<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ADS104</td>
<td>Case Management 3078</td>
<td>Explain the initial intake and case management and administrative requirements for admission. Explain interpersonal dynamics that impacts client behavior. Describe the treatment plan process. Complete client intake to achieve the goals of a treatment plan. Describe consultation and referral and alternate sources for providing treatment support services.</td>
</tr>
<tr>
<td>ADS118</td>
<td>Dual Diagnosis: Counseling, Cm 4309</td>
<td>Evaluate both substance abuse disorder and psychiatric disorder(s) of the dually diagnosed client. Analyze the chronicity of the mental illness and determine which treatment milieu will most benefit the client. Evaluate strategies to provide addiction counseling, mental health treatment and practical intervention in the client’s environment. Document information regarding the client’s progress and response to treatment in order to ensure continuity of care.</td>
</tr>
<tr>
<td>ADS115</td>
<td>Ind/Fam/Gp Counselin 3080</td>
<td>Analyze the role of the counselor to facilitate the healing process. Analyze therapeutic factors in group counseling. Apply the family system concepts in the healing process. Analyze the theories and stages of group development and the corresponding role of the group counselor. Demonstrate the utilization of different models of group counseling interventions. Relate and apply the therapeutic factors in group counseling. Investigate how client behaviors may affect group participation outcomes. Decipher which treatment modality, individual, family, or group counseling, is appropriate to address each client’s presenting problem.</td>
</tr>
</tbody>
</table>
• 3. Evaluate the benefits and limits of 12 step support programs such as Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Adult Children of Alcoholics (ACOA), and Alateen.

**ADS110 - Intro. to Counseling 3079**
• 1. Describe the professional aspects of counseling
• 2. Evaluate the group process experience
• 3. Identify the special needs of a client population

**ADS116 - Introduction to Dual Diagnosis 4308**
• 1. Apply counseling skills to provide treatment for dually diagnosed clients
• 2. Describe the APA Multiaxial approach to formulating a diagnosis as illustrated in the DSM
• 3. Integrate techniques of mental health and self-help groups to optimize client mainstreming into society
• Assess and evaluate both substance abuse disorder and psychiatric disorder(s) for co-occurring clients.
• Evaluate and analyze the clinical needs and treatment issues that co-occurring clients present and be able to develop a treatment plan for counseling this population.
• Analyze the severity of the mental illness and determine which treatment modality would be the most effective in providing the most comprehensive and individualized treatment plan.
• Examine and demonstrate a working knowledge of medications used with the co-occurring population, specifically, potential side effects and the signs of decompensation.
• Analyze, integrate, and utilize various treatment models, including case management strategies, in order to effectively provide treatment to this population and their families.
• Evaluate, document, and appropriately transfer information regarding the client’s progress and response to treatment in order to ensure continuity of care.
• Analyze the risk factors and protective factors associated with co-occurring disorders
• Examine the connection between different mental health disorders and substance abuse

**ADS103 - Law/Ethics-Prvention,education 6152**
• 1. Apply the ethical requirements for counseling professionals in the alcohol/drug field and regulations governing these standards.
• 2. Recognize the signs and symptoms of potential suicide, aggression and self-destructive behaviors.
• 3. Describe models of community education, prevention, and outreach.

**ADS149 - O.I.:Alcohol & Drug 6241**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.
• Under supervision, the student will be able to facilitate and instruct both group and individual counseling.

**ADS120 - Personal/Prof Growth-Alcohol/D 3081**
• 1. Define requirements for drug and alcohol certification
• 2. Describe the need for professional boundaries
• 3. Identify the essential requirements for professional practice

**ADS102 - Pharmacology/Biomed Alcohol/Dr 3076**
• 1. Analyze the effects of alcohol and similar legal psychoactive drugs on the body and behavior
• 2. Evaluate the disease of alcoholism including signs and symptoms, THIQ and endocrine research, AMA definition of alcoholism, and Jelenek’s “Disease Concept.”
• 3. Evaluate Chemical Dependency and Addiction; the pharmacology of addiction and cross-addiction; dependency/addiction stage and patterns; and diagnostic laboratory results (e.g. blood lab, EEG, liver function).

**ADS150 - Practicum 6881**
• 1. Under supervision, facilitate both group and individual counseling.
• 2. Attend staff meetings
• 3. Assess and recommend clients for admission
• 4. Demonstrate the twelve core functions as it relates to the recovery setting
• Analyze, assess, and diagnosis substance abuse and mental health disorders.
• Compose and complete all administrative documentations and counselor duties including: psychosocial intake, progress notes, legal documents, maintain all appropriate records, consulting with other professionals, and making referrals, etc.

• Under supervision, facilitate and instruct both group and individual counseling.

• Demonstrate knowledge of basic aspects of recovery in the Practicum Seminar meetings.

• Evaluate and describe supervised work experience and how substance abuse recovery services are provided at each setting.

• Demonstrate each of the twelve core areas being practiced at the practicum site. This will include evaluating the positive aspects of the program as well as those areas that could be improved.

• Scrutinize their development and experience at the recovery site and communicate with the supervisor and instructor any areas that are not being properly covered.

• Analyze, assess, and diagnosis substance abuse and mental health disorders.

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AGTM

CSLO

**HORT103 - Advanced Turfgrass Management 4302**

• CLO 1 Create a budget for turf maintenance for one year

• CLO 2 Analyze Equipment needs for turf maintenance

• CLO 3 Evaluate turf quality

**HORT107 - Arboriculture 4306**

• 1. Distinguish and utilize different pruning cuts.

• 2. Choose, analyze and identify pruning equipment.

• 3. Analyze and identify various tree species commonly used in Southern California.

**HORT105 - Golf Course/Landscape 4304**

• 1. Calculate Distribution Uniformity.

• 3. Identify water conservation parts including low volume and drip systems

• 4. Students should be able to draw and map out a complete irrigation system that mixes different types of plants.

**HORT101 - Horticulture Science 4300**

• Identify plant parts and structure.

• Describe symptoms of plant diseases.

• Compare the differences in methods of plant propagation.

**HORT102 - Intro - Turfgrass Management 4301**

• CLO 1 Formulate a fertilization program for warm and cool season turf

Assessment method: In class presentation of fertilization program

• CLO 2 Calculate proper irrigation levels for warm season turf based on season and turf requirements.

Assessment method: Homework assignment using seasonal growth curves

• CLO 3 Identify common diseases, pests and weeds in turf

Assessment method: In class quiz naming problem from pictures.

**HORT109 - Landscape Design 5124**

• 1. Students should be able to select plants for the environment in which they are designing the Landscape.

• 2. Students should be able to read and understand blueprints.

• 3. Identify different styles of Landscape Design

**HORT110 - Laws & Regs Pest Mgt 5125**

• 1. Determine different control methods for pests

• 2. Identify insects by stage of development.

• 3. Find appropriate pesticide for a problem

**HORT106 - Pesticide Law & Regulations 4305**
<table>
<thead>
<tr>
<th>Course</th>
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</table>
| HORT120 - Sales/Marketing in Hospitality 5035 | - Students will communicate the strategies for pricing products.  
- Students will design a marketing plan  
- Students will analyze the distribution channels and discuss the effectiveness. |
| HORT104 - Soil Science and Management 4303  | - Determine a soil texture.  
- Evaluate soil pH and salinity.  
- Describe proper water management for optimum plant growth. |
| EMS120 - Emergency Medical Technician I 7223 | - Student provides proper compressions and ventilations on the advanced manikin.  
- Use clinical reasoning when verbalizing and demonstrating the proper techniques when used when ventilating an adult manikin.  
- Student will demonstrate mastery of the 27 mandatory skills required to successfully pass EMT National Registry Exam. |
| EMS121 - Emr Med Tech I Refresher 6671      | - Define the role of the Emergency Medical Technician  
- Apply the theoretical principles of kinematics and mechanism of injury found in a patient ejected from a motor vehicle moving at a speed of 50 mph.  
- Identify the three stages of labor in a full term pregnant female. |
| EMS120B - EMT Support Course 6979           | - Navigate to all hospitals in Riverside County.  
- Apply the proper handling techniques for a Stryker gurney.  
- Identify and use every piece of required equipment in an ambulance. |
| AH127 - Infant to Adult Als 5170            | - Student should be able to identify and analyze five primary lethal arrhythmias and apply current American Heart Association treatment algo-rhythms.  
- Student will examine the importance of understanding cardiac defibrillation in order to better understand how to properly convert a patient out of ventricular fibrillation.  
- Student should be able to present a clear, reasoned, well-supported, argument for resuscitating an adult with ventricular fibrillation. |
| AH095 - Medical Terminology 31              | - Identify medical terminology related to body systems  
- Identify pathology of body systems |
| AH149 - O.I.:Medical Asst Clinical 6242     | - All 149 and 299 outcomes will be developed on a case by case basis for the course. |
| AJ118 - Community & Justice 6883            | - 1. Describe the historical development of police community relations and how it came to the United States from England as the result of Sir Robert Peel. |
• 2. Describe the concept of community alliance between the public and the police.
• 3. Identify the various programs in place today to improve the effectiveness of police community relations.
• 4. Describe the specific role of law enforcement officer from the level of a police officer up to and including the Chief of Police in the area of police community relations.
• 5. Compare and contrast the various police community relations programs in place today.
• 6. Define what an effective police community relations program consists of.

**CORR102 - Control/Supr-Corrections 4470**

• 1. Evaluate and analyze the methods used by correctional employees to maintain control of incarcerated persons (inmate accountability, searches, special housing, inmate discipline and use-of-force issues).
• 2. Identify and assess procedures and regulations regarding inmate entitlements (inmate telephone use, correspondence, visiting regulations, grievance procedures and legal activities).
• 3. Examine and describe the processing of inmates into and out of prison (receiving, discharge, classification process).
• 4. Examine inmate programs and services and evaluate the effectiveness regarding inmate employment, education, vocational training, recreation activities, religious activities and organizations.

**CORR103 - Correctional Interview/Counsel 4471**

• 1. Examine, discuss and identify the historical context for correctional treatment as well as key concepts and terms.
• 2. Discuss and analyze the purpose of correctional counseling and treatment including goals, type of counseling and effectiveness of treatment.
• 3. Examine, analyze, and explain Psychoanalytic Therapy, Radical Behavior Interventions, Social Learning Models, Cognitive Therapy, Group Therapy, and Family Therapy.

**AJ110 - Crime Scen Sket and No 5652**

• 1. Diagram and assess a crime scene sketch of a mock criminal incident focusing on the significance of accurate depiction of evidence for presentation during criminal proceedings.
• 2. Dissect and value the preparation process of organizing evidence for court, including the verbal presentation of a crime scene sketch/diagram to a supervisor with supporting notes and documentation.
• 3. Analyze and evaluate the methods used by law enforcement to systematically investigate crime scenes including the defined sketch and/or diagram where evidence was found.
• 4. Investigate and validate the importance recognizing, documenting, and processing of crime scene evidence in a criminal investigation.

**AJ103 - Criminal Evidence 3097**

• 1. Examine the various types of evidence and the rules regarding testimony, writings, material objects and evaluate the consequence of admissibility of evidence.
• 2. Analyze the adversarial process in the presentation of evidence and consider the roles of the prosecutor, defense counsel, judge and jury.
• 3. Examine the historical and ethical development of the rules of evidence and evaluate their application in state and federal court.

**AJ108 - Criminal Investigat. 3100**

• 1. Describe and explain the sequential conceptual stages in a criminal investigation.
• 2. Distinguish the relevant techniques and protocol of evidence collection, preservation, and linking analysis.
• 3. Recognize ethical principles in an investigation and present an appropriate response.
• 4. Examine the concept of probable cause, elements of a crime, and other appropriate basic Criminal Justice principles and their importance in the process of an investigation.

**AJ101 - Criminal Law 3095**

• 1. Articulate and discuss the structural framework of criminal statutory law.
• 2. Define, analyze and paraphrase the concepts of men rea, actus rea and corpus delicti.
• 3. Analyze and consider the historical origins of American Criminal Law.
• 4. Differentiate and assess situations using the laws which are enumerated in the California Penal Code.
• 5. Appraise value of landmark case decisions and synthesize the impact on modern society.

**AJ111 - Criminal Procedures 3101**

• 1. Comprehend the functions of the Criminal Justice system from detention through release back into society.
• 2. Apply ethical decision making to arrest situations.
• 3. Explain the principles of the US Constitution as it applies to Criminal Procedures and the Criminal Justice system.

AJ109 - Inter and Interr Tech 5651  
• 1. Compare and evaluate the differences and similarities of the interview and interrogation process.
• 2. Analyze and assess the communication theories used by law enforcement to effectively conduct interviews and interrogations.
• 3. Scrutinize and validate the legal issues and procedures related to the process of interviews and interrogations as they relate to the 4th, 5th, and 6th Amendments.

AJ115 - Intro Probation/Parole 5839  
• 2. Distinguish and assess the differences between probation and parole.
• 3. Scrutinize and value the popular model programs used in dealing with criminal Offenders on probation or parole.
• 4. Examine and validate the underlying philosophy of probation and parole.
• 5. Discuss and identify areas of importance in conditions of probation and parole as they apply to the offend

CORR101 - Intro to Correctional Science 4469  
• 1. Discuss the evolution of the correctional system in the United States.
• 2. Distinguish between parole and probation.
• 3. Explain the legal issues and liabilities that relate to offenders and corrections personnel.
• 4. Distinguish among public and private federal, state and local correctional systems.

AJ112 - Intro to Criminology 5838  
• 1. Student will explain criminology as the study of crime and criminality.
• 2. Students will examine the causes of crime and criminal behavior in the U.S.
• 3. Student will demonstrate an understanding of contemporary issues in criminology.

AJ102 - Intro/Criminal Justice 6882  
• 1. Examine the Constitutional Amendments known as the Bill of Rights and judge which have had the greatest impact on the criminal justice system.
• 2. Analyze and appraise the process by which a criminal case progresses from investigation to appeal.
• 3. Contrast and evaluate the major theories which attempt to explain crime causation.
• 4. Analyze and assess the differences between federal and state courts.
• 5. Examine and evaluate the major components of the criminal justice system (Law Enforcement, Courts and Corrections).

AJ106 - Juvenile Procedures 3099  
• 1. Describe legal issues related to juvenile procedures.
• 2. Describe the action necessary to resolve a juvenile case requiring the application of the Welfare and Institution Code and Penal Code.
• 3. Describe the historical development of the Juvenile Justice System to the present.
• 4. Describe the specific role of each agency that is part of the Juvenile Justice System and their importance.
• 5. Describe the various agencies comprising the Juvenile Justice System.
• 6. Describe their knowledge of the circumstances under which they may take a juvenile into custody.

AJ149 - O.I.: Admin of Just 6243  
• 1. Student will identify the various duties of a police officer.
• 2. Student will learn some of the administrative duties that take place inside a police station.

AJ105 - Public Safety Writing 4466  
• 1. Anticipate and understand the potential uses of written communication in all facets of the criminal justice system.
• 2. Demonstrate an understanding of the basic steps of interviewing.
• 3. Organize and develop a cohesive written report, synthesizing several sources, defining problems and formulating conclusions.
• 4. Recognize situations and solutions which embody valid moral and ethical principles accepted by the criminal justice system.

