pass 3.)shot
	Improvement and positioning	Student will be able to demonstrate an improvement in defensive skills as well as individual and team positioning.
KINE 166C	Apply skills	Student will demonstrate application of basic basketball skills in a game setting
KINE 168A	Competitive play	: Student will be able to apply defensive skills, strategies and positioning in competitive play.
	Basic soccer skills	Students will apply beginning skills in soccer, analysis of individual positions, rules, basic drills, and team play
KINE 168B	demonstrate skills	Student will demonstrate 3 basic soccer skills: 1.)dribbling 2.) passing 3.)shooting
	Skill Identification	Students will be able, via instructor feedback and video, to identify and correct skills and form for soccer.
KINE 168C	Skill Improvement	Student will demonstrate improvement in basic soccer skills 1.) dribbling 2.) passing 3.) shooting
	Application of skill	Student will demonstrate application of basic soccer skills in a game setting
KINE 170A	Lecture skills	Upon Completion of this course, students will increase their knowledge in order to analyze offensive and defensive strategies to prepare for competition.
	Defensive Strategy	Student will be able to demonstrate defensive strategies in a game setting
	Offensive strategy	Student will be able to demonstrate offensive strategies in a game setting
KINE 170B	Sports performance	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.
	Def. Biomechanics	Student will demonstrate proper biomechanics of defensive skills.
	Off. Biomechanics	Student will demonstrate proper biomechanics of offensive skills.
KINE 170C	Def. Strategy	Student will be able to demonstrate defensive strategies in a game setting.
	Off. Strategy	Student will be able to demonstrate offensive strategies in a game setting.
KINE 170D	Sports Performance	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.
	Def. Biomechanics	Student will demonstrate proper biomechanics of defensive skills.

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KINE 170E	Off. Biomechanics	Student will demonstrate proper biomechanics of offensive skills.
	Def. Strategy	Student will be able to demonstrate defensive strategies in a game setting.
	Off. Strategy	Student will be able to demonstrate offensive strategies in a game setting.
KINE 170F	Sports Performance	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.
	Def. Strategy	Student will demonstrate proper biomechanics of defensive skills.
	Off. Strategy	Student will demonstrate proper biomechanics of offensive skills.
KINE 170G	Def. Strategy	Student will be able to demonstrate defensive strategies in a game setting.
	Off. Strategy	Student will be able to demonstrate offensive strategies in a game setting.
	Sports Performance	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	Def. Strategy	Student will demonstrate proper biomechanics of defensive skills.
	Off. Biomechanics	Student will demonstrate proper biomechanics of offensive skills.
	Def. Strategy	Student will be able to demonstrate defensive strategies in a game setting.
KINE 170I	Off. Strategy	Student will be able to demonstrate offensive strategies in a game setting.
	Sports Performance	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.
	Def. Biomechanics	Student will demonstrate proper biomechanics of defensive skills.
KINE 170J	Off. Biomechanics	Student will demonstrate proper biomechanics of offensive skills.
	Def. Strategy	Student will be able to demonstrate defensive strategies in a game setting.
	Off. Strategy	Student will be able to demonstrate offensive strategies in a game setting.
KINE 170O	Sports Performance	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.
	Def. Biomechanics	Student will demonstrate proper biomechanics of defensive skills.
	Off. Biomechanics	Student will demonstrate proper biomechanics of offensive skills.
KINE 170P	Def. Strategy	Student will be able to demonstrate defensive strategies in a game setting.
	Off. Strategy	Student will be able to demonstrate offensive strategies in a game setting.
	Sports Performance	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 175A	Def. Biomechanics	Student will demonstrate proper biomechanics of defensive skills.
	Off. Biomechanics	Student will demonstrate proper biomechanics of offensive skills.
	Sports Competition Contact	Students will understand basic psychological theories and strategies and relate them to their own sport.
KINE 175B	Strategies	Student will identify appropriate pre-game mental strategies for competition
	Competition Min-contact	Students will understand basic psychological theories and strategies and relate them to minimal contact sports.
	Strategies	Student will identify appropriate pre-game mental strategies for competition
KINE 175C	Competition Non-Contact	Students will understand basic psychological theories and strategies and relate them to non-contact sports.
	Strategies	Students will identify appropriate pre-game mental strategies for competition
	Competition - Skilled	Students will understand basic psychological theories and strategies and relate them to skill specific sports.
KINE 175D	Strategies	Student will identify appropriate pre-game mental strategies for competition
	Essentials in Athletic Training	The student will have an understanding of the role of an athletic trainer as a medical professional.
	Taping techniques	Student will apply athletic tape application and bandaging techniques to articulating joints or soft tissue in

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	Taping techniques	order to reduce further injury.
KINE 181	Adaptive swimming skills	Student will demonstrate basic swimming skills and aquatic exercises
	Fitness for Lifelong wellness	Relate his/her understanding of the value and significance of physical activity for improving his/her fitness, health, and quality of life.
	Plan Modification	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.
KINE 182	Basic Lifting Technique	Student will demonstrate safe and proper weight lifting technique.
	Muscular strength/Muscular Endurance	Student will perform weight training exercises to increase strength, range of motion and endurance.
KINE 183	Adaptive Ski Techniques	Student will demonstrate safe and proper skiing techniques
KINE 184	Body Conditioning	Student will perform weight training exercises as well as cardiorespiratory endurance exercises to improve body conditioning.
	Strength training/CRE	Student will demonstrate safe and proper weight lifting technique and safely utilize cardiorespiratory equipment.
KINE 190	Basic Skills	1. Demonstrate basic softball skills of batting, catching, throwing, baserunning, and fielding.
	Theory	Ability to identify and demonstrate drills and practice theories that improve softball skill development in a progressive sequence specific to position.
KINE 204A	Aerobic/Anaerobic conditioning	Develop an off-season sports conditioning program that identifies sport specific aerobic and anaerobic training modes.
	Plyotraining Off Season	1. Identify cardiorespiratory endurance, plyometric, core and strength training exercises pertinent to their specific sport.
KINE 204B	Develop & apply	Student will demonstrate sport specific motor skills and apply them in a game setting.
	Motor Skill Development and Application	Develop an off-season sports conditioning program that identifies sport specific motor skill training.
KINE 205A	In-season Aerobic/Anaerobic conditioning	Develop an in-season sports conditioning program that identifies sport specific aerobic and anaerobic training modes.
	Plyotraining in Season	1. Identify cardiorespiratory, plyometric, core and strength training exercises pertinent in their specific sport.
KINE 210	Football Lecture Technique	Upon completion of this course, students will increase their knowledge in order to analyze offensive and defensive strategies to prepare for competition.
	Skill Identification	Students will be able, via instructor feedback and video, to identify and correct skills and form for football specific to position.
KINE 210L	Apply Biomechanic	Students will be able to apply appropriate position specific biomechanic skills of football.
KINE 212	Baseball Lecture Skills	Upon completion of this course, students will increase their knowledge in order to analyze offensive and defensive strategies to prepare for competition.
	Skill Identification	Students will be able, via instructor feedback and video, to identify and correct skills and form for football specific to position.
KINE 212L	Biomechanic Application	Students will be able to apply appropriate position specific biomechanic skills of baseball.
KINE 215L	Biomechanic application	Students will be able to apply appropriate offensive and defensive biomechanic skills in matches.

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KINE 216L	Biomechanic Application	Students will be able to apply biomechanics of appropriate shots on course.
KINE 217L	Biomechanic Application	Students will be able to apply appropriate biomechanics of a variety of tennis shots in a match.
KINE 229	Oversee aquatic safety Supervises aquatic safety	Able to oversee the inventory of an aquatic facility and propose changes to make area safe for patrons. 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.
LS 105	Develop basic skills	Develop the basic skills of legal writing and case analysis.
LS 110	Computer Skills	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	American Legal System	The student will demonstrate knowledge of the American Legal System.
LS 145	Professional responsibility	The student will demonstrate knowledge of ethics and professional responsibility as a legal professional.
LS 240	Civil Liberties and Rights	The student will be able to demonstrate knowledge of the U. S. Constitution, with an emphasis on the Bill of Rights.
LS 261	Apply Tort Law	Give specific examples of how tort law applies to the general society.
LS 290	Capstone course, analysis of current 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.
LT 100	Library Mission	Students will be able to demonstrate understanding of the mission and goals of various types of libraries in contemporary society
	Library Technician Duties & Responsibilities	Students will be able to describe typical workplace duties for the job title of library/information technician and related job titles
	Multicultural Awareness	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).
	Use of Information Resources	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.
	Use of Library Resources	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)
LT 110	Acquisition functions	Students will be able to correctly perform the typical acquisitions functions: ordering, subscribing, invoicing, and receiving different types of materials.
	Authority control	Students will understand the value and principles of authority control and can identify and apply appropriate access points.
	Bibliographic Utilities & Integrated Library Systems	Students will be able to use records in bibliographic utilities, online catalogs and local integrated library systems.
	Catalog a book	Students will be able to create cataloging records following RDA standards using MARC 21.
	Cataloging & Acquisitions Functions	Students will be able to understand the functions of Cataloging and Acquisitions in Library Technical Services.
	Collection development and management	Students will be able to apply basic principles to justify decisions regarding selection, de-selection, and replacement of all types of library resources.
	Creating a Cataloging Record	Students will be able to create cataloging records following RDA rules using MARC 21 format.

Course ID	SLO Name	SLO
	Subject Cataloging	Students will understand the principles of subject analysis and be able to assign subject headings and call numbers to library materials.
	Technology	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.
LT 115	Basic Library Equipment Responsibilities	Students will demonstrate knowledge of basic library tasks such as troubleshooting machines, maintaining equipment and handling the cash register
	Effective Customer Relations	Students will be able to identify effective customer relations in the library setting.
	Hiring Processes	Students will be able to recognize elements of hiring processes as they relate to library employment.
	Knowledge of ILS	Students will demonstrate an appropriate level of knowledge about integrated library systems and their impact on public services employees in the library setting.
	Knowledge of Library Public Service Areas	Students will demonstrate a knowledge of the workings of the Reserves, Interlibrary Loan, Programming, and Reference areas of a library public services department.
	Library security issues	Students will be able to identify a wide range of security issues and concerns as they relate to the responsibilities expected of library technicians.
	Mission Statement	Students will become more familiar with the concept of a mission statement and its elements.
	Stack Maintenance	85% of students will be able to demonstrate accurate knowledge of stack maintenance principles and practices.
LT 120	Analyze Reference Sources	Students will be able to analyze reference sources for content, accuracy, timeliness and usefulness.
	Answer Reference Requests	Students will be able to interpret reference requests and find appropriate information source.
	Evaluate Reference Questions	Students will be able to evaluate reference questions in order to determine when to refer questions to librarians.
LT 125	Evaluate sources	Upon successful completion of the course the student will be able to critically examine the usefulness and reliability of the information sources they find
	Find sources	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	Learning Activities with Media & Technology	Students will be able to formulate and conduct student learning activities that integrate the use of information media tools.
	Library Displays	Students will be able to design and create library displays, bulletin boards, exhibits and collections as marketing and informational tools.
	Media Selection	Students will be able to evaluate and select appropriate media for an instructional setting.
LT 140	Communicate	Communicate library policies and principles related to children and young adults to children, parents, teachers, administrators and the community.
	Library Resources for Youth Services	Identify, evaluate, select and incorporate into library collections age appropriate literature and media for children and young adults.
	Library Programming for Youth Services	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.
	Literature Activity	Select, research, create and/or perform a literature activity for a specific audience and setting.