AJ299 - Spec Proj: A of Just 3333
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AJ128</td>
<td>Traffic Control/Enforcement &amp; 3107</td>
<td>• Demonstrate an understanding of the California Vehicle Code.</td>
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<td>• Identify the major vehicle code sections and what constitutes a violation (speeding, red light violations and turning movements etc.).</td>
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<td>• Differentiate the roles and duties of the various law enforcement agencies (Municipal, County and State) that have the authority to enforce the California Vehicle Code.</td>
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<td>• Assess traffic enforcement strategies employed by law enforcement agencies.</td>
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<td>• Identify the duties of a law enforcement officer at the scene of a traffic collision.</td>
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<td>• Compose a traffic investigation report, a traffic citation and a DUI arrest report.</td>
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<td>• Discuss and identify areas of importance in officer courtroom preparation and testimony.</td>
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<tr>
<td>AJ125</td>
<td>Vice and Narc Control 3104</td>
<td>• Identify and demonstrate an understanding of laws pertaining to narcotic and vice activity as identified in the Penal and Health and Safety Codes.</td>
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<td>• Explain the methods used by public safety to effectively communicate with people from various minority groups and their cultures and ethnicities within the community</td>
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<tr>
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<td>• Describe legal issues and concerns involving the use of confidential informants in the enforcement of narcotic and vice-related matters.</td>
</tr>
<tr>
<td>ANAT101</td>
<td>Human Anatomy &amp; Physiology I 2218</td>
<td>• Describe the typical anatomy and physiology of the of the integument (skin) including epidermal derivative, sensory receptors, and appropriate glands.</td>
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<td>• Describe the anatomy and physiology muscle contraction including the events in the excitation and contraction coupling of skeletal muscle.</td>
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<td>• Outline the events of the digestion of a cheeseburger including the mechanical and chemical modes of digestion and the various means of absorption within the gut for the various nutrients included.</td>
</tr>
<tr>
<td>ANAT102</td>
<td>Human Anatomy &amp; Physiology II 3355</td>
<td>• Outline the events of the resting and action potential. Include the causes of depolarization and a labeled graph of the events of the action potential.</td>
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<td>• Describe the structures and the sequence of electrical conduction within the heart, including a typical electrocardiogram linked to those events.</td>
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<td>• Outline the anatomy and physiology of the immune system including both the innate and acquire immune systems (both humoral and cell-mediated systems).</td>
</tr>
<tr>
<td>ANAT299</td>
<td>Spec Proj: Anat &amp; Phy 3239</td>
<td>• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.</td>
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<tr>
<td>ANTH205</td>
<td>Archaeological Excavation 6106</td>
<td>• Students will record artifact provenience and context in appropriate recording systems.</td>
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<td>• Students will distinguish between archaeological strata and excavate each separately.</td>
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<td>• Students will maintain professional work attitudes and develop archaeological ethics.</td>
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<tr>
<td>ANTH215</td>
<td>Archaeological Survey 6108</td>
<td>• Recognize characteristics of archaeological sites on land surfaces.</td>
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<td>• Record archaeological sites on USGS and other maps.</td>
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<td>• Orient themselves in the field using mapping technology.</td>
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</tbody>
</table>
**ANTH210 - Archaeology Laboratory 6107**
- 1. Students will catalog artifacts in such a way that provenience and context is preserved.
- Catalog artifacts in such a way that provenience and context is preserved.
- 2. Students will identify construction techniques for ceramic artifacts from sherds.
- 3. Students will identify the raw materials from which artifacts are constructed & treat the artifacts appropriately based on that identification.

**ANTH121 - California Indians 3156**
- 1. Students will analyze the vast and complex ramifications of the various invasions & occupations of Alta California for Native Californian societies.
- 2. Describe the relationships between current issues for Native Californians and the events of the historic period.
- 3. Student will discern between stereotypical ideas about indigenous societies/nations of California and accurate information about those societies/nations.

**ANTH102 - Cultural Anthropology 3146**
- CLO 1: Recognize the complex interplay between the various components of culture within a single society.
- CLO 2: Apply the principles of cultural relativism to observations of human behavior.
- CLO 3: Describe the objective and systematic methods of ethnographic observations of human behavior.

**ANTH102H - Honors Cultural Anthropology 3339**
- CLO 1: Recognize the complex interplay between the various components of culture within a single society.
- CLO 2: Apply the principles of cultural relativism to observations of human behavior.
- CLO 3: Describe the objective and systematic methods of ethnographic observations of human behavior.

**ANTH145H - Honors Intro to Lang/Linguistic 6931**
- 1. Recognize the complex interplay of language and culture.
- 2. Recognize the influence of social setting on the development of specific characteristics of language in individuals and groups.
- 3. Use appropriate and specific tools for making various kinds of observations about language.

**ANTH101H - Honors Physical Anthropology 3338**
- 1. Identify and recognize natural selection as a mechanism for evolutionary change.
- 2. Analyze the hominid fossil evidence and apply that knowledge to an interpretation of human biological heritage.
- 3. Define the biological concept of ?race? and explain the failure of the concept to explain and describe human variation.

**ANTH104H - Honors World Prehistory 4076**
- 1. Investigate the connections between the social and biological environments and the invention of food production.
- 2. Critically evaluate various theories of the development of civilizations.
- 3. Critically evaluate the relationships that exist between changes in culture and conditions of the environment.

**ANTH115 - Intro to Archaeology 3154**
- Demonstrate the significance of artifacts' provenience and context to the description of the past based on artifacts.
- Recognize the difference between accounts of the human past based upon historic documents and those based upon the archaeological record.
- Distinguish between systematic scientific investigations of the archaeological record and those investigations which ignore the lessons of archaeology by looting.

**ANTH201 - Introduction to Forens 4953**
- 1. The student will recognize and apply the methods of estimating ancestry, sex, age, stature and health from skeletonized humans.
- 2. The student will describe the role of the forensic anthropologist within the medicolegal community.
- 3. The student will recognize the different types of trauma and determine the respective forces.

**ANTH145 - Language & Linguistics 6906**
- 1. Recognize the complex interplay of language and culture.
- 2. Recognize the influence of social setting on the development of specific characteristics of language in individuals and groups.
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<tr>
<th>Course Code</th>
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| ANTH103D | Latin Am Cultures 3151 | - CLO 1: The student will understand the vast and complex ramifications of European invasions and colonization of the areas now known as Mexico, Central America, and South America upon indigenous populations of the region.  
- CLO 2: The student will describe the relationships between current issues for Latin American countries and the events of the historic period.  
- CLO 3: The student will discern between stereotypical ideas about Latin American societies/nations and accurate information about those societies. |
| ANTH125 | Magic, Witchcraft and Religion 5580 | - 1. Describe the various forms of supernatural beliefs that exist cross-culturally.  
- 2. Demonstrate the ability to suspend judgment and understand behavior within the context of the culture that generates the behavior.  
- 3. Define the roles and circumstances of the various specialists in culturally sanctioned interactions with the supernatural. |
| ANTH103A | North American Indians 3148 | - Understand the vast and complex ramifications of European invasions and colonization of North America on the original occupants of the continent.  
- Describe the relationships between current issues for Native Americans and the events of the historic period.  
- Student will discern between stereotypical ideas about indigenous societies/nations of North America and accurate information about those societies/nations. |
| ANTH101 | Physical Anthro. 3145 | - 1. Identify and recognize natural selection as a mechanism for evolutionary change.  
- 2. Analyze the hominid fossil evidence and apply that knowledge to an interpretation of human biological heritage.  
- 3. Define the biological concept of ?race? and explain the failure of the concept to explain and describe human variation. |
| ANTH111 | Physical Anthropology Lab 6859 | - 1. Demonstrate how the various mechanisms of evolution provide an explanatory framework for modern human variation.  
- 2. Analyze the hominid fossil evidence and apply that knowledge to an interpretation of human biological heritage.  
- 3. Describe the role of DNA in inheritance and biological variation. |
| ANTH104 | World Prehistory 3153 | - CLO 1: Make connections between the social and biological environments and the invention of food production.  
- CLO 2: Critically evaluate various hypotheses about the development of civilizations.  
- CLO 3: Critically evaluate the relationships that exist between changes in culture and conditions of the environment. |
| ART120 | 2D Design 2641 | - Explain and use appropriate design terminology.  
- Think creatively and use design processes, create a value scale as a reference tool to enrich design work, and analyze and apply principles of color theory.  
- Compare various design styles and discern quality, and evaluate the design qualities of projects done by others.  
- Create designs that employ standard 2-D compositional principles and demonstrate a keen knowledge of the elements of art.  
- Practice the use of design editing and orally articulate the benefit of design decisions.  
- Evaluate the design qualities of projects done by others. |
| ART122 | 3D Design 4950 | - Explain and use three-dimensional design terminology (oral presentations, quiz and final exam)  
- Create designs that employ 3-D compositional principles and demonstrate a critical knowledge of the elements of art (Portfolio collection of assigned projects). |
• Demonstrate technical skill with a variety of media and safe use of tools (assigned projects and class activities)

**ART100 - Art Appreciation 3356**
- 1. Analyze characteristics of, list and identify important art media and styles.
- 2. Evaluate significant works of art from important periods and movements
- 3. Analyze characteristics of art works to identify significant artists

**ART102 - Art Hist:Renaissance to 20th 2200**
- Identify and define the formal and stylistic elements of art using proper art terminology.
- Discuss the historical, political and/or religious contexts of works of art.
- Analyze the style of various art forms, distinguish the stylistic differences between time periods and/or movements, and identify stylistic influences.

**ART101 - Art: Prehistoric Thru Medieval 2199**
- Identify and define the formal and stylistic elements of art using proper art terminology.
- Discuss the historical, political and/or religious contexts of works of art.
- Analyze the style of various art forms, distinguish the stylistic differences between time periods and/or movements, and identify stylistic influences.

**ART108 - Beginning Drawing 3358**
- Define and properly use drawing terminology.
- Demonstrate perceptual skills by accurately portraying three-dimensional objects in space using freehand perspective techniques: a visual analysis of relationships.
- Create drawings that demonstrate technical and creative skills using pencil, charcoal, and ink.

**ART171 - Bronze Sand-Casting 2650**
- (1) Employ safe and proper use of foundry materials (Class activities)
- (2) Define and use bronze sand-casting terminology as it applies to process and materials (oral presentations and final exam)
- (3) Design and complete a bas-relief sculpture (completed project)

**ART151 - Ceramic Arts 3357**
- (1) Apply Ceramic Arts Terminology (essay, verbal presentation, quiz and final exam)
- (2) Demonstrates skill in hand-building techniques (Portfolio collection of assigned projects)
- (4) Create ceramic projects that employ principles of design (Assigned projects)

**ART121 - Color Theory 6884**
- Comprehend and describe how color is perceived biologically, psychologically, culturally, symbolically and intuitively.
- Skillfully use a variety of artistic materials, techniques and tools;
- Create aesthetically complete designs and images that demonstrate a working knowledge of: Color Schemes, Color Temperature, Value/Hue/Saturation, and composition using color.

**ART131 - Digital Art 6794**
- Analyze their own and other student’s work for visual effectiveness and the use of digital art skills.
- Create and manipulate digital images using industry standard technology for fine artists and graphic designers.
- Demonstrate aesthetic judgment in creating digital art images as it applies to techniques, concept, composition, color, and motion.

**ART130A - Digital Art I 4955**
- 1. Manipulate digital images using industry standard technology for fine artists and graphic designers.
- 2. Demonstrate aesthetic judgment in creating digital art images as it applies to techniques, concept, composition, and color.

**ART170 - Foundry-Ceramic Shell Casting 2649**
- (1) Employ safe and proper use of foundry materials (Class activities)
- (2) Apply Sculpture Terminology as it applies to process and materials (oral presentations, quiz and final exam)
- (9) Design and complete a bronze sculpture (completed project)
ART123 - Graphic Design I 6885
- 1. Students will demonstrate innovative ideas, efficient research, and relevant/original production process to create advertisements.
- 2. Students will demonstrate industry standard output and file management for pre-press design work.
- 3. Students will begin to develop an original style of aesthetic in their design creations.

ART223 - Graphic Design II 6886
- 1. Students will demonstrate a thorough research and production process to create three dimensional packaging design.
- 2. Students will demonstrate industry standard output and template development for pre-press design work in three dimensions.
- 3. Students will demonstrate an original style of aesthetic in their design creations.
- 4. Students will be able to think critically about design theory.

ART093 - Graphic Design Practic 5968
- Develop time management towards projects
- Analyze weakness in student's own work and make improvements
- Use digital and library resources in order to improve design aesthetic

ART105 - Hist of Graphic Design 5366
- 1. Analyze and demonstrate comprehension relating places, people, events, and historical/cultural factors to the technological innovations that have influenced the development of graphic design into the practice that exists today.
- 2. Define vocabulary and terminologies related to graphic design, which includes the influential graphic designers and their accomplishments.
- 3. Describe and recognize visual movements in Graphic Design including but not limited to: arts and craft, pictorial mode

ART101H - Hnrs Art History:Prehistoric 3273
- Identify and define the formal and stylistic elements of art using proper art terminology.
- Discuss the historical, political and/or religious contexts of works of art.
- Analyze the style of various art forms, distinguish the stylistic differences between time periods and/or movements, and identify stylistic influences.

ART102H - Honors :Renaissance to 20th 4918
- Identify and define the formal and stylistic elements of art using proper art terminology.
- Discuss the historical, political and/or religious contexts of works of art.
- Analyze the style of various art forms, distinguish the stylistic differences between time periods and/or movements, and identify stylistic influences.

ART103H - Honors Intro to Modernism 3451
- Identify and define the formal and stylistic elements of art using proper art terminology.
- Discuss the historical, political and/or religious contexts of works of art.
- Analyze the style of various art forms, distinguish the stylistic differences between time periods and/or movements, and identify stylistic influences.

ART104H - Honors World Art 5972
- Contrast periods, and styles of art (based on review of essays, quizzes, and/or discussion posts)
- Discuss and describe the important work or works of an individual artist (based on review of essays, quizzes, and/or discussion posts)
- Discuss the historical, political and/or religious contexts of works of art.

ART141 - Illustration 4930
- 1. Develop illustration compositions that demonstrate a comprehension of the principles of design.
- 2. Create work that demonstrates an acceptable mastery of hand skills using various materials.
- 3. Create illustrations using a variety of styles, techniques and media.

ART109 - Intermediate Drawing 3359
- Explain and use drawing terminology (critique sessions)
- Critical knowledge of drawing processes using methods of critical analysis (portfolio of projects)
• Integrate principles of linear and atmospheric perspective (portfolio of projects)

**ART103 - Introduction to Modernism 3459**
• Identify and define the formal and stylistic elements of art using proper art terminology.
• Discuss the historical, political and/or religious contexts of works of art.
• Analyze the style of various art forms, distinguish the stylistic differences between time periods and/or movements, and identify stylistic influences.

**ART112 - Life Drawing 4941**
• Perceive the skeleton and musculature of the model through anatomical studies.
• Create drawings that demonstrate perceptual skills by accurately portraying the figure as a three-dimensional object in space.

**ART119 - Mural Painting 4942**
• 1. Employ safe and proper use of painting materials
• 2. Describe the basic mural making process using proper terminology
• 3. Create artwork that demonstrates fundamental skills of designing, enlarging, and painting a mural.

**ART115 - Painting I 6016**
• Apply basic color theory.
• Create paintings that utilize a visual analysis of relationships, the manipulation of values to convey form, and the articulation of space.
• Plan, compose, and complete a painting.

**ART116 - Painting II 6017**
• Create artwork utilizing subjective color
• Create artwork utilizing a variety of painting methods and techniques
• Plan, compose and complete a painting

**ART160 - Sculpture 6200**
• (2) Create sculptures that employ principles of design (Assigned projects)
• (3) Demonstrate skill in modeling from direct observation (Portfolio collection of assigned projects)
• (8) Apply Sculpture Terminology (oral presentations, quiz and final exam)

**ART299 - Special Projects: Art 6719**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**ART125 - Typography I 4675**
• 1. Create letters that utilize visual analysis in determining effective spacing, color, weight, and grouping.
• 2. Plan, compose, and complete abstract design forms using type
• 3. Use page layout software to produce functional yet creative layouts using image, titles, and body copy.

**ART095 - Typography Practicum 5970**
• Develop time management towards projects
• Analyze weakness in student's own work and make improvements
• Use digital and library resources in order to improve design aesthetic

**ART104 - World Art 5971**
• Contrast periods, and styles of art (based on review of essays, quizzes, and/or discussion posts)
• Discuss and describe the important work or works of an individual artist (based on review of essays, quizzes, and/or discussion posts)
• Discuss the historical, political and/or religious contexts of works of art.
CSLO

**ASL105 - Amer Sign Lang V 5655**
- 1. The student will demonstrate comprehensive mastery of vocabulary items from Units 21 -25 of Signing Naturally and DVDs.
- 2. The student will demonstrate cumulative comprehensive and production of ASL.
- 3. The student will demonstrate the ability to express self generated stories, narratives, discourse and others in ASL.
- 4. The student will relate information, cultures and history of a given topic in ASL.

**ASL100 - American Sign Lang I 3738**
- 1. The student will demonstrate comprehensive mastery of vocabulary items from Units 1-4 and part of Unit 6 of Signing Naturally and DVDs.
- 2. The student will demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
- 3. The student will demonstrate comprehension of conversation norms.
- 4. The student will discover valuable cultural information.

**ASL104 - American Sign Lang IV 3736**
- 1. The student will demonstrate comprehensive mastery of vocabulary items from Units 16-20 of Signing Naturally and DVDs.
- 2. The student will demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
- 3. The student will demonstrate comprehension and production of ASL Discourse.
- 4. The student will examine the history of Deaf Americans and their cultures.

**ASL101 - American Sign Language II 3956**
- 1. The student will demonstrate comprehensive mastery of vocabulary items from Units 5-10 and part of Unit 6 of Signing Naturally and DVDs.
- 2. The student will demonstrate the ability to recognize and produce complex ASL sentence structures.
- 3. The student will demonstrate comprehension and production of conversations and short narratives.
- 4. The student will discover relevant cultural information.

**ASL103 - American Sign Language III 3735**
- 1. The student will demonstrate comprehensive mastery of vocabulary items from Units 11-15 of Signing Naturally and DVDs.
- 3. The student will demonstrate the ability to initiate, conduct and terminate context - specific conversations with Deaf users or ASL other than the professor.
- 4. The student will analyze information on Deaf Americans, ASL, and its history.

**ASL150 - ASL Linguistics 6410**
- 1. The student will analyze and utilize problem-solving skills related to ASL linguistic features.
- 2. The student will diagram ASL Discourse structures and appraise how this is related to presentations, narratives and the discussion of hypothetical issues.
- 3. The student will apply and differentiate phonological, morphological, syntax and semantic processes.
- 4. The student will analyze an understanding of sociolinguistic variation in ASL and ASL Discourse.

**ASL110 - Deaf Culture and Comm 2210**
- 1. The student will investigate and debate Deaf and hearing cultures.
- 2. The student will appraise behavior and group norms, values, and common knowledge of Deaf people.
- 3. The student will compare attitudes and oppression with the Hearing and Deaf communities.

**ASL102 - Fingerspelling 2207**
- 1. The student will demonstrate comprehension of the linguistic rules of fingerspelling, numbers and classifiers.
- 2. The student will produce fingerspelling, numbers and classifiers within conversational norms.
- 3. The student will demonstrate the ability to incorporate contextual clues to aid in closure when words are missed.
- 4. The student will, using critical thinking, compare ASL and spoken languages regarding fingerspelling, numbers and classifiers.
ASL299 - Special Projects: ASL 5838
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

ASTR

CSLO

ASTR101 - Introduction to Astronomy 3057
• 1. Describe the physical structure and processes governing evolution of solar system objects.
• 2. Describe the physical interactions between solar system bodies.
• 3. Describe the characteristics of the physical universe.
• 4. Describe the physical interactions between celestial bodies
• 5. Describe the physical structure and processes governing evolution of celestial objects
• 6. Identify celestial objects and their properties (Lab).
• 7. Employ astronomical instruments (Lab)
• 8. Identify solar system objects and their properties (Lab)
• 9. Measure and collect data from experiments (Lab)
• 10. Organize data and create appropriate lab reports (Lab)

ASTR111 - Planetary Astronomy 5384
• Identify solar system objects and their properties.
• Describe the physical structure and processes governing evolution of solar system objects.
• Describe the physical interactions between solar system bodies.

ASTR299 - Spec Proj: Astronomy 3324
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

ATHL

CLO
No CLOs

AUD

CSLO

AUD142 - Advanced Studio Recording I 4710
• 1. Students will operate studio components.
• 2. Students will exercise judgement regarding the use of microphones, compressors, etc.
• 3. Students will be able to record and mix assigned projects.
• 4. Students will successfully complete ADR recording assignments.
• 5. Students will successfully select, Foley, and record Sound Effects.
• 6. Students will successfully mix audio for video.
• 7. Student can synchronize imported audio to video.

AUD140 - Beg Studio Recording 4708
• Students will learn beginning audio theory.
• Students will to use basic audio equipment.
• Students will apply critical thinking skills to audio.

AUD143 - Computer Audio/Edit 6201
• 3. students will successfully edit assigned materials.
• 4. Students will successfully mix projects.
• 5. Students can name the functions of basic Pro Tools editing tools.
• 6. Students can describe the functions of basic Pro Tools editing tools.

**AUD141 - Intermediate Studio Recording 4709**
• 1. Students will learn signal flow as it relates to audio.
• 2. Students will understand and use major audio components.
• 3. Students will be able to record and mix assigned projects.

**AUD145 - MIDI & Computer Recording 6205**
• 1. Students will understand the general operation of music recording and editing programs.
• 2. Students will understand the general uses of MIDI in audio programs.
• 3. Students will successfully record and mix assigned projects.
• 4. Student can route audio through AUX channels

**AUD148 - Radio Production 6887**
• Summarize the major operations of a radio station.
• Successfully operate associated with radio.
• Synthesize client materials to produce a spot or commercial.
• Successfully operate radio software.

**AUD146 - Recording Music and Live Sound 4713**
• 5. Students can identify a live-sound signal path.
• Students will successfully analyse the need for microphones and components for a musical recording.
• Students will complete assigned musical recording project(s).
• Students will formulate the "needs" for a live sound project.
• Students will assemble and make adjustments for a live sound project.

**AUD299 - Special Projects: Audio 5277**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**AUD147 - The Music & Audio Business 5025**
• 1. Students will have an understanding of the major forces acting on the entertainment industry, e.g. legislation, commercial requirements, copyright, etc.
• 2. Students will analyse current trends in the audio and music business.

**AUD152 - Video Production I 6645**
• 1. Analyze a project for all needs, e.g. storyboard and equipment needs for a production project.
• 2. Operate and understand and operate cameras, lighting, software.
• 3. Shoot, edit, and produce a final product for an assigned project.
• 4. Prepare a storyboard, treatment and script for a video productions

**AUD153 - Video Production II 5513**
• 1. Student will compile the components of a pre-production package.
• 2. Create pre-production planning documentation.
• 3. Manage video production assets.
• 4. Shoot and edit a short video
• 5. Student will construct a video production light from materials purchased from a hardware store.
AUME

CSLO

**AUME119 - Auto Brake Systems 2140**
- 1. Student will demonstrate the ability to prepare a repair order providing an estimated cost of repairs, revised cost of repairs, and a final invoice according to the State of California/Bureau of Automotive Repair Regulations.
- 2. Students will demonstrate the ability to identify the component parts and interpret the principles of operation of automotive disc and drum brake systems, including the Anti-lock brake, Traction Control, and Electronic Stability Control systems.
- 3. Students will demonstrate the ability to formulate proper procedures required to successfully verify, pinpoint, and repair brake system failures.

**AUME126 - Auto Electrical Electr 6426**
- 1. Apply safety protocol as per MSJC automotive and OSHA requirements.
- 2. Properly use diagnostic equipment as pertains to Electrical/Electronic 1.
- 3. Identify and understand components of Electrical / Electronic in Hybrid and V-Tech vehicles.
- 4. Enter the workforce in the automotive industry.
- 5. Student will demonstrate the ability to use a digital multimeter.
- 6. Student will be able check input/sensors (TPS, CTS, MAF, O2)
- 7. Student will be able to prepare electronic repair order/work order (RO/WO)

**AUME127 - Auto Electrical/Electronics II 6417**
- Student will be able to measure current flow in a circuit using an inductive ammeter.
- Student will be able to measure open circuit voltage (OCV), Voltage drop and Voltage drop.
- Student will be able to prepare electronic repair order/work order (RO/WO)
- Student will be able to prepare electronic repair order/work order (RO/WO)
- Student will demonstrate the ability to use a digital multimeter.
- Student will demonstrate the ability to use a scan tool.
- Student will demonstrate the ability to use a Labscope.

**AUME120 - Auto Susp Steer Alignm 2141**
- 1. Students will demonstrate the ability to inspect an automotive steering system for proper operation.
- 2. Students will demonstrate the ability to repair an automotive suspension system using industry approved procedures.
- 3. Students will demonstrate the ability to perform a four-wheel alignment intended to return a vehicle to factory specifications.
- 4. Students will demonstrate the possession of interview skills required to obtain an entry level position as an automotive suspension/alignment technician.

**AUME175 - Auto Transm Transaxles 6418**
- Perform pressure tests; determine necessary action.
- Perform stall test.
- Inspect clutch drum, piston, check-balls, springs, retainers, seals, and friction and pressure plates.

**AUME112 - BAR Update 5940**
- Utilize electronic databases for research and information.
- Properly use diagnostic equipment for repairing a failed vehicle (SMOG check).
- Identify the advantages of using Mode 6.

**AUME100 - Basic Auto Mechanics 2125**
- Follow safety procedures including personal protection and vehicle protection.
- Complete safety training assigned by the automotive department.
- Identify components of the 8 major systems of the automobile.
• Test components of the 8 major systems of the automobile.
• Discuss the operations of the 8 major systems of the automobile.

**AUME110 - Basic/Adv Cleanaircar 6412**
• Apply safety protocol as per MSJC automotive and OSHA requirements.
• Complete a visual or functional inspection of a vehicle following CA SMOG check regulations.
• Diagnose or repair an emissions failure.

**AUME111 - Emission Controls A6/A8/L1 6207**
• 1. Define or apply Ohm's Law.
• 2. Identify ignition system components and/or schematics.
• 3. Properly use diagnostic equipment (digital multimeters, scan tools, and lab scopes).

**AUME122 - Engine Performance I 6415**
• 1. Apply safety protocol for the automotive industry and OSHA requirements.
• 2. Student will be able to use a scan tool to access scan data.
• 3. Student will be able to check fuel pressure utilizing all five (5) procedures.
• 4. Properly use diagnostic equipment to measure voltage/Current/Resistance, (digital multimeters, scan tools, and lab scopes).
• 5. Navigate electronic databases for research and information on vehicle specifications/Repair procedures.
• 6. Student will be able to check input/output sensors/actuators (TPS, CTS, MAF, O2, FI)

**AUME123 - Engine Performance II 6416**
• Student will be able to prepare electronic repair order/work order (RO/WO)
• Determine what protocol is used on vehicles (OBD I/OBD II/ CAN A/B/C)
• Student will be able to check fuel trim and scan data.
• Student will be able to check CAN systems utilizing all different types of scan tool with bidirectional controls.
• Student will be able to check input/outputs sensors/actuators (TPS, CTS, MAF, O2, FI, IAC)

**AUME124 - Engine Theory & Repair 2191**
• Perform engine vacuum tests.
• Perform cylinder power balance tests.
• Adjust valves (mechanical or hydraulic lifters).

**AUME118 - Heating/Air Cond Syste 6414**
• 1. Verify correct refrigerant in vehicle's A/C system before performing an A/C service.
• 2. Comprehend the function of an automotive A/C system and explain its function.
• 3. Demonstrate the proper use and correct procedure of an A/C service.

**AUME185 - Manual Transm Transaxl 6419**
• 1. Apply safety protocol as per MSJC automotive and OSHA requirements.
• 2. Properly use diagnostic equipment as pertains to manual transmissions.
• 3. Demonstrate the ability to rebuild/overhaul an manual transmission.

**AUME101 - MLR I 5973**
• 1. Enter the workforce in the automotive industry.
• 2. Complete all NATEF (National Automotive Technician Education Foundation) task sheets.
• 3. Demonstrate the ability to perform Express Service (30K).
• 4. Demonstrate the ability to perform Express Service (7.5K).
• 5. Demonstrate the ability to perform a Brake inspection and Test for wear.

**AUME109 - MLR II 5974**
- Student will demonstrate the ability to rotate tires.
- Student will be able to check front brakes and verify rotor and pads are within specifications.
- Student will be able to check rear drums and linings with specifications.

**AUME149 - O.I.: Auto Mechanics 6245**
- Student will demonstrate the ability to diagnose and repair an automotive brake system problem.
- Student will demonstrate the ability to diagnose and repair an automotive steering and suspension problem.
- Student will demonstrate the ability to work effectively as part of a team.