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MATH 10	Operations With Numbers	Successful students will be able to add, subtract, multiply and divide whole numbers, decimal numbers and fractions.
	Problem-Solving	Students can use problem-solving techniques to calculate exactly or to estimate the answers to arithmetic application problems.
MATH 15	Algebra Basics	Successful students will be able to perform operations with variable and unknown quantities
	Computational Skills	Successful students will be proficient in arithmetic with integers, rational numbers, decimals and percents
MATH 50	Graph lines	Graph a line using the slope and y-intercept.
	Solve linear equations	Students will be able to solve linear equations.
MATH 50A	Graphing linear equations	The student should be able to graph linear equations of two variables.
	Solve linear equations	Students will be able to solve linear equations.
MATH 50B	Solve quadratic equations	Students will be able to solve quadratic equations.
	Solve systems of linear equations in two variables	The student should be able to solve systems of linear equations of two variables using the following techniques: Graphing, Substitution and Elimination using the addition method.
MATH 55	Congruent Triangles	Students will be able to prove when triangles are congruent.
	Parallel Lines	Successful students will be able to proof that two lines are parallel.
MATH 56	Graphing	Students will solve algebraic equations.
	Solutions	Students will graph linear, quadratic, exponential, and logarithmic functions.
MATH 60	Graphing Functions	Students will graph linear, quadratic, and exponential functions.
	Solving Polynomial Equations	Students will solve quadratic equations.
	Solving Radical Equations	Students will solve quadratic equations.
MATH 100	Critical Thinking	Use critical thinking to arrive at conclusions from Venn Diagrams, syllogistic forms, and truth tables.
	Cultural understanding	Relate a knowledge of the people, and uses of mathematics throughout history of mathematics.
	Principles and Technique	Apply mathematical principles and techniques to solve problems in areas such as ancient systems of numeration, set theory, and number theory
MATH 105	Operations with Numbers	Students can use base ten blocks to understand and explain the concepts of addition and subtraction at the elementary school curriculum level.
	Place Value	Students will demonstrate an understanding of place value by counting in bases other than base ten.
MATH 106	Area and Perimeter	Students will be able to demonstrate an understanding of the difference between area and perimeter.
	Similar and Congruent Triangles	Students can use mathematical principles to show when triangles are similar or congruent.
MATH 110	Analysis	Students will be able to analyze and solve a precalculus-level problem using analytic methods.
	Graphing	Students will be able to sketch the graph of a precalculus-level problem using skills beyond plotting a table of points

Course ID	SLO Name	SLO
MATH 115	Applications of Right Triangle Trigonometry	Use trigonometric functions to solve application problems involving unknown sides of right triangles.
	Trigonometric Equations	Be able to solve equations involving trigonometric functions.
	Trigonometric function values	Analytically evaluate the six trigonometric functions of angles of measures that are multiples of 30 degrees and 45 degrees.
	Trigonometric Identities	Use basic identities to verify trigonometric identities or to simplify trigonometric expressions.
MATH 120	Descriptive statistics	Compute appropriate descriptive statistics.
	Graphing	Students will be able to construct and interpret graphs such as bar charts, histograms and box plots.
	Inferential statistics	Choose and apply inferential analyses in order to draw conclusions about a population.
MATH 130	Interpret derivative	Students will recognize, apply, and interpret multiple representations (graphic, symbolic, numerical/data, verbal/applied) of the derivative and its applications.
	Interpret Integration	Students will recognize, apply, and interpret multiple representations (graphic, symbolic, numerical/data, verbal/applied) of integration and its applications.
MATH 135	Graph functions	Demonstrate proficiency in the graphing of functions at the precalculus level.
	Solve equations	Solve equations involving algebraic and transcendental functions at the precalculus level.
MATH 140	Antiderivative - basic.	Find the antiderivative of a function using basic integration rules.
	Limits	Evaluate limits analytically.
	Optimization	Use calculus to solve optimization problem
	Rules of Derivatives	Find the derivative of a function using rules of derivatives.
MATH 141	Applications of Integration	Demonstrate proficiency in the computing of areas between curves, volumes of solids, lengths of curves etc.
	Infinite Series	Determine if an infinite series converges or diverges by applying the correct convergence test.
	Integration Techniques	Demonstrate proficiency in evaluating integrals using various techniques of integration.
MATH 146	Functions, Subroutines	Develop a FORTRAN-90 program that contains functions and subroutines.
	Sequence, Selection, Iteration	Develop a FORTRAN-90 program that contains sequence, selection and iteration control structures.
MATH 200	demonstrate understanding	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.
	solving linear systems	Solve a linear system using appropriate methods and interpret the results.
MATH 205	Multivariable Functions	Perform calculus on multivariable functions.
	Vector Operations	Perform vector operations using geometry in space.
	Vector Valued Functions	Perform calculus on vector valued functions.
MATH 206	Classify and Solve a Differential Equations	Successful students will be able to classify the type of a given differential equation and apply appropriate analytical techniques to find the solution including constructing solutions using series and matrices.
	Solve Science and Engineering Problems	Successful students will be able 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.

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MATH 245	Equivalence Relations	Identify if a relation is an equivalence relation
	Mathematical Proofs	Prove a statement using one of the basic methods of proof or disprove it using a counter example.
	Minimum Spanning Tree	Use a standard algorithm to find a minimal spanning tree for a given graph.
	Solve Recurrence Relations	Linear Recurrence Relations
MATH 52A	Model real world data	Students will be able to model real world data with an appropriate function and use the model to make inferences.
MATH 53	Solve Linear Equations	Students will be able to solve linear equations.
MATH 54	Finding Averages	Students will be able to find the mean, median and mode of a data set.
MCS 100	Linear Models	Students will be able to write a linear model of a real world situation.
	Cultural Awareness	Develop an awareness of cultural differences, cultural commonalities, and privilege, and how these contribute to identity formation.
	Cultural/Ethnic Movements	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.
	Diverse Ethnic Contributions	Analyze the vast contribution of diverse ethnic and racial groups to the development of the United States
MCS 124	Historical racial and ethnic conflicts in the United States.	Ability to use race, ethnicity and culture as an analytical framework to discuss historical conflicts in the United States
	Basic Concepts	Demonstrate familiarity with main Islamic terms, rituals, beliefs, customs, symbols, and figures.
	Islamic Cultures	Ability to accurately evaluate and analyze the geographical and social development of the Islamic nations.
	Islamic Stereotypes & Misconceptions Sunni/Shi'a Identity	Analyze and critically reflect upon contemporary issues that relate to the image of Islam in the mass media. Describe the events that led to the separation of Sunni and Shi'a Islam and to identify the theological and ritualistic differences between the two.
MCS 125	Basic Concepts	Demonstrate an understanding of the basic beliefs and practices of Islam
	Muslim Women's Cultural Identity	Recognize that the experiences of Muslim women in any country are shaped by that country's culture
	Muslim Women's Marginalization	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.
MCS 165	Asian American history and influences.	Identify key milestones and landmarks in Asian American history and its implication on contemporary Asian American life.
	Intersections	Examine the intersections of race, class, ethnicity, gender, sexuality, and sexual orientation within the Asian American experience in the United States.
MICR 200	Comprehensive Knowledge	Students will demonstrate knowledge and comprehension of general microbiology principles, including cell structure, genetics, metabolism, diversity, epidemiology, pathology of infectious diseases, and immunology.
	Laboratory skill and proficiency	Students will demonstrate a practical knowledge of techniques routinely used in controlling, culturing, isolating, and characterizing bacteria.
	Microbiology experiments	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).

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	Microbiology experiments	
MUS 100	History	Students can accurately connect developments in Music History to corresponding major historical events.
	Style elements	Students can articulate two basic elements of style of each of the Baroque, Classic, Romantic, and 20th Century eras.
MUS 101	20th Century Musical Eras	Student will identify the major stylistic eras of 20th century music.
	Identify twentieth century music characteristics.	Students will successfully identify signature characteristics of varying eras of twentieth century music.
MUS 102	Aural identification	Students can aurally discern at least three style periods in jazz.
	Jazz History	Students can critically connect important socio-historical events to changes in jazz style
MUS 103	Reading notation	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.
	Rhythm	Students will be able to successfully demonstrate understanding of rhythmic notation in written musical scores
MUS 105	Cadence analysis	Student can identify cadence types including perfect authentic, imperfect authentic, half, plagal, and deceptive
	Triad Identification	Students will play four common types of triads on the piano (major, minor, diminished and augmented)
MUS 106	Analysis of Musical Scores	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.
	Harmonization	Harmonize a given melody using non-dominant 7th chords, secondary/applied chords, diatonic and modulating sequences, and modulation to closely related keys.
MUS 110	Rhythmic Cells	Students will chant common rhythmic cells in simple and compound meters
	Solfeggio demonstration	Student will demonstrate the ability to sing a diatonic scale in solfeggio.
MUS 111	Dictation	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.
	Solfeggio demonstration	Student will demonstrate the ability to sing a chromatic scale in solfeggio.
MUS 115	Five Finger Pentatonic Scale	Students will demonstrate their understanding and ability to of the five finger pentatonic scales and triads in all major and minor keys.
	Reading notation	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.
MUS 116	Scale technique	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	Scale technique	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	Scale technique	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	Vocal technique	Consistently demonstrate basic elements of good vocal technique
MUS 131	Vocal technique	Consistently demonstrate basic elements of good vocal technique.

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MUS 148	Accurate Pitch	Students sing with accurate pitch and intonation, reflecting the written music score
	Accurate rhythm	Students sing with accurate rhythm , as directed by the ensemble leader
MUS 149	Accurate rhythm	Students sing with accurate rhythm, as directed by the ensemble leader.
MUS 151	Accurate rhythm	Students play with accurate rhythm, as directed by ensemble leader
	Intonation	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.
MUS 152	Accurate rhythm	Students play with accurate rhythm, as directed by ensemble leader
	Intonation	Students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.
MUS 155	Accurate rhythm	Students play with accurate rhythm, as directed by ensemble leader
	Intonation	Students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.
MUS 157	Accurate rhythm	Students play with accurate rhythm, as directed by the ensemble leader
MUS 158	Accurate Pitch	Students sing with accurate pitch, as directed by the ensemble leader
	Accurate rhythm	Students sing with accurate rhythm, as directed by the ensemble leader
MUS 159	Accurate rhythm	Students play with accurate rhythm, as directed by ensemble leader
	Intonation	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.
MUS 161	Accurate rhythm	Students play with accurate rhythm, as directed by ensemble leader
MUS 171	Cultural relativity	Student will demonstrate understanding of the meaning of cultural relativity using three case studies from different cultures examined in the semester.
MUS 172	Accurate rhythm	Students play with accurate rhythm, as directed by ensemble leader
	Intonation	Students will perform with musical intonation appropriate to the repertoire at the discretion of, and with the guidance of, the ensemble director.
MUS 175	Healthy physical technique	Demonstrate a healthy, body-wise approach to the unnatural movements of playing the guitar.
	Reading music notation	Students will demonstrate their ability to read the common notation systems for the guitar, such as standard notation, tablature, and chord diagrams
MUS 176	Healthy physical technique	Demonstrate a healthy, body-wise approach to the unnatural movements of playing the guitar.
MUS 178	Healthy physical technique	Demonstrate a healthy, body-wise approach to the unnatural movements of playing the guitar.
MUS 179	Healthy physical technique	Demonstrate a healthy, body-wise approach to the unnatural movements of playing the guitar.
MUS 180	Basic Sound Design	Students will design original sounds using current and appropriate software.
	Multi-track MIDI sequence design	Students will learn to create multi-track MIDI sequences with originally designed sounds.
	Multitrack MIDI Sequence	Students will create a multitrack MIDI sequence using a current and appropriate digital audio workstation (DAW).
MUS 181	Advanced sound design	Students will demonstrate knowledge of advanced sound design through an original digital audio composition.