**AUME299 - Special Proj: Auto Mechanics 3266**
- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

<table>
<thead>
<tr>
<th>BIOL</th>
<th>CSLO</th>
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<tbody>
<tr>
<td><strong>BIOL143 - Animal Behavior 4808</strong></td>
<td></td>
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<tr>
<td>CLO 1: Students will demonstrate the understanding of the scientific method as it applies to the study of Animal Behavior.</td>
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<tr>
<td>CLO 2: Students can compare and contrast time budget analysis and ethogram description as they relate to observation of animal behavior.</td>
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<tr>
<td>CLO 3: Students can analyze the genetic basis for a specific animal behavior.</td>
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<tr>
<td>4. Student will demonstrate general knowledge of biology - Pre Quiz</td>
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<tr>
<td>5. Student will demonstrate general knowledge of biology - Post Quiz</td>
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</tbody>
</table>

| **BIOL146 - Biodiversity 4816** |  |
| CLO 1: The student will evaluate the history of life on planet earth. |  |
| CLO 2: The student will illustrate and identify the Domains of life and categorize life into the current and proposed Kingdoms. |  |
| CLO 3: The student will evaluate the mechanisms of micro- and macro evolution and their application to biodiversity. |  |
| 4. Student will demonstrate general knowledge of biology - Pre Quiz |  |
| 5. Student will demonstrate general knowledge of biology - Post Quiz |  |

| **BIOL131 - Biotechnology I 5976** |  |
| CLO 1: The student will demonstrate proficiency using micropipettes. |  |
| CLO 2: The student will relate the sequence of nucleotides in a DNA gene to the structure of the protein produced from this genetic information. |  |
| CLO 3: The student will consider the importance of recombinant DNA technology to the development of the biotechnology field. |  |
| 4. Student will demonstrate general knowledge of biology - Pre Quiz |  |
| 5. Student will demonstrate general knowledge of biology - Post Quiz |  |

| **BIOL132 - Biotechnology II 5977** |  |
| CLO 1: The student will prepare and calculate formulas for different types of biological media. |  |
| CLO 2: The student will prepare and analyze buffers at different concentrations and pH levels. |  |
| CLO 3: The student will plan and assemble bacterial cultures of various types for growth and maintenance. |  |

| **BIOL117 - Conservation Biology 4814** |  |
| CLO 1: Describe and apply the scientific method and explain how it is related to the study of conservation biology. |  |
| CLO 2: Compare and contrast species diversity in various biomes. |  |
| CLO 3: Evaluate the effects of human activities on habitats and their inhabitants and demonstrate how to assess environmental impact of these activities. |  |

**BIOL140 - Ecology 13**
• CLO 1: The student will consider evolution by natural selection as the basis of biodiversity.
• CLO 2: The student will demonstrate proficiency in understanding the cycling of energy and matter in ecosystems.
• CLO 3: The student will relate the fundamental ideas of energy transfer and the cycling of matter to sustainable human societies.
• 4. Student will demonstrate general knowledge of biology - Pre Quiz
• 5. Student will demonstrate general knowledge of biology - Post Quiz

Biol 150 - General Biology I 6860
• CLO 1: The student will demonstrate proficiency using a compound light microscope.
• CLO 2: The student will be able to describe the energy transformations of glycolysis.
• CLO 3: The student will be able to predict the impact of a substitution or other mutation on transcription or translation.
• 4. Student will demonstrate general knowledge of biology - Pre Quiz
• 5. Student will demonstrate general knowledge of biology - Post Quiz

Biol 151 - General Biology II 3745
• Identify anatomical structures in a dissected fetal pig.
• Trace the pathways through the digestive, respiratory, circulatory, and urinary systems in a fetal pig.
• Relate the structures of animals to their functions.
• 4. Student will demonstrate general knowledge of biology - Pre Quiz
• 5. Student will demonstrate general knowledge of biology - Post Quiz

Biol 150H - Honors General Biology I 6932
• CLO 1: The student will demonstrate proficiency using a compound light microscope.
• CLO 2: The student will be able to describe the energy transformations of glycolysis.
• CLO 3: The student will be able to predict the impact of a substitution or other mutation on transcription or translation.
• 4. Student will demonstrate general knowledge of biology - Pre Quiz
• 5. Student will demonstrate general knowledge of biology - Post Quiz

Biol 151H - Honors General Biology II 4451
• Identify anatomical structures in a dissected fetal pig.
• Trace the pathways through the digestive, respiratory, circulatory, and urinary systems in a fetal pig.
• Relate the structures of animals to their functions.
• 4. Student will demonstrate general knowledge of biology - Pre Quiz
• 5. Student will demonstrate general knowledge of biology - Post Quiz

Biol 125H - Honors Microbiology 5778
• 1. Students will correctly identify an unknown individual bacterium based on a series of morphological, biochemical and physiological tests.
• 2. Students will discuss their analysis and interpretation of the results of an experiment. This discussion will include the difficulties encountered during the experiment as well as a discussion of what they would do differently if asked to perform this experiment again.
• 3. Students will maintain a complete journal during an experiment lasting over several laboratory sessions. This journal will contain the results of all of the various tests performed during the experiment as well as all of the controls which were performed.
• 4. Student will demonstrate general knowledge of biology - Post Quiz
• 5. Student will demonstrate general knowledge of biology - Pre Quiz

Biol 115H - Honors Topics in Biology 4541
• Student will demonstrate general knowledge of biology - Post-Quiz
• Demonstrate proficiency in using lab equipment.

Biol 134 - Human Heredity and Evolution 12
• CLO 1: Students will demonstrate an understanding of the scientific method as it applies to the study of heredity.
• CLO 2: Students will evaluate a simple Mendelian genetics characteristic as it relates to human heredity.
• CLO 3: Students will analyze the heritability of a human medical characteristic.

**BIOLOGY 135 - Intro to Evolution 4807**
- CLO 1: Students will consider evolution by natural selection.
- CLO 2: Students will demonstrate an understanding of the scientific method as it applies to the study of evolution.
- CLO 3: Students will historically evaluate the genus Homo specifically as it relates to the evolution of modern human beings.

**BIOLOGY 135H - Intro to Evolution 4919**
- CLO 1: Students will consider evolution by natural selection.
- CLO 2: Students will demonstrate an understanding of the scientific method as it applies to the study of evolution.
- CLO 3: Students will historically evaluate the genus Homo specifically as it relates to the evolution of modern human beings.

**BIOLOGY 100 - Intro/Human Biology 4948**
- Student will demonstrate general knowledge of biology - Post-Quiz
- Student will demonstrate proficiency in the use of compound microscope.
- Student will be able to identify a given organelle/structure of a cell.
- Student will be able to identify the function of a given organelle/structure of a cell.
- Student will be able to identify an anatomical structure in the human body.
- Student will be able to co-relate the anatomical structure with its function in the human body.
- 7. Student will analyze and evaluate the physiological maintenance of homeostasis and understand what leads to disease states.

**BIOLOGY 130 - Marine Biology 2260**
- CLO 1: Investigate and describe the physical and chemical properties of sea water and how they affect marine organisms.
- CLO 2: Compare and contrast tides, waves, currents and their effects on marine organisms.
- CLO 3: Characterize, illustrate, and label the major topographic features of the ocean basin.
- 4. Student will demonstrate general knowledge of biology - Pre Quiz
- 5. Student will demonstrate general knowledge of biology - Post Quiz

**BIOLOGY 125 - Microbiology 5777**
- Students will correctly identify a given unknown bacterium to the level of genus and species based on a series of morphological, biochemical and physiological tests.
- Students will demonstrate proficiency in the use of a compound microscope. This includes: a. the identification of the parts of the microscope including the major lens systems, b. the ability to focus the microscope using the oil immersion lens and c. the ability to recognize the shape and arrangement of bacterial cells.
- Students will maintain a complete journal during an unknown bacterial identification project. This journal will contain the results of all of the various tests and controls performed during the experimental project.
- Students will demonstrate the ability to analyze and interpret the results of the experiments performed during the unknown bacterial identification project. This discussion will include the difficulties encountered during the experiments as well as what they would do differently if asked to perform this experiment again.
- 5. Student will demonstrate general knowledge of biology - Pre Quiz
- 6. Student will demonstrate general knowledge of biology - Post Quiz

**BIOLOGY 144 - Plant Biology 4806**
- CLO 1: The student will be able to describe the energy transformations of photosynthesis.
- CLO 2: The student will consider the societal and ethical implications of genetic modification.
- CLO 3: The student will appreciate the role of natural selection in the continuing adaptation of plants to their ever changing environments.

**BIOLOGY 299 - Spec. Proj: Biology 3240**
- 1. The student will develop an original thesis through insightful understanding and explanation of the biological sciences topic under investigation.
- 2. The student will evaluate at least five (5) scholarly works in the biological sciences and use evidence in these works to support the thesis.
- 3. The student will compose at least one (1) written assignment about the biological sciences topic under investigation that demonstrates both sophisticated technical writing skill and strong ability to work with sources effectively.
4. The student will investigate and gain recency in the microbiology content covered in BIOL-125 through completion of the Tortora study guide

**BIOL115 - Topics in Biology 3474**
- Student will demonstrate general knowledge of biology - Post-Quiz
- Demonstrate proficiency in using lab equipment for ONLINE lab
- Collect data and test hypotheses.
- Demonstrate proficiency in using lab equipment.

**BUS**

**CSLO**

**ACCT126 - Beginning Computer Accounting 3814**
- 1. Student answers questions to demonstrate understanding of how accounting theory applies to a Peachtree/Sage50 accounting system.
- 2: Using Peachtree, the student creates an accounting system.
- 3: Given specific accounting transactions, student analyzes and determines the appropriate module to utilize in Peachtree.
- 4. Student answers questions to demonstrate understanding of the differences between manual accounting procedures and computerized procedures.

**ACCT076 - Bkpg 1 - Accounting Theory 5949**
- Demonstrate understanding of the relationships and structure of the basic accounting equation used by all small businesses.
- Apply and define examples of the basic accounting equation elements: assets, liabilities, and owner’s equity.
- Analyze business transactions to determine the effect of the transaction on the accounting equation.

**ACCT077 - Bkpg 2 - Quickbooks Pro 6408**
- 1. Student answers questions to demonstrate understanding of how accounting theory applies to a QuickBooks accounting system.
- 3. Given Specific accounting transactions, student analyzes and determines the appropriate module to utilize in QuickBooks.
- 4. List the steps to create an accounting system using QuickBooks.

**BADM104 - Business Communications 6153**
- Analyze a business situation that requires a written message and determine what the appropriate strategy would be (direct pattern, persuasive pattern, or negative news pattern).
- Compose a business message using the strategies for direct pattern for routine messages, indirect pattern for persuasive messages, and indirect pattern for negative news messages.
- Correctly format business e-mails, letters, and memos.

**OTEC095 - Business English 4054**
- Students will demonstrate the ability to recognize and correct basic sentence faults and grammatical errors.
- Students will demonstrate the ability to edit all forms of business documents, correcting errors in grammar, punctuation, spelling, and number usage.
- Students will demonstrate the ability to compose grammatically correct short informal business messages.

**BADM085 - Business Math 6179**
- Student will identify terms used with percent.
- Student will maintain a check register.
- Student will calculate compensation by salary.

**BADM126 - Destination Mgmt/Co 6136**
- Discuss the scope of the tourism industry and relevant occupations.
- Define the key types of convention, visitors and destination management organizations which promote tourism to the region.
- Analyze the economic significance of tourism business as it relates to growth and development of the Temecula Valley region.
**BADM127 - Event/Mtg Planning/Mgt 6137**
- Describe common types of organizational structures found in meeting and travel management departments at corporations.
- Describe the process and corresponding timelines associated with planning a meeting event or tradeshow from the meeting planners’ viewpoint.
- Compare and contrast the functions of the main types of meeting planners: corporate, association, and independent- 3rd party meeting planners.

**ACCT127 - Federal Income Tax Accounting 4056**
- Demonstrate the ability to identify whether a particular taxpayer must file a return.
- Demonstrate the ability to determine the correct filing status of a taxpayer.
- Demonstrate the ability to determine the taxability of various sources of income.

**ACCT124 - Financial Acctg-Princ Acctg I 3808**
- Given the amounts for two of the three elements of the accounting equation, students should demonstrate the ability to solve for the third.
- Students should demonstrate the ability to record transactions using journal entries.
- Students should demonstrate the ability to journalize entries for accounts requiring adjustment.

**BADM104H - Honors Business Communications 6155**
- Analyze a business situation that requires a written message and determine what the appropriate strategy would be (direct pattern, persuasive pattern, or negative news pattern).
- Compose a business message using the strategies for direct pattern for routine messages, indirect pattern for persuasive messages, and indirect pattern for negative news messages.
- Correctly format business e-mails, letters, and memos.

**BADM103H - Honors Intro Business 5663**
- Student writes a short-answer defining the function and components, of a business plan.
- Student explains ethics and ethical behavior, and then demonstrates the major ways in which companies can promote ethics in their workplaces.
- Student analyzes and explains the economics challenges faced by companies moving to a global environment.

**ACCT125H - Honors Managerial Accounting 2 3813**
- Demonstrate the ability to identify and/or differentiate direct materials, direct labor, and factory overhead costs.
- Demonstrate the ability to journalize entries to materials inventory, work in process, and finished goods.
- Demonstrate the ability to calculate a plant wide predetermined factory overhead rate and allocate overhead using that rate to work in process.

**ACCT124H - Honors/Principles of Acctg I 3812**
- Given the amounts for two of the three elements of the accounting equation, students should demonstrate the ability to solve for the third.
- Record transactions using journal entries.
- Students should demonstrate the ability to journalize entries for accounts requiring adjustment.

**BADM125 - Hotel Convention Svcs/Ops 6135**
- Students will discuss the types of organizations that hold meetings and group events.
- Students will define each of the S.M.E.R.F. market segments. (Social, Military, Educational, Religious, Fraternal).
- Students will compare and contrast the group servicing needs of the corporate, association, and S.M.E.R.F. markets.

**CAPP082 - Intro to File Mgmt 5747**
- Based on a problem scenario, create a folder in the specified directory
- Rename a file (based on a problem scenario)
- Move a file (based on a problem scenario)
- Create an organization scheme for a file system that simplifies the backup procedures for a set of datafiles

**BADM124 - Intro to Lodging Ops 5975**
- Students will describe the key departments of hotel/resort operations.
• Students will state the functions and responsibilities of the food & beverage department.
• Students will describe the effects of a global economy on the hotel/tourism industry.

**CAPP081 - Intro to Vista 5746**
• 1. Add a gadget to the sidebar (based on a problem scenario)
• 2. Pin an application to the Start menu
• 3. Given the name of an application, identify whether or not that application is available on the system, or not
• 4. Modify the display settings (based on a problem scenario)

**BADM103 - Introduction to Business 3816**
• Student writes a short-answer defining the function and components of a business plan.
• Student explains ethics and ethical behavior, and then demonstrates the major ways in which companies can promote ethics in their workplaces.
• Student analyzes and explains the economics challenges faced by companies moving to a global environment

**CAPP080 - Introduction to Technology 3463**
• 1. Open a new document in the target application (based on a problem scenario)
• 2. Print parts of a document (based on a problem scenario)
• 3. Submit an assignment file using the assignment feature on BlackBoard

**OTEC050 - Keyboard/App Lab 6000**
• Students will create one document (letter, spreadsheet, memo, presentation, or report) to demonstrate the application features in software corresponding to course work.
• Students will demonstrate the ability to keyboard with no more than three errors with proper posture for a five minute timed writing.

**OTEC146 - Keyboarding 5763**
• Students will demonstrate an acceptable level of keyboarding methods of minimizing errors of no more than three errors in a five minute timed writing.
• Students will demonstrate an acceptable level of keyboarding skills of 40 or more NWPM.

**OTEC144 - Keyboarding/Docum. Formatting 3854**
• Students will demonstrate an acceptable level of keyboarding skills of 30 or more NWPM.
• Students will demonstrate downloading a word document and then uploading to a blackboard assignment feature.
• Students will demonstrate the ability to correctly format a block business letter.