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	Digital Audio Project	Students will create a project demonstrating advanced knowledge of MIDI and digital audio techniques.
	Sound Design (Advanced)	Students will create original sound designs using advanced and professional level software.
MUS 184	Create Composition	Students will create an original composition demonstrating the acquisition of appropriate level composition and computer music techniques.
	Original composition	Students compose and perform original composition in a public performance.
	Performance	Students will have their original composition performed.
MUS 187	Original composition	Students compose and perform original composition in a public performance.
	Original Musical Composition	Students will create an original composition demonstrating the acquisition of music composition techniques.
	Public Performance	Students will create and facilitate a public performance of the original composition.
MUS 198	Accurate rhythm	Students demonstrate the ability to play with rhythmic accuracy with section and ensemble as directed by the conductor.
	Intonation improvement	Students will demonstrate understanding of the tuning process as it relates to the production of tone and playing in an ensemble environment
MUS 210	Analysis demonstration	Students will demonstrate the ability to complete a formal analysis of a solo instrumental sonata.
	Chromatic Alteration	Students will demonstrate an understanding of the construction and use several types of chromatically-altered chords.
MUS 211	Understanding Counterpoint	Students will be able to compose effectively, utilizing the stylistic elements of a fugue.
	Understanding Twelve-Tone Composition	Students will be able to compose effectively, utilizing the stylistic elements and guidelines Twelve-Tone principles and procedures.
MUS 215	Conducting demonstration	Students will demonstrate the ability to use conducting gestures to demonstrate beat placement in simple meter.
	Solfege Singing	Students will demonstrate the ability to sing music using accurate solfege syllables.
MUS 216	Aural modulation demonstration	Student will demonstrate the ability to transcribe four-part harmonic dictation at the university transfer level.
	Piano	Students will be able to perform two octave major scales, hands together, with proper fingering, in quarter notes at 60bpm.
MUS 220	Practice techniques	Student will demonstrate ability to practice efficiently in preparation for public performance.
	Self Assessment	Students will reflect verbally on their public performance citing aspects of professionalism, stage deportment, technique and musicianship
MUS 222	Performance Assessment	Students will verbally assess the performance of their peers during the course of the semester
	Performance demonstration	Student will demonstrate ability to practice efficiently in preparation for public performance.
MUS 223	Accurate rhythm	Students perform with accurate rhythm, as directed by ensemble leader
MUS 224	Improvisation	Students will demonstrate an understanding of the exercises and focus needed to successfully improvise a melody over a given chord progression.
	Jazz chord demonstration	Student demonstrates understanding of the three main jazz chord types (major, minor, dominant).
MUS 225	Scale technique	Play all major and minor scales, two octaves, hands together.
MUS 250	Conducting Demonstration	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.

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MUS 251	Performance demonstration	The student will demonstrate the ability to successfully perform a solo piano piece in front of other students.
N ABED 201	Basic Arithmetic	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	Idea Principal	Al finalizar el curso, el alumno será capaz de seleccionar la idea principal contenida en un texto.
	Simplifying Fractions	By the end of the course, students will be able to simplify a selection of fractions.
N BASC 200	Sujeto y Predicado	Al finalizar el curso el estudiante será capaz de identificar los elementos gramaticales: sujeto y predicado en una oración.
	MASP -English	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.
	N BASIC 200 MASP Pre Algebra	Students will demonstrate computation and Pre Algebra skills equivalent to the second month of the tenth year of education.
N CTZN 400	Naturalization Test Questions	After 10 weeks of instruction, students will write responses to 25 sample history and civics questions taken from the U.S. Naturalization test.
N DSAB 500	Identification	Identify different exercises and exercise equipment.
	Participation	Increase participation in classroom activities.
N DSAB 501	Living Techniques	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.
N DSAB 502	Navigation	Students will independently navigate the Escondido Learning Center. Students will locate assigned classroom, computer lab, restrooms, admissions, health services, campus police, and cafeteria.
	Directive	Increase ability to follow directives
N ESL 10	Participation	Increase participation in classroom art projects
	Listening SLO	Students will listen, identify and mark stressed words in spoken speech.
N ESL 12	Recorded interview	Students will use English pronunciation rules to pronounce words and sentences clearly
	Tense, agreement, pronouns	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.
N ESL 13	Writing SLO	Students will write a timed, in-class set of sentences showing an ability to use simple present, simple past, and present progressive verb tenses.
	Error Correction	Students will apply knowledge of grammatical errors discussed in class by locating and correcting errors with present perfect verbs within a paragraph.
N ESL 14	Paragraph	Students will write a timed, in-class paragraph with correct uses of present modals in it.
	Identification and Correction	Students will use knowledge of grammatical errors discussed in class to properly identify and correct errors in noun clauses within a paragraph.
N ESL 301	Writing SLO	Students will write a timed, in-class paragraph with correct uses of past modals in it.
	Label objects	Students will be able to identify objects commonly found in the home or community.
N ESL 302	Yes/No Questions	Students will be able to answer yes/no questions about items in the classroom.
	Describe Activities	Students will describe everyday activities using present tense.

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	Job Application	Students will accurately fill out a job application
N ESL 303	Information from a Chart	Students will correctly find and copy required information from a chart.
	Write a Short Description	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 304	Final Paragraph	Students will be able to write an organized paragraph using correct grammar and appropriate vocabulary.
	Speaking Assessment	Students will be able to speak clearly on a focused topic for 2-3 minutes.
N ESL 322	Ask and answer questions	Students will ask and answer questions on familiar topics
	Understanding Everyday Questions	Students will be able to understand everyday questions.
	Yes/No Questions	Students will respond appropriately to yes/no questions on familiar topics.
N ESL 361	Alphabet	Students will understand and intelligibly pronounce the English alphabet.
	Respond to everyday questions	Students will be able to understand and correctly respond to everyday questions in English.
N ESL 362	Spoken Description	Students will bring something to class and describe it in a few short sentences.
	Talk about daily lives	Students will be able to talk about their daily lives in understandable English.
N ESL 363	Personal Introduction	Students will introduce themselves to another student in clear and correct English.
	Short narratives	Students will be able to understand short narratives.
N ESL 364	Speech	Students will organize their ideas on a topic and speak in clear English for two or three minutes.
	Talk about experiences	Students will be able to talk in front of their peers about experiences in their lives.
N ESL 372	Daily routines and Basic Personal Information	Students will be able to respond both orally and in written form to questions about basic personal information and daily routine activities.
	Data Comprehension	Students will answer questions about information they find in charts.
	Understanding Charts and Data	Students will be able to identify and demonstrate their understanding of information found in charts or data.
N ESL 383	Email Attachment Assignment	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.
	Emailing an Attachment Assignment	Students will be able to save the document and send it as an e-mail attachment to the teacher, using appropriate email etiquette.
	Word Document Assignment	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.
N ESL 394	Computer Graph	Students will create a basic graph or chart using word processing and spreadsheet applications.
	Writing	Students will demonstrate intermediate-level writing skills by writing paragraphs and short reports. They will show control of grammar, vocabulary, and organization in their writing.
N ESL 45	Reading	Students will find the main idea in a paragraph.
	Writing	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.
N ESL 55	Reading SLO	Students will identify specific details in a moderately complex text.
	Writing	At the end of this course, students will be able to complete an in-class writing of an extended academic

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	Writing	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.
N ESL 9	Listening SLO	Students will listen, identify and mark stressed words in spoken speech.
	Recorded Interview	Students will use English pronunciation rules to pronounce words and sentences clearly.
N HSED 901	Final Exercise	Demonstrate the ability to respond appropriately to emergency situations as directed by emergency personnel.
N PHOT 916	Technical proficiency	Students will develop their own personal aesthetic while using alternative processes in image making.
	Use of Historical techniques	Students create images with historical techniques culminating in fine art results. (Active)
N PHOT 920	Aesthetic expression	They will assemble their course work into an organized and creative portfolio. (Active)
	Technical Proficiency	Students will demonstrate their ability to create meaningful, technically sound photographs using Lightroom and Photoshop digital imaging software and inkjet printers.
N PHOT 950	Aesthetic Development	Students will learn the basic elements and principles of design, and produce photographs that show an awareness of composition.(Active)
	Exposure Control	Students will be a able to achieve proper exposure by utilizing one of the several exposure mode settings on a digital camera. (Active)
N SOC 900	Aging Issues	Students completing the course will be able to identify physical, psychological, and sociological aspects of aging.
	Healthy Habits	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.
	The Aging Brain	Students completing the course will identify the most common causes of age-related cognitive decline, and learn exercises/activities beneficial to brain health.
NURS 103	Critical Thinking	Utilizes critical thinking and the nursing process to develop a plan of care for a patient.
	Legal, ethical, and multicultural concepts	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.
	Patient Assessment	Demonstrates the ability to complete a patient assessment using appropriate communication skills and functional health patterns.
NURS 110	Critical Thinking	Demonstrates critical thinking, evidence based interventions, and nursing process when developing a complete patient assessment and an appropriate patient plan of care.
	Multicultural concepts	Identifies techniques that can be utilized when caring for culturally diverse clients across the life span.
	Professional responsibility & accountability	Explains professionalism and the scope of practice for registered nurses.
	Safe & effective care	Verbalizes the rationale for basic nursing skills and demonstrates their safe performance.
NURS 117	Client advocate	Serves as a client advocate and effectively communicate with the client, the family, and members of the health care team.

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	Critical Thinking	Demonstrates critical thinking, evidence based practice, and nursing process while applying medical-surgical theoretical concepts to nursing practice for the adult client.
	Professional responsibility and accountability	Displays professional responsibility and accountability when working with staff and clients in health care settings.
NURS 118	Safe & effective care	Provides safe, effective care to clients of diverse cultural backgrounds and lifestyles.
	Client advocate	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.
	Critical Thinking	Demonstrates critical thinking, evidence based practice, and nursing process while applying theoretical concepts to pediatric, maternal, and medical-surgical clients.
	Professional responsibility & accountability	Demonstrates professional responsibility and accountability when working with staff and clients in health care settings.
	Safe & effective care	Provides prioritized safe, effective care to culturally diverse clients across the life span while promoting family centered care.
NURS 120	Critical Thinking	Utilizes critical thinking to apply pharmacological principles and understanding to the nursing process.
	Knowledge and safety	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.
NURS 121	Critical Thinking	Utilizes critical thinking to apply pharmacological principles and understanding to the nursing process.
	Knowledge and Safety	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
NURS 140	Critical Thinking	Utilizes critical thinking to apply health assessment findings to the nursing process.
	Patient Assessment	Demonstrates the ability to complete a patient assessment using appropriate communication skills and functional health patterns.
NURS 203	Critical Thinking	Utilizes critical thinking to explain how health care and clinical decision making require a holistic view of the patient.
	Education for nurses	Verbalizes a comprehensive understanding of how education impacts nurses and health care.
	Informatics	Demonstrates how various informatics are utilized in healthcare.
	Managerial concepts	Analytically describes how managerial concepts impact health care.
NURS 217	Client advocate	Serves as a client advocate, role model, and teacher using effective communications while applying legal & ethical principles.
	Critical thinking	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.
	Professional responsibility & accountability	Displays professional responsibility and accountability when working with staff and clients in health care settings.
	Safe & effective care	Provides prioritized, safe, effective care with appropriate resource utilization to culturally diverse clients.