**BADM201 - Leg Environment of Business 6647**
• Explain how to identify the elements associated with an Assignment verses a Third Party Beneficiary contract.
• Student explains the distinction between when in business common law applies versus the U.C.C. (Uniform Commercial Code).
• Given a specific scenario, student analyzes and explains how a contract is formed, and how it would be classified in terms of formation, performance, and enforceability.
• Student explains and applies the doctrine of stare decisis, and what it has to do with the American legal system.
• Student writes a short-answer to compare and contrast the legal implications of basic business forms and organizations.

**ACCT125 - Managerial Acctg. Princ Acctg 2 3807**
• Demonstrate the ability to identify and/or differentiate direct materials, direct labor, and factory overhead costs.
• Demonstrate the ability to journalize entries to materials inventory, work in process, and finished goods.
• Demonstrate the ability to calculate a plant wide predetermined factory overhead rate and allocate overhead using that rate to work in process.

**BADM149 - Occupational Intern: Business 6246**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**OTEC178 - Office Procedures 3869**
• Identify skills and knowledge needed for the twenty-first century business office.
• Students will demonstrate the ability to prepare a business travel itinerary for a manager.
• Students will demonstrate the ability to understand team composition, diversity, and productive communication for successful work team outcomes.

**SEMA100 - Our Sustainable Future 6007**
• 1. Demonstrate the historical, scientific, philosophical and institutional origins of the current energy sustainability movement.
• 2. Define Sustainability and evaluate the sustainability of particular systems and practices in contrast to others.
• 3. Explain the interdependent relationship between the economy, society and the ecosphere using a systems theory approach.
• 4. Discuss current problems that plague the ecosphere, human societies and modern industrial capitalism and discuss theories and
• 5. Demonstrate the mechanics of alternative energy, transportation, building materials, food production, community planning, and
• 6. Analyze the political and cultural challenges of sustainability implementation.
• 7. Develop ideas to create common ground and promote the principles of sustainability to diverse groups of people.
• 8. Demonstrate the skills of civic participation and the importance of implementing them.
• 9. Access and evaluate sources of information on sustainability issues.

**BADM157 - Prin of Salesmanship 3829**
• Define the selling process.
• Student will identify a technology and how it is used in the sales process.
• Analyze and explain the closing process.

**OTEC180 - Research Analysis/Pres 5765**
• Students will demonstrate the ability to proofread and edit a business communication.
• Students will demonstrate the ability to write an outline for an oral presentation.
• Students will demonstrate the ability to apply supporting documentation to justify the recommended outcome in a specified business proposal.

**BADM120 - Sales/Marketing in Hospitality 5036**
• Students will communicate the strategies for pricing products.
• Students will design a marketing plan
• Students will analyze the distribution channels and discuss the effectiveness.

**BADM150 - Small Bus. - Entrepreneurship 3825**
• 1. Student writes a short-answer to explain the primary financial records that are needed by small business owners.
• 2. Student explains the (five) basic forces of competition that exist within every industry, and then demonstrates how entrepreneurs can apply these concepts.
• 3. Student writes a short-answer to compare and contrast a sole proprietorship, a partnership, and a corporation, citing examples for each.

**BADM299 - Special Projects: Business 3834**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**BADM147 - The Music & Audio Business 5026**
• 1. Students will have an understanding of the major forces acting on the entertainment industry, e.g. legislation, commercial requirements, copyright, etc.
• 2. Students will analyse current trends in the audio and music business.

**CAPP143 - Using Microsoft Access Level 2 5798**
• CLO 1: Use primary keys to create relationships (based on an ER diagram)
• CLO 2: Sort and filter records in a report.
• CLO 3: Embed charts in a report.

**CAPP123 - Using Microsoft Access Lvl 1 5787**
• 1. Create a database table (based on a problem scenario).
• 2. Create table keys to enforce referential integrity (based on a problem scenario).
• 3. Add a calculated control to a report (based on a problem scenario).
• 4. Create table relationships (based on a problem scenario).
• 5. Create a form (based on a problem scenario).
• 6. Create calculated field in a query (based on a problem scenario).

**CAPP122 - Using Microsoft Excel 5786**
• 1. Create a 3D pie chart (based on a problem scenario).
• 2. Apply conditional formatting to a range of data (based on a problem scenario)
• 3. Build, create, and embed a website hyperlink in the worksheet (based on a problem scenario)
• 4. Construct a VLOOKUP function to retrieve information from a data table (based on a problem scenario).
• 5. Set up a table in a spreadsheet by importing an Access data file (based on a problem scenario).

**CAPP140 - Using Microsoft Office Level 2 5795**
• 1. Word Processing - Arrange tabs and tabular columns in word processing documents with a professional approach.
• 2. Spreadsheet - Create logical functions, and apply number and character functions in the design of a spreadsheet solution
• 3. Presentation - Prepare outlines, handouts and speaker notes

**CAPP120 - Using Microsoft Office Lvl 1 5783**
• CLO 1: Apply page numbering to a Word document.
• CLO 2: Add a smartart object to a slide.
• CLO 3: Create a table with primary keys in Access
• CLO 4: Develop a formula and apply it to a range of cells.

**CAPP124 - Using Microsoft PowerPoint 5788**
• 1. Embed sound files in a presentation (based on a problem scenario).
• 2. Modify an element in the slide master (based on a problem scenario).
• 3. Add a chart to an existing slide (based on a problem scenario).

**CAPP135 - Using Microsoft Project 5794**
• 1. Describe what project management is and define and describe each of the key
• 2. Construct and use GANTT charts and PERT charts for project planning and tracking.
• 3. Build a Work Breakdown Structure

**CAPP126F - Using Microsoft Publisher 5789**
• 1. Define the term desktop publishing and specify the components of a desktop publishing system
• 2. Compare traditional and desktop publishing methods of page design and printing
• 3. Identify the major components of the Publisher window

**CAPP127 - Using Microsoft Word 6180**
• 1. Apply page numbering to a document (based on a problem scenario).
• 2. Create a custom style for text (based on a problem scenario).
• 3. Sort a mail-merge document (based on a problem scenario).
• 4. Create labels using the Mail-Merge Wizard (based on a problem scenario).
• 5. Construct a table (based on a problem scenario).
• 2. Students will develop and apply appropriate interview strategies for staffing the center
• 3. Students will develop a fiscally responsible operating budget for childcare center

**CDE128 - Admin & Supervision of ECS II 2918**
• 1. Analyze the professional roles and responsibilities of Child Development Administrators including ethical conduct.
• 2. Identify and organize at least 3 fiscal resources to implement a high quality program.
• 3. Analyze and interpret current trends and legislation affecting early childhood programs and the families they serve
• 4. Develop and evaluate effective, ethical, relationship based personnel and family program policies

**ED132 - Adolescent Literature 6027**
• Read and comprehend a passage of text
• Analyze a passage of text (either fiction or non-fiction)
• Compose a definition of adolescent literature
• Define concepts related to adolescent literature and apply them to specific adolescent texts
• Examine aspects of narrative structure and point of view in order to better understand ideas presented in literature
• Identify theories of adolescent psychological development (such as those of Erik Erikson or James Marcia)
• Identify common themes in adolescent literature and compare the way different texts explore similar situations and conflicts

**CDE134 - Adult Supervision 6653**
• CLO 1: Students will identify and define the developmental stages teachers and supervisors progress through.
• CLO 2: Students will develop and conduct an effective training session for a diverse group of adults.
• CLO 3: Students will observe early childhood classroom environments and identify developmentally appropriate teaching practices.

**CDE103 - Approp Curr for Young 2904**
• CLO 1: Students will demonstrate the ability to use a variety of teaching strategies to provide developmentally appropriate experiences in health, safety and nutrition.
• CLO 2: Students will identify plans for setting up a safe environment for young children and analyze safety management and accident prevention techniques for young children, including basic Pediatric First Aid and CPR techniques.
• CLO 3: Students will identify different types of child maltreatment including possible causes of maltreatment, intervention techniques for families at risk for maltreatment and examine the California Mandated Reporting Laws.

**CDE113 - Art for the Young Child 6420**
• 1. Evaluate creative art curriculum in early childhood education programs.
• 2. Plan, present and evaluate art experiences for young children using a variety of media.
• 3. Create and execute parent and staff information on the importance of fostering creativity in young children.

**CDE110 - Child Development 2907**
• Identify physical, cognitive, and social/ emotional developmental norms from conception through adolescence.
• Apply developmental theory in order to analyze real-life behaviors.
• Explain and define grand and emergent theories.

**CDE111 - Child Health, Safety & Nutriti 7139**
• 1. Students will demonstrate the ability to use a variety of teaching strategies to provide developmentally appropriate experiences in health, safety and nutrition.
• 2. Students will identify plans for setting up a safe environment for young children and analyze safety management and accident prevention techniques for young children, including basic Pediatric First Aid and CPR techniques.
• 3. Students will identify different types of child maltreatment including possible causes of maltreatment, intervention techniques for families at risk for maltreatment and examine the California Mandated Reporting Laws.

**CDE125 - Child, Family and Community 2915**
• Using Bronfenbrenner’s Bioecological Model of Human Development, define the various factors that influence the socialization of the child
• Evaluate the methods of socialization.
• Identify and describe the services provided by community agencies that meet a variety of needs of families and/or children.

**CDE140 - Child/Youth W/Exceptional Need 6654**
• 1. Students will describe the laws and regulations that impact infants, children and youth with disabilities and other special needs.
• 2. Students will explain the dynamics of the families of infants, children and youth with disabilities and other special needs.
• 3. Students will explain methods of providing support to families, including collaboration with community agencies and resources.

**CDE131 - Children's Literature 6861**

• 1. Students should be able to select literature appropriate to meet the developmental needs of a child or group of children.
• 2. Students should be able to design and implement creative activities that will extend and enrich children's experiences with specific poems, storybooks, and novels.
• 3. Students should be able to analyze individual works with respect to gender, class, and culture as well as controversial topics and differences in ability.
• 4. Student should be able to read and comprehend a passage of text.
• 5. Student should be able to evaluate visual elements of picture books in determining quality picture books.

**CDE143 - Children/Challenges 7143**

• CLO 1: Describe risk factors, environmental and social indicators that will help identify predictors and triggers for challenging behaviors in young children (function of behavior).
• CLO 2: Identify and describe proactive strategies (environment, relationships, scheduling, etc.) to create a supportive environment for young children when challenging behaviors occur.
• CLO 3: Develop a complete Positive Behavior Support and Intervention Plan that includes proactive and reactive strategies, as well as, replacement behaviors.

**CDE118 - Diversity & Equity 7141**

• 1. Students will accurately evaluate developmentally and culturally appropriate inclusive curriculum to promote optimum learning.
• 2. Students will identity and explain relevant personal experiences and biases and its impact on teaching effectiveness.
• 3. Students will analyze various aspects of children's experience as a member of family targeted by social bias.
• 4. Students will choose and locate culturally appropriate resources for families of targeted social bias.
• 5. Students will identify teaching biases and its impact on teaching effectiveness.

**CDE144 - Field Exp/Early Int 6863**

• Students will demonstrate teaching methods for individual children with disabling conditions and other special needs.
• Students will apply professional strategies when participating in an IEP/IFSP process.
• Students will analyze the role of the early intervention/special education aide.
• 1. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children in an early intervention and inclusion educational setting.
• 2. Demonstrate a variety of effective and developmentally appropriate teaching approaches and strategies in their lab classroom in an early intervention and inclusion educational settings.
• 3. Accurately assess their own abilities to demonstrate reflective practice and intentional teaching.

**ED132H - Honors Adolescent Literature 6029**

• Read and comprehend a passage of text
• Analyze a passage of text (either fiction or non-fiction)
• Compose a definition of adolescent literature
• Define concepts related to adolescent literature and apply them to specific adolescent texts
• Examine aspects of narrative structure and point of view in order to better understand ideas presented in literature
• Identify theories of adolescent psychological development (such as those of Erik Erikson or James Marcia)
• Identify common themes in adolescent literature and compare the way different texts explore similar situations and conflicts

**CDE110H - Honors Child Development 3801**

• Identify physical, cognitive, and social/emotional developmental norms from conception through adolescence.
• Apply developmental theory in order to analyze real-life behaviors.
• Explain and define grand and emergent theories.

**CDE131H - Honors- Children's Literature 6219**
• 1. Students should be able to select literature appropriate to meet the developmental needs of a child or group of children.

• 2. Students should be able to design and implement creative activities that will extend and enrich children's experiences with specific poems, storybooks, and novels.

• 3. Students should be able to analyze individual works with respect to gender, class, and culture as well as controversial topics and differences in ability.

• 4. Student should be able to read and comprehend a passage of text.

• 5. Student should be able to evaluate visual elements of picture books in determining quality picture books.

_CDE125H - Honors-Child, Family & Communi 3940_

• Using Bronfenbrenner’s Bioecological Model of Human Development, define the various factors that influence the socialization of the child

• Evaluate the methods of socialization.

• Identify and describe the services provided by community agencies that meet a variety of needs of families and/or children.

_CDE120 - Infant & Toddler Education & C 2913_

• Students will create developmentally appropriate materials to be used in an infant or toddler caregiving setting.

• Students will analyze appropriate strategies for creating partnerships with the parents of infants and toddlers.

• Students will evaluate safe, healthy and developmentally appropriate classroom environments for infants and toddlers

_CDE119 - Infant/Toddler Growth/Develop 6652_

• Students will demonstrate the ability to use observational analytical skills in order to identify developmental milestones for infants and toddlers.

• Students will identify child rearing techniques from a variety of diverse cultural backgrounds.

• Students will identify growth and development during the prenatal, infant and toddler periods using applied theoretical materials.

_CDE102 - Language Experiences/Young Chi 6650_

• Students will demonstrate the ability to use DAP teaching strategies using the four interrelated areas of language arts: listening, speaking, writing, reading

• Students will identify parent and teacher communication skills which contribute to the language growth of the young child.

• Students will demonstrate the ability to apply developmental practice to positively influence acquisition of language skills.

_CDE149 - O.I.: Child Development & Edu 6247_

• 1. Students will understand how to apply developmentally appropriate concepts in an early childhood setting areas.

• 2. Students will learn the about professionalism in a child development setting.

• 3. Student will gain valuable hands on work experiences in a child development setting

_CDE147 - Observation and Assessment 6658_

• Analyze the professional roles and responsibilities of Child Development Administrators including ethical conduct.

• Demonstrate systematic observation methods to provide data to assess the impact of the learning environment, interactions and curriculum on all domains of development.

• Evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

• Document children's learning within developmentally appropriate learning environments and care routines

_CDE101 - Principles of Early Childhood 2902_

• Students will demonstrate the ability to use observation to assess early childhood settings.

• Students will develop an educational and professional growth plan.

• Students will formulate a professional philosophy of early childhood education.

_CDE115 - Science & Math in Early Child 2911_

• 1. Develop and present a comprehensive math or science lesson plan for preschool age children with modifications for infant/toddler, and children with special needs.

• 2. Explain the process and value of math and science activities in the early childhood classroom

• 3. Students will evaluate developmentally appropriate math and Science curriculum.