Course ID	SLO Name	SLO
NURS 218	Client advocate	Serves as a client advocate, role model, and teacher using effective communications while applying legal & ethical principles.
	Critical Thinking	Uses critical thinking, evidence based practice, and nursing process when applying theoretical concepts to multiple clients in various medical-surgical settings.
	Professional responsibility and accountability	Displays professional responsibility and accountability when working with staff and clients in health care settings.
	Safe & effective care	Provides prioritized, safe, effective care with appropriate resource utilization to culturally diverse clients.
NUTR 100	Plan	Develop a plan for chosen profession in nutrition, food science, dietetics, exercise, or fitness.
NUTR 120	Culture and Food Choices	Demonstrate knowledge of various cultural factors that influence food choices.
NUTR 165	Diet Analysis	Explain the relationship between current eating patterns and health.
NUTR 185	Recent Research	Evaluate current nutrition research to compare and contrast recent findings.
NUTR 190	Food Eval	Students will assess the relationship between ingredients, preparation techniques, and final properties of products from a major category of food.
OCN 100	El Niño/La Niña	Compare and contrast the oceanic and atmospheric characteristics between El Niño and La Niña.
	Phytoplankton Productivity	Describe the seasonal pattern of phytoplankton productivity for tropical, middle latitude, and polar oceans.
	Plate Tectonics	Describe characteristic processes and landforms associated with tectonic plate boundaries.
OCN 100L	Bathymetry	Interpret bathymetry and navigation information from a NOAA marine chart.
	Human Impacts	Human Impacts in Coastal Environments
	Tides	Read a published tide chart to interpret current tidal condition; explain how Earth-Moon-Sun relationships influence the observed pattern.
PHIL 111	Analyze Issues and Problems	Analyze philosophical issues, positions, and problems.
	Clarify Claims	Formulate and clarify philosophical claims in self expression and in interpretation of texts.
	Evaluate Arguments	Identify and Evaluate philosophical arguments.
PHIL 113	Analyze Issues and Problems	Analyze issue and problems in their context.
	Clarify Claims	Clarify claims in self expression and in interpretation of texts.
	Evaluate Arguments	Evaluate arguments for cogency.
PHIL 114	Analyze Issues and Problems	Analyze issues and problems in Asian philosophy.
	Clarify Claims	Clarify claims in self expression and in interpretation of classic and contemporary texts of and on Asian philosophy.
	Evaluate Arguments	Evaluate for cogency arguments relating Asian philosophy.
PHIL 116	Fallacious Reasoning	Identify mistakes in reasoning either formally or informally
	Validity	Identify valid deductive arguments.
PHIL 121	Analyze Issues and Problems	Analyze ethical issues and problems.
	Clarify claims	Clarify ethical claims in self expression and in interpretation of texts.
	Evaluate Arguments	Evaluate arguments about ethics for cogency.
PHIL 122	Analyze Issues and Problems	Analyze issues and problems in social and political philosophy.

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	Clarify Claims	Clarify claims about social and political philosophy in self expression and in interpretation of texts
	Evaluate Arguments	Evaluate arguments about social and political philosophy for cogency.
PHIL 125	Analyze Issues and Problems	Analyze issues and problems relating to philosophical inquiries into human nature.
	Clarify Claims	Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts on human nature.
	Evaluate Arguments	Evaluate for cogency philosophical arguments concerning human nature.
PHIL 126	Analyze Issues and Problems	Analyze issues and problems relating to philosophical inquiries into religion.
	Clarify Claims	Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts of and on religion.
	Evaluate Arguments	Evaluate for cogency arguments concerning religion.
PHIL 140	Analyze Issues and Problems	Analyze philosophical issues and problems relating to Pre-Renaissance Western Philosophy.
	Clarify Claims	Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts of and on Pre-Renaissance Western Philosophy.
	Evaluate Arguments	Evaluate philosophical arguments for cogency.
PHIL 141	Analyze Issues and Problems	Analyze philosophical issues and problems relating to Renaissance and Modern Western Philosophy.
	Clarify Claims	Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts of and on Renaissance and Modern Western Philosophy .
	Evaluate Arguments	Evaluate philosophical arguments for cogency.
PHIL 142	Analyze Issues and Problems	Analyze philosophical issues and problems.
	Clarify Claims	Clarify philosophical claims in self expression and in interpretation of classic and contemporary texts.
	Evaluate Arguments	Evaluate philosophical arguments for cogency.
PHIL 200	Analyze Issues and Problems	Analyze issues and problems related to critical thinking.
	Clarify Claims	Clarify claims in self expression and in interpretation of written materials.
	Evaluate Arguments	Evaluate arguments for cogency.
PHIL 201	Construct Proofs	Construct formal proofs in propositional logic.
	Demonstrate Competence with Predication	Demonstrate competence with predication
	Translate Sentences	Translate English sentences into propositional logic.
PHIL 250	Analyze philosophical issues and problems in literature.	Analyze Issues and Problems
	Clarify Claims	Clarify philosophical claims about and in literature.
	Evaluate Arguments	Evaluate philosophical arguments for cogency.
PHOT 50	Aesthetic Development	Students will learn the basic elements and principles of design, and produce photographs that show an awareness of composition.
	Exposure Control	Students will be a able to achieve proper exposure by utilizing one of the several exposure mode settings on a digital camera.

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PHOT 100	Basic Exposure with 35mm cameras	Students will be able to explain, analyze and understand basic exposure with 35mm film cameras by utilizing correct aperture and shutter speed combinations.
	Technical proficiency	Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
PHOT 105	Focal Length Lenses	Students will recognize and know how to use various focal length lenses based on subject matter and purpose.
	Technical proficiency	Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
PHOT 120	Exposure	Students will be able to achieve proper exposure by utilizing one of the several exposure mode settings on a digital camera.
	Technical Proficiency and expression	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.
PHOT 124	Camera and film	Demonstrate functional knowledge of camera controls, image exposure and film processing techniques.
	Darkroom skills	Demonstrate ability to recognize and recall analog darkroom materials and processes.
	Printing skills	Create photographic prints of optimum technical quality, craft and professional standards.
PHOT 125	Photographic Language	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.
	Styles and Genres	Student will be able to identify the contributions to photography by photographers representing a wide range of ethnic and cultural diversity.
PHOT 130	Digital Photos	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.
	Personal aesthetic	Students will develop a personal aesthetic and photographic vision with understanding of historical and contemporary photographic theory and application.
	Technical proficiency	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.
PHOT 135	Advanced Digital Photos	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)
	Technical proficiency	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 140	Caption Writing	Students will know how to write a caption for news photographs which include the 5-W's (who what why when and where).
	Storytelling with images	Students will apply what they learn about making storytelling images through class demonstrations, review of newspaper photographs and class assignments

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PHOT 145	multimedia story telling	Students will be able use sound and image editing programs and their images to create 2-3 minute documentary stories
	Student Web page	Student will create a web site of their Photojournalism images
PHOT 160	Business Cards, Letterhead	Students will produce a website, business cards and letterhead and business plan.
	Pricing and Contracts	Students will practice pricing their creative product and be able to produce a contract
PHOT 170	California Photographers	Students will critically review California Photographers and incorporate their techniques and philosophies into their own photography.
	Written paper on California Photographer	Student will produce a 2-5 page paper on a California Photographer, historic or contemporary that describes the style and substance of the imagery
PHOT 171	The human-altered landscape	Students will create imagery which explores the dynamic of change on the landscape when altered by 'man'.
	Written paper on photographer	Student will write a 2-5 page paper on a photographer, historic or contemporary, whose work shows exploration of the man-altered landscape.
PHOT 209	Create an artist statement	Student must create an Artist Statement that accompanies their portfolio at end of semester
	Portfolio of Photographs	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	4 x 5 camera	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.
	Technical proficiency	Students will assemble their course work into an organized print and digital portfolio displaying advanced levels of knowledge, skill and creativity.
PHOT 212	Landscape Photographs	Student will create photographs made during location shooting that reflect a developing personal style of Landscape Photography
	Written paper	write a 2-5 page paper describing one influential photograph and the photographer who made it
PHOT 215	Significance of Intent in Artwork	Student will use critical thinking skills to understand significance of intent in an artwork.
	Technical proficiency	Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
PHOT 216	Technical proficiency	Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
	Use of Historical techniques	Students create images with historical techniques culminating in fine art results.
PHOT 220	Lighting for Commercial Photography	Students will exhibit a working knowledge of the concepts and techniques of lighting for commercial photography.
	Technical proficiency	Students will assemble their course work into an organized portfolio displaying intermediate levels of knowledge, skill and creativity.
PHOT 225	class critique	Student will present their completed project to class during critique and share comments
	Lighting Techniques	Students will exhibit a working knowledge of the concepts and techniques of lighting for portrait photography.
PHSC 100	PHSC 100 - 1	Understanding physical concepts covered in this course
	PHSC 100 - 2	Identify main parameters and physical laws involved in real life physical phenomenon, involving Physics, Chemistry, Earth Science and/or Astronomy.

Course ID	SLO Name	SLO
PHSC 100L	PHSC 100L - 1	Successful student will be able to synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	PHSC 100L- 2	Apply this knowledge and be able to evaluate information obtained scientifically.
PHSC 101	PHSC 101	Understanding physical concepts covered in this course
	PHSC 101 - 2	Identify main parameters and physical laws involved in real life physical phenomenon, involving Physics and Chemistry.
PHSC 101L	PHSC 101L - 1	Successful student will be able to synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	PHSC 101L- 2	Apply this knowledge and be able to evaluate information obtained scientifically
PHYS 101	Physics 101 - 1	Understanding physical concepts covered in this course
	Physics 101 - 2	Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	Physics 101 - 3	Apply this knowledge (SLO - 2) and be able to evaluate information obtained scientifically.
PHYS 102	Physics 102 - 1	Understanding physical concepts covered in this course
	Physics 102 - 2	Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	Physics 102 - 3	Apply this knowledge and be able to evaluate information obtained scientifically.
PHYS 120	Physics 120 - 1	Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	Physics 120 - 2	Apply this knowledge described in SLO 1 and be able to evaluate information obtained scientifically
	Physics 120 - 3	Understanding physical concepts covered in this course
PHYS 121	Physics 121 - 1	Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	Physics 121 - 2	Apply this knowledge described in SLO 1 and be able to evaluate information obtained scientifically.
	Physics 121 - 3	Understanding physical concepts covered in this course
PHYS 200	Physics 200 - 1	Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	Physics 200 - 2	Apply this knowledge described in SLO 1 and be able to evaluate information obtained scientifically.
	Physics 200 - 3	Understanding physical concepts covered in this course
PHYS 201	Physics 201 - 1	Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	Physics 201 - 2	Apply this knowledge described in SLO 1 and be able to evaluate information obtained scientifically.
	Physics 201 - 3	Understanding physical concepts covered in this course
PHYS 230	Physics 230 - 1	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.
	Physics 230 - 3	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

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	Physics 230 - 3	system with respect to the origin chosen.
	Physics 230-2	Work-Energy relations. Students will be asked to calculate % mechanical energy lost during the collision.
PHYS 231	Physics 231 - 1	Electrical Components.Students will be asked to identify each electrical component and its function in electrical circuits under different types of electric current
	Physics 231 - 2	Electrical Circuits. Students will be asked to build different electrical circuits following the given electrical circuit diagrams.
	PHysics 231 - 3	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.
PHYS 232	Physics 232 - 1	Synthesize an experiment which might require current technology or computational problem identifying the independent, dependent and outside variables of the situation.
	Physics 232 - 2	Apply this knowledge described in SLO 1 and be able to evaluate information obtained scientifically.
	Physics 232 - 3	Understanding physical concepts covered in this course
POSC 100	Basic Knowledge of Political Theories	A student will demonstrate knowledge of various theories and concepts of politics, political behavior among actors, ideology and political systems.
	Interpretation	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	Identification of Constitutional Rights	Students will identify the rights and responsibilities of citizens in the political and legal process established.
	Political Self-Realization	Students will be able to identify their own political ideology and the critical elements in their own political socialization process.
	The Constitution and Federalist Papers	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.
POSC 102	Basic Knowledge of Politics and Government	A student will demonstrate knowledge of American national government institutions and California state politics and government.
	Changing Role of Presidency: Constitutional and Extraconstitutional	Student will describe and analyze the evolving powers of the presidency within and beyond the Constitution.
	U.S. and California Governments	A student will demonstrate knowledge of American national government institutions and California state politics and government.
POSC 110	Applying IR Theory	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.
	Knowledge of theories	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.
	U.S. Foreign Policy	A student will appraise the developments of American foreign policy with regard to the cases of U.S.-Soviet relations.
POSC 120	Local Governments of California	Students will gain some understanding of the complexity of local governments with their various functions and responsibilities.
	State Government and Federalism	Students will gain competency in describing California's system of direct democracy with its propositions and the use of the recall.

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PSYC 100	Abnormal Psychology	Demonstrate knowledge and understanding of the theory and research regarding definitions, origins and treatments of abnormal behaviors
	Applying Psychology	Apply psychological concepts, theories, and research findings as these relate to everyday life.
	Biological Psychology	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
	Critical Thinking	Use critical thinking effectively to evaluate popular media reports of psychological research.
	Developmental Psychology	Demonstrate knowledge and understanding of the theory and research indicating developmental changes in behavior and mental processes across the life span
	Intro 1	Demonstrate knowledge of the major theoretical perspectives of psychology and the findings from major psychological studies
	Intro 2	Demonstrate ability to communicate how psychology can be applied to different areas
	Psychology of Learning	Demonstrate knowledge and understanding of the theory and research regarding the nature of learning and memory
	Scientific Psychology A	Explain why psychology is a science.
	Scientific Psychology B	Identify and explain the primary objectives of psychology: describing, understanding, predicting, and changing behavior and mental processes.
	Scientific Psychology C	Distinguish the nature of designs that permit causal inferences from those that do not
	Social Psychology	Analyze the sociocultural and international contexts that influence individual differences.
	PSYC 110	Application
Developmental 1		Demonstrate knowledge of major theoretical perspectives and issues and the findings from major psychological studies in developmental psychology
Developmental 2		Demonstrate competence in communication skills (writing, oral and interpersonal) of concepts in developmental psychology
Developmental 3		Demonstrate ability to apply course concepts, theories and research findings to the student's own lifespan development and to real-world problems
Effects of earlier life experiences to later development		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.
Major Developmental Issues		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
Major Theoretical Viewpoints in Human 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.
Research in Different Areas of Development		At the completion of the course students will have the ability to:

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	Research in Different Areas of Development	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
	Research Methods	At the completion of the course students will have the ability to: 2. describe the research methods used to study development
PSYC 115	Critical Thinking	Students will be able to analyze how an individual's developmental history contributes to their psychological growth process.
	Interpersonal Communication	Students will be able to demonstrate ability to collaborate and contribute to a group effort by using appropriate interpersonal communication skills discussed in class.
	Personal Growth 1	Demonstrate knowledge and comprehension of psychological concepts related to personal growth, and how psychological principles apply to behavioral problems.
	Personal Growth 2	Demonstrate competence in communication skills (writing, oral and interpersonal), teamwork and effective self-reflection
	Personal Growth 3	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.
PSYC 120	Self, Identity, and Behavior	Understand the origins of the self and develop critical self-awareness and connections between identity and behavior.
	Social 1	Describe how social perception and attribution influence social behavior
	Social 2	Demonstrate knowledge regarding the findings from major social psychological studies
	Social 3	Understand causes of prejudice and discrimination and how to decrease it.
	Social Perception and Attribution	Recognize how social perception and attribution influence social behavior.
PSYC 125	Human Sexuality 1	Students will demonstrate knowledge of structural and functional sexual anatomy, including an understanding of pregnancy and contraception, and sexually transmitted diseases and sexual dysfunction.
	Human Sexuality 2	Students will understand theories of sexual attraction (including sexual orientation), love and intimacy, communication, and methods of expressing (experiencing?) sexual relationships.
	Human Sexuality 3	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.
	Love and Intimacy	Describe the major patterns of relationships associated with love and intimacy and theories of how relationships develop.
	Reproduction	Describe the reproductive process in men and women as well as demonstrate knowledge of family planning and contraceptive methods
	Sexual Anatomy	Students will demonstrate an understanding of sexual anatomy and physiology including cause and treatments associated with sexual dysfunctions

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	Sexual Development	Identify and describe the patterns of sexual development across the lifespan.
	Sexual Orientation	Analyze the scientific research about sexual orientations.
	Sexually Transmitted Infections	Identify the risk and types of sexually transmitted infections and be able to describe how they are prevented and treated.
	Social and Cultural Context	Describe the impact of social and cultural factors (gender, age, race/ethnicity, socioeconomic status) on sexual decision-making, risk-taking and sexual health.
PSYC 130	Feminist Theory	Understand and apply feminist theory to issues such as domestic violence, sexual assault and gender roles.
	Gender Development	Students will be able to compare and contrast the major theories of gender development
	Gender Differences/Similarities	Students will be able to describe the similarities and differences between men and women
	Gender Media Messages	Students will be able identify and analyze gender role messages in popular culture and media
	Intersectionality	Students will be able to describe the impact of race, ethnicity, class, and culture on women's development
	Psych of Women 1	Students will be able to compare and contrast the major theories of gender development
	Psych of Women 2	Students will be able to describe the similarities and differences between men and women
	Psych of Women 3	Students will be able to describe the impact of race, ethnicity, class, and sexual orientation on women's development
PSYC 205	Central Tendency & Variability	Differentiate between and calculate Descriptive Statistics including measures of central tendency and measures of variability.
	Components of Design	Give examples of the components of a Behavioral Sciences research design including such concepts as Research Hypothesis, Null Hypothesis, Independent Variable and Dependent Variable
	Correlation	Give examples of and calculate a Correlational analysis.
	Descriptive Statistics	organize and analyze data using descriptive statistics.
	Experimental Methods	Give examples of concepts associated with variations in Experimental Methodology.
	Inferential Stats	Differentiate between and calculate both parametric and non-parametric Inferential Statistics including Chi Square, t-test, and ANOVA.
	Sampling/Probability	Differentiate between concepts associated with Sampling and Probability.
	Significance Tests	Use established critical value tables and/or computer applications to determine statistical significance.
	Statistics 1	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.
	Statistics 2	Apply Data Organization techniques and differentiate between and then calculate Descriptive Statistics including measures of Central Tendency, Measures of Variability, Correlation, and Regression.
	Statistics 3	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

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	Statistics 3	via Critical Value Tables and Computer Applications.
PSYC 210	Complex Systems	Describe the psychobiological properties of complex systems (for example: sensory systems, arousal states, learning and memory, and/or sexual behavior).
	Fundamental Biology	Give examples of how the biological concepts of cell biology, genetics, biochemistry, and evolution are involved in specific psychological processes.
	Nervous System	Identify and describe the functions of the major structures in the Nervous System.
	Neural Transmission	Explain neural transmission, including the steps involved in the propagation of an action potential
	Physio 1	Give examples of how the biological concepts of cell biology, genetics, biochemistry, and evolution are involved in specific psychological processes.
	Physio 2	Identify and describe the neuroanatomical, neurophysiological, and neurochemical functions of the Nervous System.
	Physio 3	Describe the psychobiological properties of complex systems (for example: sensory systems, arousal states, learning and memory, and/or sexual behavior).
	Synaptic Function	Explain how synaptic functioning is affected by endogenous and exogenous chemical messengers.
	Synthesize Knowledge	Synthesize findings from a physiological psychology literature search and present a conclusion of those findings in both written and oral formats
PSYC 225	Abnormal 1	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
	Abnormal 2	Demonstrate competence in communication skills (writing, oral and interpersonal) in interpreting and forming conclusions about the diagnosis, explanation and treatment of mental disorders.
	Abnormal 3	Demonstrate understanding of social, legal and ethical issues involved in the diagnosis and treatment of mental disorders
	Causes and Treatments of Mental Disorders	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.
	Describe Legal and Ethical Issues	4) describe legal and ethical issues involved in the diagnosis and treatment of mental disorders
	Distinguish Major Perspectives	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.
	Knowledge of DSM	2) demonstrate accurate knowledge of the current diagnostic system used to diagnose mental illness.
PSYC 230	APA Writing	Communicate the results of psychological research in written form, adhering to APA editorial style.
	Define Science	Describe the basic characteristics of the science of psychology and differentiate it from pseudoscience.
	Describe Methods	Describe different research methods used by psychologists.
	Ethical Guidelines	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.
	Evaluate Conclusions	Evaluate the appropriateness of conclusions derived from psychological research, at a developmental level.
	Generalize	Generalize research conclusions appropriately based on the parameters of particular research methods.

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	Implement Research	Design, conduct and present the results of basic studies to address psychological questions using appropriate research methods.
	Research Design	Explain different research methods used by psychologists.
	Research Methods 1	Differentiate between the different research methods designs used by psychologists
	Research Methods 2	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
	Research Methods 3	Design, conduct, and present the results of psychological research in written form, adhering to APA editorial style
PSYC 235	Application of Learning Theory to Changing Behaviors	At the completion of the course, students will have the ability to: 2. identify and describe applications of learning theory to changing behaviors.
	Application of Learning Theory to Different Settings	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.
	Basic Learning Concepts, Principles and Procedures	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.
	Ethical Issues	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.
	Learning 1	Demonstrate knowledge regarding the findings from major psychological studies in learning and behavior
	Learning 2	Demonstrate competence in communication skills (writing, oral and interpersonal) of concepts in learning and behavior
PWM 50	Desk Reference Guide creation	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.
	Operative Resume	Develop an Operative Resume.
	Personal Career Development Plan	Create a Personal Career Development Plan in Public Works, which will include discovering regional and global career opportunities in Public Works.
PWM 51	Street construction project schedule	Create a schedule for the various phases of a street construction project and describe the goals and challenges of each on a typical project.
	Street maintenance plan	Evaluate the condition of an existing street and develop a maintenance plan for a given level of service and budget
PWM 52	Asphalt/Concrete mix components	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.
	Asphalt/Concrete mix designs	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.