_CDE148 - Spv Field Experienc 6659_
<table>
<thead>
<tr>
<th>Course Code</th>
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| CHEM107    | Chem of Life | 1. Given the IUPAC names for organic reactants, students will identify or draw the structural formulas and for the reaction, predict products, provide organic structures and their IUPAC names.  
2. Students will identify defining characteristics and functionality of biomolecules and their applications to biological systems.  
3. Students will be able to explain how to prepare and/or dilute solutions starting with solids and/or more concentration solutions. |
| CHEM101    | General Chemistry I | 1. Students will demonstrate an understanding of the relationships between chemical quantities by using dimensional analysis to convert units of concentration, mass, moles, molecules, atoms or other stoichiometric variables.  
2. Given amounts of reactants, students will calculate the theoretical yields of chemical reactions based on the balanced chemical equation.  
3. Utilizing the periodic table and theories of bonding, students will determine correct Lewis structure of a substance. |
| CHEM102    | General Chemistry II | 1. When given initial concentrations or partial pressures of reactants and products, students will be able to apply the principles of chemical equilibrium to find their final concentrations.  
2. Given data of concentration versus time, students will be able to graphically determine if the reaction is zero, first or second order.  
3. Given the crystal structure and edge length of a certain element, the student will be able to calculate the density of the element. |
| CHEM100    | Intro to Chemistry | 1. Given the isotopic notation of an element, the student will be able to list the number of protons, electrons and neutrons in the isotope.  
2. Given amounts of reactants, students will calculate the theoretical yields of chemical reactions based on the balanced chemical equation.  
3. Given the IUPAC names for organic reactants, students will be able to draw their structural formulas. |
| CHEM112    | Organic Chemistry I | 1. Students will identify the types of organic molecules that exist and name each functional group according to IUPAC rules.  
2. Utilizing molecular models and drawings, students will be able to identify the characteristics of three dimensional shapes and how these shapes play a role in chemistry.  
3. Students will be able to demonstrate how to analyze spectroscopic data and use it to determine molecular structure. |
| CHEM113    | Organic Chemistry II | 1. Students will demonstrate the methods for synthesizing each type of organic functional group and use these molecules to synthesize new compounds.  
2. Students will demonstrate an ability to explain the mechanisms of reactions and the actual steps that occur in chemical synthesis.  
3. Students will be able to identify the basic concepts of biochemistry and the chemistry of biological systems. |
• Install, configure, operate, and troubleshoot medium-size route and switched networks, including implementation and verification of connections to remote sites in a WAN.

CSIS119A - ActionScript Level 1 5752
• Implement simple animation using the ActionScript programming language.
• Demonstrate the use a loop building strategy to properly code and apply iteration
• Demonstrate the use of appropriate selection statements

CSIS123C - C# Level 2 5753
• 1. Create data files via a C# program (based on a problem/case scenario).
• 2. Read data from data files.
• 3. Write data to data files.
• 4. Research and identify some advanced aspect of the C# programming language.
• 5. Prepare a technical report or presentation on some advanced aspect of the C# programming language.
• 6. Research and identify career paths related to the C# program of study.
• 7. Document career paths related to the C# program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

CSIS113C - C# Programming 5800
• 1. Prepare a program / algorithmic design for a simple straight-line problem.
• 2. Code and implement a Do?while loop construct for a given problem.
• 3. Code and implement a While loop construct for a given problem.
• 4. Code and implement a For loop construct for a given problem.
• 5. Create a robust test suite in support of a C# program design.
• 6. Implement a test module as part of the program design that will exercise a test suite.

CSIS113A - C++ Programming - Level 1 3656
• 1. Prepare a program / algorithmic design for a simple straight-line process.
• 2. Code and implement a looping construct for a given problem.
• 3. Code and implement a decision construct for a given problem.
• 4. Create a robust test suite in support of a C++ program design.
• 5. Implement a test module as part of the program design that will exercise a test suite.
• 6. Implement a test module as part of the program design that will exercise a test suite.
• 7. Code and implement the for, while, and do while looping constructs.
• 8. Code and implement the if, if else, conditional, and switch decision constructs.
• 9. Develop algorithms in C++ that implement arrays for storage and data retrieval.
• 10. Demonstrate the use of primitives in C++ to compose complex types.
• 11. Develop algorithms that demonstrate the appropriate use of pointers.
• 12. Prepare a program that demonstrates the correct use of abstract data types.

CSIS123A - C++ Programming - Level 2 3660
• 1. Demonstrate the ability to write programs that read and write from data files.
• 2. Create a C++ class that demonstrates the proper use of data abstraction and encapsulation.
• 3. Use inheritance to produce a class that has an “isa” relationship.
• 4. Create a program that uses operator overloading as a public interface to private data.
• 5. Prepare a technical report or presentation on some advanced aspect of the C++ programming language.
• 6. Research and identify career paths related to the C++ program of study.
• 7. Document career paths related to the C++ program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.
**CSIS118B - Comp Org & Assem Lang 6661**
- Assess the advantages and disadvantages of the two major computer architectures.
- Demonstrate the use of general purpose register for parameter passing.
- Compose an assembly program that will handle an x86 hardware interrupt.

**CSIS182 - Computer Forensics 5780**
- 1. Capture a disk image using ProDiscover Basic.
- 2. Capture a disk image using AccessData FTK Imager.

**CSIS181 - Computer Hardware - Level 1 3496**
- 1. Install a second hard-drive on a workstation.
- 2. Set up dual monitors on a workstation.
- 3. Configure a workstation for remote assistance.
- 4. Establish a remote assistance connection.
- 5. Identify and document the motherboard specifications.
- 6. Identify and document the primary storage specifications.
- 7. Identify and document the memory specifications.

**CSIS116B - Developing ASP.NET We 4725**
- 1. Students will demonstrate form layout and data validation using ASP.NET server controls.
- 2. Students will demonstrate data access and data binding techniques using ADO.NET
- 3. Students will demonstrate the proper usage of session and application state data.

**CSIS117D - Dynamic Web Develop 6421**
- Create a Web page which is identically formatted when compared to a sample page.
- Configure Expression Web to successfully connect to the specified FTP server.
- Publish files to the specified FTP server.
- Type the correct Web address in a Web browser to successfully locate the specified file.
- Create a CSS rule in an external style sheet which matches the specification exactly.
- Apply a rollover behavior which changes image1 to image2 during a mouseover event and returns to image1 after a mouseout event.

**CSIS111B - Fundamentals of Comput 7144**
- 1. Create a flowchart to document a program design for a simple straight-line process.
- 2. Prepare a program design using pseudo-code for a problem scenario that involves conditional processing.
- 3. Code and execute a computer program given a program design in pseudo-code.
- 4. Code a simple (operations share the same level of precedence) algebraic expression in the target language.
- 5. Code a complex (operations do not share the same level of precedence) algebraic expression in the target language.

**CSIS183 - Green Computing 6182**
- 1. Prepare a report that identifies and evaluates Green IT strategies based on a case scenario (eg. Small business owner, medium-sized company, ...)
- 2. Evaluate and recommend computing hardware that is aligned with Green IT strategies (based on a problem scenario).
- 3. Research and identify some advanced aspect of Green computing.
- 4. Prepare a technical report or presentation on some advanced aspect of Green computing.
- 5. Research and identify career paths related to the Computer Hardware Specialist program of study.
- 6. Document career paths related to the Computer Hardware Specialist program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

**NET122 - Implement, Manage & Maintain 4564**
• Be able to successfully demonstrate fundamental networking knowledge by passing Microsoft Examination 70-646.
• Demonstrate ability to successfully apply networking knowledge by setting up an Windows Server after analyzing specific requirements presented by an instructor

**NET120 - Install, Config & Admin-Window 4562**
• Be able to successfully demonstrate fundamental networking knowledge by passing Microsoft Examination 70-640.
• Demonstrate ability to successfully apply networking knowledge by setting up an Active Directory configuration after analyzing specific requirements presented by an instructor

**CSIS101 - Intro Comp/Data Processing 3480**
• CLO 1: Insert a graphic into a word processing document (as it pertains to a problem/case scenario).
• CLO 2: Apply styles within a word processing document (as they pertain to a problem/case scenario).
• CLO 3: Use the SUM function to calculate totals in a spreadsheet document (as they pertain to a problem/case scenario).
• CLO 4: Create a formula to calculate a total in a spreadsheet document (as they pertain to a problem/case scenario).
• CLO 5: Create speaker notes in a presentation document (as they pertain to a problem/case scenario).
• CLO 6: Display slide numbers in a presentation document (as they pertain to a problem/case scenario).
• CLO 7: Apply conditional formatting in a spreadsheet document (as they pertain to a problem/case scenario).
• CLO 8: Produce a SmartArt diagram by converting a list in a presentation document (as they pertain to a problem/case scenario).
• CLO 9: Apply formatting to a paragraph in a word processing document (as it pertains to a problem/case scenario).

**CSIS188 - Intro Digital Circ 6150**
• Assess the advantages and disadvantages of the two major computer architectures.
• Demonstrate the use of general purpose register for parameter passing.
• Compose an assembly program that will handle an x86 hardware interrupt.

**CSIS211 - Intro to Dat Str and 7146**
• 1. Demonstrate an understanding of abstract data types and polymorphism
• 2. Apply BigO notation to describe algorithmic complexity
• 3. Apply proper sorting techniques to various data sizes.
• 4. Demonstrate the proper use of tree, lists, stacks and queues.
• 5. Use pointers and dynamic memory allocation to create list data structures.

**CSIS104 - Intro to E-Commerce 5660**
• 1. Research and identify appropriate sources of information on Internet connectivity options for residential customers.
• 2. Prepare a report that identifies Internet connectivity options for residential customers.
• 3. Compare and contrast two e-commerce payment systems [payment cards, electronic cash, electronic wallets, stored-value cards, ?].
• 4. Identify software options for the construction of a successful e-commerce web infrastructure.
• 5. Evaluate software options for the construction of a successful e-commerce web infrastructure

**CSIS103 - Introduction to the Internet 3495**
• 1. Construct an effective search string for an online information resource to find relevant information (as it pertains to a problem/case scenario).
• 2. Evaluate and assess online information resources (as they pertain to a problem/case scenario) for accuracy.
• 3. Evaluate and assess online information resources (as they pertain to a problem/case scenario) for authority.
• 4. Evaluate and assess online information resources (as they pertain to a problem/case scenario) for objectivity.
• 5. Use and administer anti-virus software to refresh and update security definitions.
• 6. Create a web page that includes a graphic element.
• 7. Create a web page that includes a web page title.
• 8. Create a web page that includes a narrative text.
• 9. Create a web page that includes working hyperlinks.

**CSIS113B - Java Programming Level 1 6176**
• 1. Prepare a program / algorithmic design for a simple straight-line problem.
• 2. Code and implement a Do?while loop construct for a given problem.
• 3. Code and implement a While loop construct for a given problem.
• 4. Code and implement a For loop construct for a given problem.
• 5. Create a robust test suite in support of a Java program design.
• 6. Implement a test module as part of the program design that will exercise a test suite.
• 7. Code and implement the for, while, and do while looping constructs.
• 8. Code and implement the if, if else, conditional, and switch decision constructs.
• 9. Develop algorithms in Java that implement arrays for storage and data retrieval.
• 10. Develop an understanding of the use of data in the creation of classes
• 11. Prepare a program that demonstrates the correct use of abstract data types.

**CSIS123B - Java Programming Level 2 6177**
• 1. Create data files via a Java program (based on a problem/case scenario).
• 2. Read data from data files.
• 3. Write data to data files.
• 4. Research and identify some advanced aspect of the Java programming language.
• 5. Prepare a technical report or presentation on some advanced aspect of the Java programming language.
• 6. Research and identify career paths related to the Java program of study.
• 7. Document career paths related to the Java program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.
• 8. Create programs that read and write information from data files.
• 9. Create a Java class that demonstrates the proper use of data abstraction and encapsulation.
• 10. Use inheritance to produce a class that has an "isa" relationship
• 11. Create Objects that have public interfaces to private data.
• 12. Create a Java application that uses the common GUI interface component

**NET100 - LAN Design & Switch Mgmt 6678**
• 1. Explain the use of IPv4 addresses to provide connectivity in small to medium-sized business networks.
• 2. Configure switches and routers with device hardening features to enhance security.
• 3. Configure initial settings on a network device using the Cisco IOS Software.

**NET101 - Layer 3 Routing & Router Mgmt 6680**
• 1. Explain the operation of NAT services in providing IPv4 address scalability in a small to medium-sized business network.
• 2. Implement inter-VLAN routing using Layer 3 switching to forward data in a small to medium-sized business LAN.
• 3. Implement extended IPv4 ACLs to filter traffic in a small to medium-sized business network.

**CSIS223A - Linux System Admin - Level 1 6178**
• 1. Identify the major responsibilities associated with systems administration and management.
• 2. Mount and unmount file systems.
• 3. Create partitions and file systems.
• 4. Create users.
• 5. Set up user accounts based on a case scenario.
• 7. Develop a backup and recovery strategy based on system usage patterns.
• 8. Set up file permissions.

**CSIS233A - Linux System Admin - Level 2 4202**

• 1. Create special purpose and limited accounts.
• 2. Automate system administration tasks using CRON and AT jobs.
• 3. Prepare and document systems journals.
• 4. Configure networking capabilities with command line tools.
• 5. Research and identify some advanced aspect of systems administration.
• 6. Prepare a technical report or presentation on some advanced aspect of systems administration.
• Automate system administration tasks using CRON and AT jobs
• Prepare and document systems journals.

**NET121 - Manage/Maintain Ms Window Ser 4563**

• Be able to successfully demonstrate fundamental networking knowledge by passing Microsoft Examination 70-642.
• Demonstrate ability to successfully apply networking knowledge by setting up Windows Network Topology after analyzing specific requirements presented by an instructor

**CSIS150 - MS Windows 5982**

• 1. Create a folder hierarchy based on a problem scenario.
• 2. Reorganize a file system hierarchy by moving and renaming folders based on the needs identified in a problem scenario.
• 3. Set up the power state options according to a problem scenario.
• 4. Personalize the windows workspace ? start menu.
• 5. Personalize the windows workspace ? taskbar.
• 6. Personalize the windows workspace ? shortcuts.
• 7. Organize files and folders.

**CSIS191 - Network Hardware - Level 1 6173**

• 1. Describe the primary functions of each layer of the TCP/IP reference model.
• 2. Describe the primary function of each layer of the OSI reference model.
• 3. Configure a peer-to-peer network that will connect three workstations to a hub.
• 4. Research and identify some advanced aspect of networking.
• 5. Prepare a technical report or presentation on some advanced aspect of networking.
• 6. Research and identify career paths related to the Network Technology Apprentice program of study.
• 7. Document career paths related to the Network Technology Apprentice program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

**CSIS190 - Network Media 4686**

• 1. Assemble a straight-thru patch cable according to EIA/TIA 568B specifications.
• 2. Assemble a crossover patch cable according to EIA/TIA 568B specifications.
• 3. Assemble a fiber optic cable with SC and ST connectors.
• 4. Identify the network troubleshooting tools appropriate for a cable plant (as described in a problem/case scenario).
• 5. Assess the viability of a cable plant using networking troubleshooting tools.