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PWM 53	Public Works Specifications	Demonstrate the ability to evaluate asphalt pavement submittals for contract compliance.
PWM 55	Budget Changes	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.
	Budget Development	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).
PWM 57	Calculate materials for Public Works project	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.
	Read/Interpret Public Works construction plans	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.
RE 100	*	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.
	**	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.
	Define three ways	Student will be able to define three ways to create agency.
RE 105	Licensing	Student will gain the knowledge necessary to be eligible for the state licensing exam.
	Financing	Students will learn methods of financing real estate purchases.
	Understand	Student will be able to understand the Consumer Credit Protection Act of 1968 also known as the Truth in Lending Act.
RE 110	*	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.
	**	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.
	Identify three basic approaches	Student will be able to identify three basic approaches to value used by appraisers.
RE 111	Preparation for Advanced Appraisal	Students will gain the knowledge necessary to successfully complete the advanced real estate appraisal course (required to sit for the state exam).
	Analyze a fact situation	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.
	Identify standards	Student will be able to identify which standards of the USPAP apply to the development and reporting of a real property appraisal assignment.
RE 115	Uniform Standards	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.
	Identify what is prohibited	Student will be able to identify what is prohibited by fair housing laws.

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	Licensing	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	Learn four ways of classifying	Students will learn the four fundamental ways of classifying all contracts.
	Licensing	Student will gain the knowledge necessary to be eligible for the state broker licensing exam.
RE 130	Economics	Students will gain the knowledge necessary to be eligible for the state real estate broker licensing exam.
	Identify three major factors	Students will be able to identify the three major factors affecting demand in housing Real Estate.
RE 140	Learn to apply the principles of property management	Learn to apply the principles of property management as evidenced by a grade of "C" or better in the course.
	Understand	Students will be able to understand the Unruh Act.
RE 150	*	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.
	Exam Preparation	Students will gain the knowledge necessary to be eligible for the state real estate broker licensing exam.
	Know and Understand	Students will know and understand the three appraisal modules approved by OREA:
RE 155	**	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.
	Identify and analyze	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.
READ 10	Homophones and Demons	Students will demonstrate increased proficiency in spelling homophones and demons in English.
	Plurals	Students will demonstrate improvement in their ability to correctly spell regular and irregular plural nouns.
	Proofreading	Students will analyze sentences for correct orthography and revise/correct errors.
READ 11	Proofreading	Students will demonstrate improvement in their ability to proofread a paragraph for orthography and grammar, and correct errors.
	Punctuation	Students will demonstrate improvement in their ability to proofread an essay for errors in punctuation.
READ 30	Growth in Comprehension	Students will demonstrate at least six month's growth in literal comprehension skills on a standardized reading test.
	Growth in Vocabulary	Students will demonstrate at least six month's growth in general vocabulary on a standardized reading test.
READ 110	Comprehension Growth	Students will demonstrate at least one year's growth in comprehension on a standardized reading test.
	Independent Reading	Students will demonstrate their ability to read and analyze at least 4 books on an independent basis during the semester.
	Vocabulary Growth	Students will demonstrate at least one year's growth in general vocabulary on a standardized reading test.
READ 115	Increased vocabulary level	Students will increase their reading vocabulary level by at least one grade level.
	System for learning and retaining vocabulary	Students will develop a system for learning and retaining new college-level vocabulary.
READ 120	Analyzing Arguments	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).
	Collecting and evaluating evidence in the decision-	Students will demonstrate their ability to collect, organize, and evaluate relevant evidence necessary to make

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	making process	decisions, solve problems and/or develop convincing, supported, and well-founded conclusions on issues of current relevance.
	Critical thinking/reading skills	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.
READ 31	Comprehension growth	Students will demonstrate a grade level growth of at least six months in their ability to recognize main ideas and major facts.
	Vocabulary growth	Students will demonstrate a grade level growth of at least six months in technical vocabulary on standardized reading tests.
READ 32	Growth in General and Technical Vocabulary	Students will demonstrate a grade level growth of at least one year in their word attack skills.
	Intermediate Comprehension Growth	Students will demonstrate grade level growth of at least one year in general and technical comprehension.
READ 49	Comprehension Growth	Students' will demonstrate at least one year's growth in comprehension as measured by pre/post standardized testing.
	Independent Reading	Students will demonstrate their ability to read at least 3 books on an independent basis during the semester.
	Vocabulary Growth	Students will demonstrate at least one year's growth in vocabulary on pre/post standardized reading tests.
READ 51	Comprehension Growth	Students will demonstrate at least one year's growth in comprehension skills as demonstrated by pre and post standardized testing.
	Independent Reading	Students will demonstrate their ability to read and respond to at least 4 books (fiction or non-fiction) on an independent basis during the semester.
	Vocabulary Growth	Students will demonstrate at least one year's growth in vocabulary on pre/post standardized reading tests.
REC 110	Community Recreation	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
	Introduction to Recreation	Upon completion of this course students will identify, examine, differentiate and contrast their overall knowledge of Recreation Agencies.
REC 115	Strategies in Recreation	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.
REC 120	Sports experiences	Upon completion of this course, students will analyse skills/abilities, diversity within the community and institution to improve and enhance the overall recreation and leisure sports experience
RS 101	Ability to compare and contrast	Ability to compare and contrast the teachings and characteristics of world religions.
	Knowledge of core elements	Proficient knowledge of core practices, beliefs, and institutions of major religions across the globe
RS 102	Ability to compare and contrast core characteristics of movements and traditions	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 characteristics	Proficient knowledge of major events, movements, and traditions in American religious history.
RS 103	Ability to identify and explain foundations of U.S. and California governments	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 religion in U.S. political life	Proficient knowledge of pivotal issues, events, debates, and outcomes related to religion, religious communities, and political institutions in the United States.
RS 104	Ability to compare and contrast	Ability to compare and contrast key elements for diverse traditions of Buddhism.

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	Proficient knowledge	Proficient knowledge of core practices, beliefs, and institutions within historical forms of Buddhism.
RS 105	Ability to compare and contrast	Ability to compare and contrast the role of rituals, symbols, and myth in diverse traditions of religion.
	Key elements in religion	Ability to identify, describe, and analyze the key elements of a religion.
RS 108	Ability to identify and describe major movements and communities	Ability to identify and describe core characteristics of major movements and communities in Christian history.
	Proficient knowledge of political and social influences	Proficient knowledge of political and social influences in the history of Christianity.
RS 110	Ability to compare and contrast characteristics of religious communities	Ability to compare and contrast the characteristics of religious communities in the United States
	Proficient knowledge of core characteristics	Proficient knowledge of core characteristics for major communities of religion in the United States.
SOC 100	Critical Thinking and Research Methods	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.
	Culture and Socialization	Understand the process of social interaction and describe the role of culture and socialization in the development of the self.
	Sociological Imagination	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.
	Sociological Theory	Compare and contrast the three main theoretical paradigms in sociology and analyze social phenomena from these different perspectives.
SOC 105	Conflict and Communication	Demonstrate an understanding of the techniques of effective interpersonal communication and conflict resolution.
	Family Diversity	Demonstrate an understanding of the common elements of all families and the diversity of family life within the United States.
SOC 110	Activism	Understand the role of social movements and other forms of activism in the solving of social problems.
	Identify social problems	Identify current social problems and the social and historical factors influencing them.
	Policy Analysis	Demonstrate critical thinking in the analysis of social policies and proposals
	Theory	Compare and contrast the main theoretical paradigms in Sociology and analyze social problems from these difference perspectives
SOC 115	Socialization	Describe the social-psychological theories of gender differentiation and socialization and their role in the development of the self.
	Theories of Gender	Describe and apply the major theoretical approaches to understanding gender and the social experiences of women.
SOC 130	Institutions and Health	Explain how economic, political, and institutional structures shape health, illness and disease.
	Reform	Demonstrate an awareness of contemporary debates in health and social policy, including proposals for health care reform.
	Role of Activists	Analyze the role of activists in the health care system.
	Social Location and Health	Describe the impact of race/ethnicity, gender, age, socioeconomic status, sexual orientation and disabilities on health status and the experience of health and illness.
	Theory	Understand and apply sociological theories and concepts to analyze the experience of health and illness, including chronic illness and disability.

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SOC 135	Diversity	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.
	Research Methods	Students will identify and evaluate research in the study of gender.
	Theory	Students will describe the social construction of gender and differentiate it from essentialist viewpoints of gender.
SOC 145	Aging Issues	Students completing the course will be able to Identify the most significant biological, psychological, and social issues of aging.
	Diversity and 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.
	Theories of Aging	Students completing the course will be able to discuss the major theories applied to the experience of aging.
SOC 165	Analysis	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.
	Self	Demonstrate an understanding of how the self and society are created and reproduced through interaction.
	Theory	Demonstrate an understanding of the basic premises of social psychology from the symbolic interactionist perspective.
SOC 170	Critical Analysis	Demonstrate the ability to think critically about the social construction of social justice, how it is defined, interpreted and manifest in the lives of underrepresented individuals
	History	Understand social justice movements primarily regarding ethnic and racial groups in the United States.
	Perspectives of Justice	Compare and contrast religious, philosophical, state, and social justice perspectives as they apply to justice.
	Sociological Imagination	Describe the sociological imagination within an analysis of justice as it relates to interactions between individuals and larger social institutions.
SOC 175	Historical	Analyze the connections between historical and contemporary issues of LGBTQ experience from a sociological perspective
	Self and Society	Analyze processes of face to face interaction as well as social institutions in shaping minority sexual identities
	Theory	Understand and differentiate between classical sociological theories in addition to queer theory as a way to understand the LBGTO experience
SPAN 101	Understand Spoken Spanish	Understand every day spoken Spanish relating to daily activities at an appropriate level for elementary Spanish.
	Writing	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	Understand Spoken Spanish	Understand every day spoken Spanish relating to daily activities at an appropriate level for elementary Spanish.
	Writing	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 101B	Understand Spoken Spanish	Understand every day spoken Spanish relating to daily activities at an appropriate level for elementary Spanish.
	Writing	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.
SPAN 102	Understanding spoken Spanish	Understand every day spoken Spanish relating to daily activities at an appropriate level for second semester

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SPAN 102	Understanding spoken Spanish	of elementary Spanish.
	Writing	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	Understanding spoken Spanish	Understand every day spoken Spanish relating to daily activities at the intermediary level.
	Writing	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.
SPAN 202	Understanding Spoken Spanish	Understand every day spoken Spanish relating to daily activities at an appropriate level for intermediate Spanish
	Writing	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.
SPAN 211	Understanding Spoken Spanish	Understand every day spoken Spanish relating to daily activities at the intermediary level.
	Writing	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	Understanding Spoken Spanish	Understand every day spoken Spanish relating to daily activities at an appropriate level for intermediate Spanish
	Writing	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.
SPAN 235	Understanding spoken Spanish	Understand every day spoken Spanish relating to daily activities at an appropriate level for intermediate Spanish
	Writing	Produce an argumentative essay incorporating basic and abstract ideas, demonstrating a command of grammatical structures, vocabulary and idioms in Spanish at a high-intermediate level.
SPCH 100	Cultural Awareness of Audience	Demonstrate awareness of and sensitivity to culturally diverse audiences.
	Presentation Skills	Develop presentational skills that enhance self-confidence in various oral communication contexts.
	Speech Writing	Develop proper speech writing skills with an emphasis on organization and style.
SPCH 105	Communication	Students should be able to manage nervousness and apply the principles of nonverbal communication to deliver effective persuasive presentations to diverse audiences.
	Critical Thinking	Students should be able to critically analyze the strengths, weaknesses, and effectiveness of visual, textual, and performative arguments using the Toulmin model.
	Persuasion	Students should be able to apply the principles of persuasion to formulate arguments for and against specific debate propositions concerning significant social issues.
SPCH 115	Practical Application	Apply fundamental concepts of effective interpersonal communication to real life situations such as conflicts, self-disclosure, relational dynamics, intercultural encounters, etc.

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SPCH 115	Practical Application	
	Self Analysis and Reflection	Analyze the role interpersonal communication plays in relation to the self-concept, perception, and emotional processes.
SPCH 120	Cultural Awareness	Develop enhanced sensitivity to and appreciation for individual and cultural variation in human communication
	Practical Application	Demonstrate the ability to apply knowledge of human communication to practical and research problems through writing and discussion.
	Processes of Human Communication	Analyze human communication processes from a number of scientific perspectives.
SPCH 125	Artistic Sensibility	Students should acquire greater artistic sensibility regarding texts.
	Self-Confidence	Students should achieve greater self confidence in their presentational abilities.
SPCH 131	Critical Thinking	Develop critical thinking skills for analyzing intercultural contexts.
	Influence of Culture	Understand the influence of culture on communication.
	Intercultural Communication Strategies	Demonstrate basic intercultural communication strategies.
SPCH 145	Problem Solving	Students will develop the ability to solve or trouble-shoot problems that are unique only to speech tournaments and/or speech forums.
	Tournament Management	Students will be exposed to the process of planning a speech tournament or speech forum.
SPCH 150	Forensics Comprehension	Demonstrate knowledge of speech and/or debate preparation, process, and practice.
	Speech Anxiety	Manage nervousness to perform in a public setting
SPCH 160	Critical Thinking	The student will acquire the ability to critically evaluate the strengths and weaknesses of a speech and/or argument.
	Delivery	The student will acquire the ability to deliver a speech and/or argument with confidence.
	Speech Writing	The student will develop advanced research and writing skills for speeches and/or arguments.
SPCH 290	Event Familiarity	Students will recognize the descriptions, rules, and expectations of the various individual and debate events offered in forensics competition.
	Tournament Competition	Students will compete in at least one forensics tournament.
TA 100	Contribution of Design Elements to Production	Students will be able to identify the contribution of the production elements - set, lighting, costume, make-up and sound -- to the overall theatrical experience.
	Holistic Reflection TA 100	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. <ul style="list-style-type: none"> • Articulate ways in which plays and performances reflect society and pose questions that illuminate the human condition. • Recognize how the theatrical elements and dramatic structures create a dynamic and unique encounter between the spectator and the performance • Effectively collaborate and communicate using the particular elements and language, signs and

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	Holistic Reflection TA 100	symbols of "stage" performance <ul style="list-style-type: none"> Understand some processes through which artists look at the world, and articulate some complex "truths" of human experience and society Identify the contribution of the production elements to the overall theatrical experience Understand and articulate the distinct production roles and processes of the individual, interpretive theatre artists - playwright, director, designer and actor
	Theatre as a reflection of society	Students will be able to articulate ways in which plays and performances reflect society and pose questions that illuminate the human condition.
TA 105	Analysis and Application of Skills	Analyze and apply technical theatre skills (stagecraft, design, costuming, make up, properties, lighting, sound and production management techniques) to specific productions.
	Power tools	The student will be able to accurately identify a variety of power tools within a theatre environment.
	Theatre Production Knowledge and Skills	Apply theatre production knowledge and skills toward requirements for theatre majors and technical theater certificates.
	Vocabulary	Identify and appropriately use the vocabulary of all aspects of theatre production activities and techniques.
TA 106A	ANALYZE	Analyze production design concepts based on practical evaluation.
	COMPREHENSION	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
	COSTUME CONSTRUCTION	Demonstrate hands-on understanding of basic costume technology through the construction of simple garments and crafts.
	Costume Technology and Design	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.
	ID & VOCABULARY	Identify materials and appropriately use the terminology/vocabulary found and used in costume technology.
	SEWING SKILLS	Develop basic sewing skills for costume construction
TA 106B	ANALYSIS OF PERIOD COSTUME	Identify and analyze the impact of various periods of political, social and economic history on fashion and, in turn, the influence of history on costumes for the theatre
	COSTUME DESIGN	Conceive, design and prepare costuming appropriate to various roles
	DRAWING SKILLS	Develop garment and figure drawing skills
	MANAGEMENT & PAPERWORK PROCEDURES	Understand the management and paperwork procedures to actualize a costume design
	ROLE OF THE COSTUME	Identify and evaluate the role of the costume in both the practical and aesthetic aspects for theatre, television and film production
	TEAMWORK	Develop skill in teamwork and collaboration
TA 107	DEMONSTRATE BASIC LIGHTING SKILLS	Demonstrate the basic skills required of a professional lighting technician, which will allow the student to work in professional facilities when appropriate and available.
	ID LIGHT CHARACTERISTICS	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	APPLICATION OF THEORY AND DESIGN SKILLS	Apply basic color theory and interior design skills to theatrical and television/film design requirements.
	CRITICAL ANALYSIS OF PRODUCTION DESIGN	Demonstrate basic visual skills and knowledge of the elements of design to critically evaluate other

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	CRITICAL ANALYSIS OF PRODUCTION DESIGN	productions, both professional and non professional.
	DEMONSTRATE BASIC DESIGN SKILLS	Demonstrate basic skills necessary to conceive, design, graphically represent and execute all aspects of scenery and properties for the theatre and television settings.
	DEMONSTRATE STAGECRAFT SKILLS	Demonstrate use of various hand and power tools in scenery construction and finishing.
	DEMONSTRATE TEAMWORK IN PRODUCTION	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	ID PRINCIPLES OF COMPOSITION	The student will be able to accurately identify the principles of composition.
	DEMONSTRATE MAKE-UP SKILLS	Synthesize the practical and aesthetic aspects of make-up design for theatre, television and film production.
	DESIGN MAKE-UP	Conceive, design and prepare make-up appropriate to various roles.
	DESIGN MAKE-UP FOR COSTUMED CHARACTERS	Synthesize make-up designs with costumes designed for specific characters.
	DEVELOP MAKE-UP TECHNIQUES	Develop appropriate techniques for effective execution of make-up designs.
	PERIOD ANALYSIS OF MAKE-UP IN HISTORY	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.
	Stage makeup application	Through analysis of a character from a given text, the student will be able to design a makeup application for the character.
TA 111	APPLY PRODUCTION SKILLS	Apply theatre production skills toward requirements for theatre majors and technical theatre certificates.
	EVALUATE PRODUCTION PROCESS	Accurately evaluate and discuss the impact of the production process on the final product.
	KNOWLEDGE AND CRITICAL THINKING	Demonstrate advanced knowledge, understanding, and critical thinking about the theatrical production process
TA 112	BASIC PRINCIPLES AND VOCAB COMPREHENSION	Understand basic principles and terminology associated with live sound reinforcement.
	KNOWLEDGE OF PA SYSTEMS	Demonstrate a working knowledge of PA equipment and operation.
	TROUBLESHOOT LIVE PA SYSTEMS	Troubleshoot live PA systems in a concert or theatrical setting.
TA 113A	Basic Improvisation Skills	Apply the basic skills of improvisation to the performance of short scenes: Offers, Advancing & Extending, Shared focus & Focus zones, Status, Objective & Tactics
	Holistic Reflection TA 113	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: 1. Identify and articulate the basic skills and vocabulary of improvisational theatre. 2. Apply the basic skills of improvisation to the performance of short scenes or physical improvisations
	Viewpoints Improvisation	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 & Gesture
TA 113B	Sustain Improvisational Narratives	Students will be able to sustain an extended improvisational narrative by developing sensitivity to the skills of advancing and extending, deep listening & reincorporation
TA 114	DESIGN LIVE SOUND PROJECT	Design a live sound project tailored to a specific on-campus venue.

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TA 115	KNOWLEDGE AND CRITICAL THINKING	Demonstrate advanced knowledge, understanding, and critical thinking in a technical audio environment.
	Effectively communicate using the terminology related to the acting process and the language of theatre.	Effectively communicate using the terminology related to the acting process and the language of theatre.
	Engaging in Action & Reaction	The student will be able to engage with a partner in a manner that enables both partners to be affected each others' actions.
	Holistic Reflection TA 115	<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"> • Effectively communicate using the terminology related to the acting process and the language of theatre. • Engage with a partner in a manner that enables both partners to be affected by each others' actions. • Collaborate effectively in an ensemble environment. • Analyze a scene from the perspective of an actor • Apply discipline and focus to the process of rehearsing a scene • 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. • Analyze her own and other actors performance with specific and detailed discussion of the tools and techniques of acting.
TA 116	Analyze and perform 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.
	Holistic Reflection TA 116	<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"> • 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. • Students will demonstrate a clear understanding of the relation between Objective, Physical Action and Given Circumstances in the heightened circumstances of a scripted scene
	Relation between Objective, Physical Action and Heightened Circumstances of a Scripted Scene	Students will demonstrate a clear understanding of the relation between Objective, Physical Action and Given Circumstances in the heightened circumstances of a scripted scene.
TA 119	Expressive interpretation and communication of text.	Students will perform a short monologue with precise attention to articulation, power and expressive physicalization.

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	Holistic Reflection TA 119	<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"> • Understand the basic anatomy and physiology of the vocal instrument. • Acquire an awareness of the relationship between posture, relaxation, breath, voice and presence. • Acquire the basic skills for healthy vocal call and articulation. • Use their knowledge and awareness for expressive interpretation and communication of text.
TA 124	DEMONSTRATE EFFECTIVE MANAGEMENT STRATEGIES	Understand and demonstrate effective strategies for managing actors/dancers in a rehearsal.
	KNOWLEDGE & CRITICAL THINKING	Demonstrate advanced knowledge, understanding, and critical thinking about stage management.
TA 140	ID THEATRICAL EXPRESSION ID THEATRICAL FORMS	<p>Identify the distinguishing and common features of theatrical expression in cultures prior to the 1700s</p> <p>Identify historical facts with regard to the development and evolution theatrical forms and the contributions of representative playwrights and other theatre artists</p>
	Identify the distinguishing theatrical modes and playwrights of the dominant European cultures from Ancient Greece to the 1700s	Identify the distinguishing theatrical modes and playwrights of the dominant European cultures from Ancient Greece to the 1700s
TA 141	ID THEATRE STYLE	Identify historical facts with regard to theatrical style development and the contributions of representative playwrights
	KNOWLEDGE & CRITICAL THINKING	Synthesize all styles of theatre from the 18th Century to the present;
	Theatrical modes	Identify the distinguishing theatrical modes and playwrights of the dominant European cultures from Renaissance to the present.
TA 160	ANALYZE PRODUCTION DESIGNS Holistic Reflection TA 160	<p>Analyze production designs in order to provide the required lighting for those productions.</p> <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>
		- 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 170	BASIC DRAWING PRINCIPLES APPLIED TO CAD	Apply principles of basic drawing operations for use on the computer graphics system.
	CAD DESIGNED PROJECT	Apply principles of computer-aided design to produce finished working drawings.
	DRAFT AND DESIGN USING SOFTWARE APPLICATIONS	Apply principles necessary to use the specific software desired for the drafting and design of theatre productions.
TA 171	IMPLEMENT A LIGHTING DESIGN	Implement a lighting design in live performance venue.
	LIGHTING DESIGN COLLABORATION	Craft a lighting design in collaboration with other performing arts artists.
TA 184	Work in an ensemble setting to contribute to the realization of a theatrical presentation	Work in an ensemble setting to contribute to the realization of a theatrical presentation