**CSIS202 - Networks & Data Communications 3665**

• 1. Describe the primary functions of each layer of the OSI reference model.
• 2. Identify the OSI layer at which a particular network activity takes place.
• 3. Identify the OSI layer at which a particular component functions.
• 4. Describe the primary functions of each layer of the TCP/IP reference model.
• 5. Identify the TCP/IP layer at which a particular network activity takes place.
1. Identify the TCP/IP layer at which a particular component functions.

CSIS149 - OI: Computers 6249
- All 149 and 299 outcomes will be developed on a case by case basis for the course.

CAPP120M - OpenOffice - Level 1 5784
- CLO 1: Apply page numbering to a Word document.
- CLO 2: Add a smartart object to a slide.
- CLO 3: Create a table with primary keys in Access
- CLO 4: Develop a formula and apply it to a range of cells.

CSIS151 - OS Command Line Inter 6209
- 1. Create a batch file that will add user accounts based on a problem/case scenario.
- 2. Create a batch file that will add users to a group, based on a problem/case scenario.
- 3. Create a menu that offers the user the following access choices: control panel, defragger, and backup.

CSIS16D - PHP Web Development 4934
- Compose an html page that demonstrates the embedding of PHP program code.
- Demonstrate the use of a loop building strategy to properly code and apply iteration.
- Demonstrate the use of appropriate selection statements

CSIS214 - Principles of Database Mgt Sys 3666
- 1. Model entities in an ER diagram based on a problem/case scenario.
- 4. Create logical database designs using ER diagrams.
- 5. Evaluate a database design in terms of normal forms, and be able to transform that design to 3NF.
- 6. Prepare script files that will create a database.
- 7. Prepare a technical report or presentation on some advanced aspect of database management technologies.

CSIS171 - Service Desk Concepts 5983
- 1. Describe the physical setup that is common to help desk work areas.
- 2. Explain the steps that a service desk professional uses to screen incidents.
- 3. Describe the manner in which a service desk professional assigns priority codes to an incident.
- 4. Describe the process of escalation to solve an incident that is not immediately resolvable.
- 5. Discuss the developments in automation that have significantly impacted the service desk industry in recent years.

CSIS16A - SQL Programming - Level 1 3657
- 1. Construct a SQL program that uses character functions (based on a problem statement).
- 2. Construct a SQL program that uses numeric functions (based on a problem statement).
- 3. Construct a SQL program that uses temporal functions (based on a problem statement).
- 4. Construct a SQL program that uses regular expressions (based on a problem statement).
- 5. Construct a SQL program that uses INSERT statements to solve a given problem.
• 6. Construct a SQL program that uses UPDATE statements to solve a given problem.
• 7. Construct a SQL program that uses DELETE statements to solve a given problem.

**CSIS124A - SQL Programming - Level 2 3662**
• CLO 1: Build table schema objects based on an ER diagram.
• CLO 3: Create primary key and unique constraints based on an ER diagram.
• CLO 4: Create foreign key constraints based on an ER diagram.
• CLO 5: Create check constraints based on a problem scenario.
• CLO 6: Construct table joins using the 1989 standard.
• CLO 7: Construct table joins using the 1992 standard.
• CLO 8: Research and identify some advanced aspect of the SQL programming language.
• CLO 9: Prepare a technical report or presentation on some advanced aspect of the SQL programming language.
• CLO 10: Research and identify career paths related to the SQL program of study.
• CLO 11: Document career paths related to the SQL program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

**CSIS201 - System Analysis & Design 3664**
• 1. Identify the stages of the systems development life cycle and the activities that occur in each stage.
• 2. Model entities in an ER diagram based on a problem/case scenario.
• 3. Model attributes in an ER diagram based on a problem/case scenario.
• 4. Model relationships in an ER diagram based on a problem/case scenario.
• 5. Build a context diagram based on a problem/case scenario.

**CSIS153 - Using UNIX 6210**
• Analyze existing processes based on interviewing, observation, documentation, analysis and other similar methods.
• Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
• Employ applications software and software tools in the application of information technologies to help individuals, groups, and organizations achieve their goals.
• 1. Compose/use system commands to perform file-system related tasks.
• 2. Compose/use system commands to perform process related tasks.
• 3. Compose/use system commands to perform user-account related tasks.
• 4. Compose/use system commands to perform printer and print-queue related tasks.
• 5. Compare and merge files using system commands.
• 6. Construct regular expressions to search files based on a problem scenario.
• 7. Set up file permissions and ownership based on a problem scenario.

**CSIS154 - Using/Config Windows 4685**
• Assign users to a local group.
• Create local group based on a problem / case scenario.
• Create user accounts based on a problem case scenario.
• Install the recovery console on the advanced start-up menu.
• 3. Configure a workstation for remote assistance.

**CSIS112A - Visual Basic Programming - 1 3655**
• 1. Create a simple Visual Basic Windows application that utilizes simple .NET Windows Forms controls (ie. Button, Textbox, and Label Controls).
• 2. Develop and implement an advance Visual Basic Application that utilizes advance .NET Windows Forms controls (ie. Radio Buttons, Scrollbars, and Dialogs).
• 3. Utilize appropriate Visual Basic Syntax to solve a given programming problem (syntax should include Sequence, Repetition, and Selection control statements).
• Utilize arrays to store, organize, and analyze structured data based on a desired logic outcome (game theory or logic, simulation, or desired outcome – for example tic-tac-toe).

**NET102 - WAN Design & Protocol Config 6681**

1. Explain the operation of multiarea OSPF in a small to medium-sized business network.
2. Implement multi-area OSPF for IPv4 to enable internetwork communications in a small to medium-sized business network.
3. Configure PVST+ and Rapid PVST+ in a switched LAN environment.

**CSIS115A - Web Development - Level 1 6019**

1. Create a web page that uses inline styles and includes: a page title, narrative, graphics, and working hyperlinks.
2. Insert a form into a web page that satisfies the needs of a case scenario.
3. Create a web page that includes a narrative text and applies styles using inline styles.
4. Create a web page that includes working hyperlinks and applies styles using inline styles.
5. Create a web page that includes a graphic element and applies styles using CSS.
6. Create a web page that includes a web page title.
7. Create a web page that includes a narrative text and applies styles using CSS.
8. Create a web page that includes working hyperlinks and applies styles using CSS.
9. Build a web page form that includes a check box.
10. Build a web page form that includes a text box.
11. Build a web page form that includes a selection list.

**CSIS125A - Web Development 2 5981**

1. Code and implement a Javascript if statement to handle a branching problem (as described in a problem/case scenario).
2. Code and implement a Javascript switch statement to handle a branching problem (as described in a problem/case scenario).
3. Code and implement a While loop construct in Javascript for a given problem.
4. Code and implement a For loop construct in Javascript for a given problem.
5. Prepare a technical report or presentation on some advanced aspect of web development.
6. Research and identify career paths related to the web development program.

**CSIS115B - XML Design - Level 1 3909**

2. Create a valid XML document based on a problem statement.
4. Develop cascading style sheets based on a case/problem scenario.
5. Use XSL to translate/transform an XML document into a different format (based on a problem scenario).

**COMM**

**CSLO**

**COMM201 - Advanced Public Speaking 4954**

1. The student should be able to describe and analyze relationships among important elements of rhetorical theory, from the ancient to the contemporary. (F14-S16)
2. The student should be able to differentiate among various types of public messages beyond the general purposes of informing and/or persuading. (F14-S16)
3. The student should be able to select clear, vivid, and appropriate language to eloquently express meaning. (F14-S16)
4. The student should be able to comprehend and effectively use technology while speaking publicly. (F14-S16)
**COMM104 - Advocacy and Argument 6455**
- The student will critically evaluate traditional and electronic research by comparing and contrasting research methodologies used in the discipline. (F 14-S 16)
- The student should be able to distinguish argument from other types of discourse, differentiate among naturally-occurring arguments related to their field of choice, and diagram the structure of simple arguments. (F 14-S 16)
- The student should be able to identify and summarize opposing arguments in order to (1) refute them by evaluating the evidence, reasoning and credibility of the source, (2) rebuild a case which has been attacked and (3) explicitly state how the criticism undermines the overall position of the argument that is being refuted. (F 14-S 16)
- The student should be able to create full-sentence outlines of argument cases. (F 14-S 16)
- The student should be able to create an argument showing case structure and the relationship between claims and supporting material. (F 14-S 16)

**COMM110 - Communications Media Survey 2942**
- The student should be able to articulate the impact that channel has upon message reception by exploring the varied forms of media. (F 14-S 16)
- The student should be able to connect media policy to technology, critically assess any relevant stakeholders and their varied points of view, and elucidate upon possible resolutions between parties. (F 14-S 16)
- The student should be able to apply theories of media effects and debate the impact of forms of media on pro-social and anti-social behavior. (F 14-S 16)
- The student should be able to examine current structures of advertising and public relations industries, analyze influence of technological changes, and assess techniques used by such industries to reach mass and segmented audiences. (F 14-S 16)

**COMM056 - English Convers/Cultu 5649**
- 1. Students will express facts and opinions on various topics in pair and group settings.
- 2. Students will identify individual gaps in their ability to verbally communicate, including sentence structure, expression, pronunciation, and vocabulary.
- 3. Students will produce and present a presentation in class that contains a topic, a point of view, and adequate support.
- 4. Students will present ideas in a debate situation.

**COMM055 - English Pronunciation 5638**
- Locate, read, and critically evaluate research (traditional and electronic), comparing and contrasting research methodologies used in the discipline.
- 1. Students will individually identify needed areas of pronunciation development.
- 2. Students will produce clear and effective English consonants, vowels, and consonant clusters.
- 3. Students will apply native-like speaking features in various speaking contexts, including rhythm, stress, and blends.

**COMM116 - Gender/Communicatio 6141**
- The student should be able to list and compare theories explaining gender differences in communication. (F14-S16)
- The student should be able to survey, discuss, and respond to the impact of gender communication differences in a broad variety of contexts. (F14-S16)
- The student should be able to examine gender differences in language choice and the use of nonverbal communication. (F14-S16)
- The student should be able to examine and address both accurate and inaccurate cultural/societal beliefs specifically concerning the relationship between gender and communication. (F14-S16)
- The student should be able to examine and discuss specific stereotypes concerning gender and communication. (F14-S16)

**COMM108H - Hnrs Intercultural Communicat 4452**
- The honors student should be able to effectively interpret advanced scholarly research in the area of intercultural communication. (F 14-S 16)
- The honors student should be able to assess real international conflicts in light of varied cultural values discussed in the basic course. (F 14-S 16)
- The honors student should be able to offer viable culturally sensitive solutions to real international conflicts. (F 14-S 16)

**COMM104H - Honors Advocacy and Argument 6456**
- The honors student will be able to observe and thoroughly evaluate an academic debate outside of class and provide a written analysis of this debate. (F 14-S 16)
- The honors student will be able to present and lead a discussion on a concept related to argumentation. (F 14-S 16)
- The honors student should be able to critically evaluate and discuss classical and contemporary theorists in the field of argumentation. (F 14-S 16)
3. The student should be able to identify and summarize opposing arguments in order to (1) refute them by evaluating the evidence, reasoning and credibility of the source, (2) rebuild a case which has been attacked and (3) explicitly state how the criticism undermines the overall position of the argument that is being refuted. (F 14-S 16)

4. The student should be able to create full-sentence outlines of argument cases. (F 14-S 16)

5. The student should be able to create an argument showing case structure and the relationship between claims and supporting material. (F 14-S 16)

**COMM100H - Honors Public Speaking 6454**

- The honors student should be able to clearly demonstrate elements of proper prior planning in efficacious language choice, non-verbal delivery aspects, and critically sound content. (F 14-S16)
- The honors student should be able to deliver exceptional speeches to unfamiliar audiences incorporating significant data from an effective audience analysis. (F 14-S 16)
- The honors student should deliver extemporaneously speeches competently. (F 14-S 16)
- Students will be able to effectively deliver content in a credible manner. (F 14-S 16)
- Students will be able to critically select supporting materials to illustrate points in an informative presentation in order to effectively explain a topic. (F 14-S 16)
- Students will be able to critically formulate well supported, valid arguments in a persuasive presentation. (F 14-S 16)

**COMM108 - Intercultural Communication 3913**

- The student should be able to understand their own cultural identity and its subsequent effects upon communication. (F 14-S 16)
- The student should be able to connect aspects of “deep structure” (state history, family, worldview/religion) to core cultural values. (F 14-S 16)
- The student should be able to apply varied cultural taxonomies (Hofstede, Kluckhohn & Strodtbeck, Hall, etc) as a way of assessing cultural values. (F 14-S 16)
- The student should be able to describe, analyze and apply competent intercultural communication in a variety of contexts (education, healthcare, and education). (F 14-S 16)
- The student should be able to develop a sensitivity and awareness of the cultural impact on all behavior, both verbal and nonverbal. (F 14-S 16)

**COMM103 - Interpersonal Communication 2220**

- The student should be able apply perception checking as a tool for developing empathy. (F 14-S 16)
- The student should be able to examine competent communication to construct meanings based on theory and life experience. (F 14-S 16)
- The student should be able to formulate strategies for competently managing relationships in a variety of social contexts. (F 14-S 16)
- The student should be able to evaluate relationship stages and develop strategies for relationship communication enhancement. (F 14-S 16)
- The student should be able to examine the impact that others have had on their self-concept resulting in specific communication choices. (F 14-S 16)

**COMM149 - Occ Intern: Comm 6248**

- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**COMM113 - Oral Inter of Literatu 3353**

- The student should be able to differentiate between oral interpretation of literature from other types of communication/performance.
- The student should be able to understand how literature can be communicated, transmitted, and experienced, through language, nonverbal communication, signs and symbols.
- The student should be able to effectively synthesize, edit, and coalesce varied pieces of literature around a common theme.

**COMM115 - Persuasion 5584**

- The student should be able to develop an increased understanding of compliance gaining, credibility, motivational appeals, and other forms of persuasion in society. (F 14-S16)
- The student should be able to define the relationship of persuasion to pragmatic applications as used in language, logic, ethics, deception, non-verbal, and esoteric formats. (F 14-S16)
- The student should be able to understand and apply theories and principles of persuasion to various contexts. (F 14-S 16)
- The student should be able to evaluate and identify how persuasion is used to influence various audiences in the areas of politics, media, religion, and other relevant forums. (F 14-S 16)

**COMM119 - Public Relations 5583**

- The student should be able to define the role and basic functions of public relations. (F14-S16)
• The student should be able to discuss, evaluate, implement, and review ethical and legal solutions to public relations issues. (F14-S16)

• The student should be able to find, analyze, and use relevant research to identify and target specific publics. (F14-S16)

• The student should be able to discuss and analyze the role of ethics as pertains to the practice of Public Relations in postmodern times. (F14-S16)

**COMM100 - Public Speaking 6453**

• Students will be able to effectively deliver content in a credible manner. (F 14-S 16)

• Students will be able to critically select supporting materials to illustrate points in an informative presentation in order to effectively explain a topic. (F 14-S 16)

• Students will be able to critically formulate well supported, valid arguments in a persuasive presentation. (F 14-S 16)

**COMM129 - Reader's Theater 5947**

• 1. Analyze material suitable for reader's theater performance, demonstrating basic skills in textual analysis and scoring, using both single-source and composite scripts.