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TA 191A	Holistic Reflection on Rehearsal & Performance at appropriate level	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 191B	Holistic Reflection: Rehearse and perform at level 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.
TA 191C	Holistic Reflection: Rehearsal and Performance at Level 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.
TA 191D	Holistic Reflection: REHEARSAL AND PERFORMANCE at level IV	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 192A	ID & SAFELY UTILIZE TOOLS	Identify and safely utilize appropriate tools to fulfill production requirements for the performance.
	OBSERVE & EVALUATE STAGE CREW	Observe and evaluate the roles of the stage crew on a theatrical production.
	OBSERVE & EVALUATE TECH AND PERFORMANCE PROCESS	Observe and evaluate the process of technical rehearsals and performances of a theatrical production.
	PERFORM HOUSE CREW DUTIES	Understand and effectively perform house crew duties on a theatrical production.
TA 192B	ID & SAFELY UTILIZE TOOLS	Identify and safely utilize appropriate tools to fulfill production requirements for performance.
	OBSERVE & EVALUATE DESIGN PROCESS	Observe and evaluate the design process on a theatrical production.
	OBSERVE & EVALUATE TECHNICAL STAFF	Observe and evaluate the roles of the technical staff on a theatrical production.
	PERFORM STAGE CREW DUTIES	Understand and effectively perform stage crew duties on a theatrical production.
TA 192C	ID & SAFELY UTILIZE TOOLS	Identify and safely utilize appropriate tools to fulfill production requirements for performance.
	OBSERVE & EVALUATE CREW ORGANIZATION & MANAGEMENT	Observe and evaluate the organization and management of crew duties on a theatrical production.
	OBSERVE & EVALUATE TECH STAFF LEADERSHIP	Observe and evaluate the leadership roles of the technical staff on a theatrical production.
	PERFORM TECHNICAL STAFF DUTIES	Understand and effectively perform a technical staff role on a theatrical production.
TA 192D	EVALUATE AND ASSIGN CREW DUTIES	Evaluate the backstage needs and effectively assign crew duties for a theatrical production.
	ID & SAFELY UTILIZE TOOLS	Identify and safely utilize appropriate tools to fulfill production requirements for performance.
	OBSERVE & EVALUATE PRODUCTION DESIGNERS	Observe and evaluate the roles of the design staff on a theatrical production.
	PERFORM TECH STAFF LEAD DUTIES	Understand and effectively perform a leadership role in the technical staff on a theatrical production.
WELD 100	Equipment	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.
	Safety Test	Successful students will pass a safety test related to the field of welding.
	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.
WELD 110	Equipment	Successful students will properly set-up, adjust, operate and shut down shielded metal arc welding equipment.
	Safety Test	Successful students will pass a safety test related to the field of welding.
	Welding	Successful students will produce acceptable welds using the shielded metal arc welding process.
WELD 115	Equipment	Successful students will properly set-up, adjust, operate and shut down gas tungsten arc welding equipment.

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	Safety Test	Successful students will pass a safety related to the field of welding.
	Welding	Successful students will produce acceptable welds using the gas tungsten arc welding process.
WELD 120	Equipment	Successful students will properly set-up, adjust, operate and shut down gas metal arc welding and flux cored arc welding equipment.
	Safety Test	Successful students will pass a safety test related to the field of welding.
	Welding	Successful students will produce acceptable welds using gas metal arc welding and flux cored arc welding processes.
WELD 135	Identification of views	Students will be able to identify and draft parts using the 3rd angle projection, oblique, and isometric views
	Safety Test	Successful students will pass a safety test related to the field of welding.
	Welding Symbols	Students will demonstrate the ability to read welding symbols
WELD 140	Equipment	Successful students will properly set-up, adjust, operate and shut down advanced parameters on shielded metal arc welding, gas tungsten arc welding, gas metal arc welding and flux cored arc welding equipment.
	Safety Test	Successful students will pass a safety test related to the field of welding.
	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.
WELD 145	Equipment	Successful students will properly set-up, adjust, operate and shut down welding equipment for pipe welding.
	Safety Test	Successful students will pass a safety test related to the field of welding.
	Welding	Successful students will produce acceptable welds on pipe.
WELD 150	Code Understanding	Students will demonstrate proper techniques for navigating the API-1104 codebook using a timed written assessment.
	Interpreting code requirements	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.
	Safety Test	Successful students will pass a safety test related to the field of welding.
WELD 160	Geometry	Students will demonstrate basic drafting competencies in 2D plane geometry
	Practical Demonstration	Students will demonstrate proper sheet metal fabrication skills through fabrication designated projects. The projects require design, layout, and measuring skills.
	Safety Test	Successful students will pass a safety test related to the field of welding.
WTE 100	Customer Service Complaints	Students will be given a customer service complaint and will be required to write a report, including a short essay, explaining what actions they would take and how they would resolve the issue for the customer.
	Disinfection Calculations	A student will be able to determine the flow of water through a pipeline from a typical water distribution system and calculate the dosage rate of chlorine required in order to meet the necessary guidelines.
	Health & Safety Code	A student will be given a map of a typical water distribution system and will be required to plot representative water sample test stations for bacteriological sampling based on the population served within the system according to Title 22 of the Health and Safety Code.
WTE 105	Drinking water contaminants table	Presented with a list of known drinking water contaminants, a student will complete a table with information regarding health effects of the contaminants, Best Available Technology (BAT), and correct regulations and contaminant levels allowed for each contaminant.

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	Operational math problem-hydraulic calculations	Given a set of hydraulic figures derived from actual treatment plant conditions, a student will be asked to perform the necessary mathematical calculations required to provide a solution to the operational math problem.
	Surface Water Treatment Rule (SWTR)	A student will be able to interpret and apply the requirements of the Surface Water Treatment Rule (SWTR) and demonstrate in writing, how the major processes of treatment plant operations are subject to the guidelines set forth by the SWTR.
WTE 125	Performance Appraisal	Student will be able to describe the three purposes of the performance appraisal.
	Supervision Problem	Given various case studies describing organizational or employee situations, students will be able to determine the facts of the case and apply appropriate methods of supervision to come up with a feasible solution to the problem.
	Team Collaboration	Demonstrate supervisory skills and abilities through collaboration in a team environment.
WTE 150	Analyze water samples	Given water samples, students will perform various water quality field tests such as chlorine residual, conductivity, pH, temperature and turbidity. Students will be required to read and follow Standard Operating Procedures in order to calibrate instruments and perform the tests. Students will keep records of calibration, quality control, raw data and calculations.
	Sample Collection	Students will collect drinking water samples for a variety of tests using proper collection methods, containers, and preservation techniques. Students will learn proper chain of custody form and labeling procedures.
	State/Federal Drinking Water Regulations	Given laboratory reports, students will be required to evaluate laboratory data, compare the data to published drinking water limits, and determine the appropriate notification and sampling protocols as specified in state and federal drinking water regulations.
WTE 205	Analyze distribution system	Presented with a drawing of a distribution system showing tanks, piping, and valves along with their elevations, sizes, pressures and other relevant information, students will demonstrate the ability to solve the problems, finding missing variables for volume, flow, velocity, and chemical dosage rates.
	Instrumentation/Functionality of control system	Given a schematic of a typical control system, students will demonstrate knowledge of instrumentation and controls by explaining the functionality and importance of the equipment shown.
	Knowledge of Health and Safety Code Regulations	Demonstrate knowledge of regulatory requirements for protection of the public water supply from bacterial contamination (California Health and Safety Code Title 22). The student must clearly understand the purpose of the regulation, it's major provisions, and results expected with compliance of the regulation.
	Knowledge of source waters	Demonstrate the advantages and disadvantages of using each water source, and the infrastructure required to allow use in a potable water distribution system.
WTE 210	Calculations	Given several hydraulic properties and required parameters for a treatment process, a student will be required to perform mathematical calculations to identify the performance of a process.
	Treatment Processes and Regulatory Requirements	A student will be able to identify the individual treatment processes to meet regulatory requirements for removal/disinfection from one of the regional water treatment plants in San Diego or Riverside Counties.
WWT 100	Chlorine Dose Calculations	Determine chlorine demand and required dose.
	Levels of wastewater treatment	Identify the four basic levels of wastewater treatment.
	Pollutant concentrations	Determine constituent concentrations in mg/l or pounds per day.
	Wastewater Regulations	Define NPDES and the Federal Regulation under which it was established.

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WWT 110	Calculations	Students will analyze examination-style water and wastewater math questions, determine the subject matter of the question, choose the appropriate method of solving and calculate the correct answers. Students will be required to show all calculations, conversions and units in a step by step process.
	Create Field Guide	Students will compose a comprehensive operator's field reference sheet containing conversions, graphs, and mathematical formulas needed to conduct daily operations at the field level. Projects will be reviewed for content and accuracy.
	Disinfectant Dosage	Students will analyze operational data needed to calculate the flow of water through a treatment plant and determine the correct quantity of disinfectant required to comply with California Department of Public Health requirements for drinking water disinfection. The student will evaluate the treatment plant data provided (influent flow, biological demand, type of disinfectant) and provide a solution to meet the required disinfectant residual, showing all mathematical conversions and calculations in a step by step manner.
WWT 120	4-20 mA process measurement calculations	Given real world examples and scenarios, students will calculate the 4-20ma signal that should be present for the actual level, flow, pressure, or position of their process.
	4-20 mA process measurement calculations_2015	Given real world examples and scenarios, students will calculate the 4-20ma signal that should be present for the actual level, flow, pressure, or position of their process.
	Flowmeter Selection and Application	Given real world examples and scenarios, students will choose the best type of Flowmeter to use in various areas, applications and processes.
WWT 135	PVB/SVB Test	Students will demonstrate use of the appropriate testing equipment to complete the hands on testing procedures for a pressure vacuum breaker (PVB) and spill resistant pressure vacuum breaker (SVB) backflow prevention assembly and enter the data in the appropriate areas of a test form.
	RP/DC Test	Students will demonstrate use of the appropriate testing equipment to complete the hands on testing procedures for a reduced pressure principle (RP) and double check valve (DC) backflow prevention assembly and enter the data in the appropriate areas of a test form.
WWT 138	CCC Sanitary Survey	Students will perform an onsite sanitary survey of actual and potential hazards present at a water use facility. May be obtained by either a photograph and description or a field trip to a water use facility.
	Develop CCC Ordinance	A student will be able to create a cross connection control ordinance for a water agency that oversees the delivery of potable water to the public. Students will be instructed to reference the "most current" Federal regulations, State regulations, Local regulations, AWWA's M14 Manual, and USC's Manual of Cross Connection Control.
WWT 150	Combination Truck Operation	Demonstrate knowledge of operational procedures appropriate to machinery or equipment used in sewer line maintenance.
	Math Calculations Pertaining to a Sewer Collection System	Demonstrate comprehension of entry level flow, volume, and pumping rates used in sewer collection systems.
	Safety Practices	Determine safety requirements pertaining to trenching and shoring, traffic control, and permit required confined space entries. The student will also be able to identify potential hazards associated with each topic.
WWT 155	Activated Sludge Process Control Variable	Calculate food/microorganism ratio.
	Anaerobic Digester	Describe the 2 phases of the anaerobic biological digestion process.
	Calculate Sludge Concentration	Determine the mean cell residence time.
WWT 215	Pump Efficiency	Given three sets of pump conditions, the student will be required to calculate the pump efficiency on each.

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WWT 215	Pump Efficiency	The pump conditions provided will include Kilowatts, pipe inside diameter, manometer reading, and TDH. The student will then be required to prioritize pump usage based on efficiency. All calculations and a written explanation of pump usage will be required.