• 2. Demonstrate an understanding of necessary vocal warm-up and preparation for creating characters from literature and drama.

• 3. Prepare, rehearse and perform in reader's theater production(s) for a live audience.

**COMM106 - Small Group Communication 2233**

• 1. The student should be able to observe and evaluate the emergence of roles, norms, cohesiveness, and leadership within a group/team in various contexts (with the intent of improving communication competence). (F14-S16)

• 2. The student should be able to describe the nature of consensus and compare the process of consensus-building to other methods of decision-making and problem-solving, such as voting or negotiating. (F 14-S 16)

• 3. The student should be able to analyze realistic group conflict situations and formulate communication strategies for constructive management of these conflicts. (F14-S16)

• 4. The student should be able to enhance group development and productivity, inclusive of effectively addressing a "Difficult Group Member." (F14-S16)

**COMM299 - Special Project:Communication 2230**

• Locate, read, and critically evaluate research (traditional and electronic), comparing and contrasting research methodologies used in the discipline.

• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**COMM120 - Surv of Comm Studies 5654**

• S 15-(Ch6-NVC) The student ought be able to identify and understand the varied NV dimensions (proxemics, kinesics, occulesics, haptics etc).

• S15-(Ch6-NVC) The student ought be able to assess potential influences on NVC (culture, gender etc).

• S15-(Ch6-NVC) The student should be able to demonstrate a level of self monitoring of their own NVC for the purposes of improving.

**COMM105 - Voice and Diction 5398**

• 1. Students will identify and analyze personal vocal habits developed through use and conditioning.

• 2. Students will critique effective vocal use in a variety of media, including stage presentations, television, film and radio

• 3. Students will demonstrate vocal dynamics appropriate to various speech occasions/characters.

**COUN**

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**CSIS**

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**CTC**
CSLO

Transfer

- Student will understand the university application process.
- Student will gain knowledge of CSU Mentor, UC Application, and Common Application.
- Student will understand a Transfer Admission Guarantee (TAG).
- Student will know how to develop a personal statement or college essay.
- Student will understand the financial aid process.

DAN

CSLO

DAN133 - American Popular Dance-Stage, 6423

- 1. Compare, contrast and interrelate the Africanist and Europeanist dance aesthetics.
- 2. Discuss the essential elements of the following dance styles, tracing their historical developments in the United States: tap, ballet, modern dance, jazz, street styles.
- 3. Discuss the effects of the Harlem Renaissance on popular American dances.
- 4. Discuss the development of modern dance as an American phenomenon.
- 5. Discuss the ways in which American minstrelsy was instrumental in the spread of Africanist dance styles and cultural practices and the creation of new dance forms that were the result of fusion that took place on the minstrel stage.

Inquiry: Student will explore relationships between concepts and contemplate issues from multiple perspectives.

Values: Student will recognize the value(s) of a development and connect their own values to the developments.

Writing: Student will use appropriate terminology and support their conclusions.

Participation: Student will demonstrate respect for the course, course policies, and classmates' perspectives.

DAN130 - Beg Ballroom Dance 5589

- PREPARATION: THE STUDENT DEMONSTRATES THE STEPS PATTERNS OF EACH STYLE WITH NUMEROUS PARTNERS.
- CONTENT: STUDENT WILL SHOW CORRECT STYLE, TECHNIQUE, PARTNERING, AND MUSICALITY OF EACH DANCE STYLE.

Preparation: Student will organize material and present with accuracy.

Rhythm: Student will demonstrate rhythm clearly throughout performance and voice.

Vocabulary: Student will align vocabulary with appropriate movement accurately.

DAN121 - Beginning Ballet 2734

- 1. Demonstrate proper alignment (up-lifted stance, strong core, long neck) when performing the five basic positions of the feet and associated combinations.
- 2. Describe, identify, and translate basic ballet terminology in French.
- 3. Apply proper technique for barre exercises and center work.

DAN131 - Beginning Hip Hop 5592

- Student will demonstrate stylistic ability.
- Student will perform and demonstrate musicality and rhythm.
- Student will maintain strength and stamina throughout performance

DAN123 - Beginning Jazz Dance 2736
• 1. Demonstrate proper jazz alignment and technique, improved flexibility, strength, and endurance and apply those in warm-ups, center work, and across the floor
• 2. Perform the dance combination learned in class using appropriate jazz dance rhythms and beginning musicality
• 3. Explain and illustrate basic technical dance terms such as plie, releve, tour chaine, pirouettes, battements, chasse, jazz walks, layouts and percussive movements, jazz hands, and jazz splits

**DAN123A - Beginning Jazz Dance 7150**

• 1. Demonstrate proper jazz alignment and technique, improved flexibility, strength, and endurance and apply those in warm-ups, center work, and across the floor
• 2. Perform the dance combination learned in class using appropriate jazz dance rhythms and beginning musicality.
• 3. Explain and illustrate basic technical dance terms such as plié, relevé, tour chainés, pirouettes, battements, chasse, jazz walks, layouts and percussive movement, jazz hands and jazz splits.

**DAN122 - Beginning Modern Dance 2735**

• 1. Demonstrate understanding of dynamic alignment, improving strength and core support through combinations learned in class
• 2. Utilize beginning modern dance terminology
• 3. Rehearse and perform a 48 count movement phrase that is rhythmically, spatially, and dynamically accurate.

**DAN124 - Beginning Tap Dance 6212**

• PREPARATION: THE STUDENT DEMONSTRATES THE STEPS PATTERNS OF EACH STYLE WITH NUMEROUS PARTNERS.
• Preparation: Student will organize material and present with accuracy.
• Content: Student will utilize correct vocabulary, rhythm and musicality.
• Vocabulary: Student will align vocabulary with appropriate movement accurately.
• Rhythm: Student will demonstrate rhythm clearly throughout performance and voice.

**DAN225 - Choreography II 6183**

• Develop knowledge of choreographic elements: space, time, energy, shape, motion and stasis at an intermediate level.
• Demonstrate investigation of compositional materials through solo and group studies.
• Synthesize compositional tools gained into choreographic studies and discussions.
• Construct a revised version of choreographic study after critique and feedback from instructor and peers is received.

**DAN120 - Condition/Alignment-Dance 4474**

• Student will utilize various sources both within and outside of the course.
• Student will address the specific movement practice needs.
• Student will present material clearly in movement as well as in the paired written component
• 4. Describe, identify, and address the student’s individual movement practice needs.
• 5. Demonstrate an understanding of class concepts in a movement presentation as well as in the paired written component.
• 6. Utilize various written and movement sources from within and outside of the course.

**DAN213 - Dance Performance 6796**

• 1. Demonstrate the ability to learn, rehearse and perform choreography.
• 2. Display technical and artistic growth as a performer.
• 3. Practice professionalism in rehearsals as well as during tech and production weeks.

**DAN212 - Dance Production 6215**

• 4. Demonstrates effective rehearsal etiquette, i.e., arrives on time, participates fully in all rehearsal activities, and is supportive and cooperative throughout.
• 7. Illustrate the ability to dance in a variety of styles.
• 8. Demonstrate the ability to dance, collaborate, and function as a member of an ensemble.

**DAN214 - Dance Touring Ensemble 7152**

• 1. Dance in a variety of styles.
• 2. Demonstrate an ability to function as a member of dance ensemble.
DAN201 - Dances of the World 2747
- 1. Demonstrate accuracy in performance of basic movements, steps and the aesthetics of a particular cultural dance.
- 2. Propose and justify/defend a North American dance that is or could be labeled a "cultural dance.
- 3. Demonstrate the alignment, posture, and stance of the dance form
- 4. Perform at least 48 counts of an elementary dance in the form

DAN100 - History/Appreciation of Dance 2175
- 1. Propose a definition of dance which represents his/her current understanding upon entering the course. Appraise how that understanding has altered and expanded to encompass a cross-cultural perspective upon completion of the course.
- 2. Compare, contrast and interrelate two classical dance forms.
- 3. Discuss the purposes, ramifications and power of trance dancing in a culture with a focus on the transformative intent for the performer and the audience.
- Students will identify the historical/cultural traditions of various dances.

DAN108 - Improvisation Dance/Theatre 4033
- 1. Experiment with and examine improvisation techniques and theories for dance and theatre.
- 2. Create and evaluate storytelling using the body, voice, and/or basic props.
- 3. Demonstrate an increased flexibility and adaptability of the total instrument (intellectual, physical, intuitive) in a given improvisational situation.
- 4. Demonstrate the neutral body and authentic presence, with improved focus.

DAN126 - Interm Modern Dance 6213
- 1. Demonstrate and begin to realize proper alignment in their own body.
- 2. Demonstrate growth in flexibility, strength, endurance, and expressivity in combinations using developpes, battements, attitudes, arabesques, and passes.
- 3. Demonstrate improvisational skills in response to specific structures created by class or teacher, while showing a developing personal movement voice.

DAN128 - Intermediate Ballet 2741
- 1. Interpret ballet terminology correctly and effectively.
- 2. Demonstrate proper technique for turns and other locomotor movement of the ballet genre.
- 3. Demonstrates improvement in flexibility, strength, balance and endurance.

DAN127 - Intermediate Jazz Dance 6422
- 1. Perform an intermediate jazz dance combination with directional accuracy on both the right and left sides.
- 3. Perform rhythmic sequences with accuracy and confidence.
- 4. Perform class warm-ups and complex dance combinations with attention to proper alignment.

DAN129 - Intermediate Tap Dance 4252
- 1. Demonstrate improvement and advancement in tap technique, terminology, rhythmic variations, musicality, control, clarity, and improvisational skills.
- 2. View the artistry of tap performers of both musical theatre and concert dance styles and discuss their impact on tap history.
- 3. Choreograph and perform an original tap composition and evaluate the performance of a classmate, and community or professional artists.

DAN125 - Introduction to Choreography 6161
- 1. Explore a movement idea fully through the examination of space, time, energy, motion and weight.
- 2. Discuss his/her own creative impulse.
- 3. Assess his or her own choreographic studies.

DAN209 - Musical Production 6232
- 1) Demonstrate ability to maintain and follow rehearsal and performance schedules and requirements. (DLO #3)
- 2) Develop and improve self-evaluative and analytical skills through journaling the production process. (DLO #1)
- 3) Recognize the duties of the stage manager. (DLO #3)
- 4. Demonstrate the ability to play in the ensemble/a minor character role/principal character role within a musical theater production.
- 5. Develop appropriate audition requirements for a musical production.

**DAN299 - Special Projects: Dance 3288**
- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.
- 3. Practice professionalism in rehearsals as well as during tech and production weeks.
- 2. Display technical and artistic growth as a performer.
- 1. Demonstrate the ability to learn, rehearse and perform choreography.

### Default Program

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### DMS

#### CSLO

**DMS120 - Abdomen Scanning 6665**
- 1. Complete a testicular ultrasound using the phantom provided, use proper terminology when labeling the images and demonstrate vascular flow within the testi. Document any pathology seen.
- 2. Demonstrate appropriate patient position for scanning the gallbladder and common bile duct and obtain optimum images of the gallbladder in both the sagittal and transverse plane include a measurement of the gallbladder wall. Scan and image the portal vein, hepatic artery and common bile duct with measurement
- 3. Complete a full abdomen ultrasound examination including proper labeling and terminology, proper protocols, and documentation of any pathology seen.

**DMS124 - Clinical Experience II 5118**
- 1. Demonstrate proper attendance and professional behavior.
- 2. Become proficient in abdominal ultrasound examinations
- 3. Define and recognize the different fetal positions as seen on an obstetric ultrasound examination.

**DMS136 - Clinical Experience III 6429**
- Complete ultrasound abdomen, gynecology, and obstetric examinations independently.
- 1. Student will critique any ultrasound examination and discuss the image quality and diagnostic findings using proper sonographic terminology
- 2. Demonstrate proper protocols for a complete obstetric ultrasound examination.
- 3. Identify and locate an ectopic pregnancy

**DMS104 - Clinical Observation 6184**
- 1. Complete a patient history using proper medical terminology.
- 2. Demonstrate a working knowledge of the knobology on the equipment used in the clinical affiliation department.
- 3. Recognize abdominal anatomy as seen on an abdominal ultrasound.

**DMS100 - Fundamentals of DMS 6428**
- 1. Describe appropriate use of an ultrasound transducer
- 2. Demonstrate appropriate scanning plans for an ultrasound examination of the liver.
- 3. Outline the appropriate protocols for a complete abdomen ultrasound examination.
- 4. Define what abnormal laboratory tests are found in cirrhosis of the liver.
- 5. Outline the appropriate protocols for a complete abdomen ultrasound examination.

**DMS140 - Intro Vascular Scan 6187**
• 1. The student will evaluate a carotid duplex ultrasound examination and describe the pathologic findings of a stenosis in the proximal internal carotid artery.
• 2. Define the causes of a cerebral vascular accident (CVA).
• 3. Document a lower extremity venous doppler examination using proper protocols and image annotation.

DMS130 - Ob Scanning 6909
• 1. Complete the biometric measurements required on an obstetric ultrasound examination using the baby phantom.
• 2. Write out complete scanning protocols for a pelvic ultrasound including the transabdominal and endovaginal scanning approach.
• 3. Describe the patient preparation and procedure for an amniocentesis.

DMS101 - Pathophysiology 5543
• 1. Describe the etiology of medical renal disease.
• 2. Differentiate between hemodialysis and peritoneal dialysis.
• 3. Define what abnormal laboratory tests are found in cirrhosis of the liver.

DMS103 - Patient Care Tech Sono 5545
• 1. Demonstrate the appropriate method for moving a patient from the hospital bed to a gurney.
• 2. Identify the emergency code for a NICU patient.
• 3. Describe the scope of practice for the Diagnostic Medical Sonographer.

DMS110 - Sectional Imaging 6663
• 1. Identify and label an ultrasound image of the brain at the level of the falx cerebri, thalamus, anterior horns of the lateral ventricles, and cavum Septi pellucidi.
• 2. Differentiate between an ultrasound, computed tomography and magnetic resonance imaging exam.
• 3. Draw an image of the abdomen including the pancreas, liver, gallbladder, bile ducts, major vessels of the abdomen, kidneys, spleen, stomach and intestines.

DMS102 - Sono Medical Ethics 6662
• 1. Describe how cultural differences effect the sonographer when performing a pelvic ultrasound.
• 2. Define the principles of patient rights.
• 3. Differentiate between accurate and complete methods of documentation and incomplete documentation.

DMS095 - Sonography Medical Terminology 5542
• 1. Identify medical abbreviations used in diagnostic ultrasound.
• 2. Use appropriate medical terminology when describing an ultrasound exam finding.
• 3. Recognize and define medical terminology used on a physicians order.

DMS299 - Special Projects: DMS 6387
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

DMS135 - Ultrasound Phy/Ins II 6186
• Define the image frame rate and what factors help to increase or decrease the frame rate.
  • 1. Describe the effects of the edge shadow artifact.
  • 2. Figure the nyquist limit of a pulsed wave doppler.
  • 3. Define energy gradient as it relates to the flow of blood in the human body.

DMS125 - Ultrasound Phy/Inst I 6185
• Figure the pulse repetition frequency of a pulse repetition period of 5 ms.
• Figure the duty factor % using the equation x=(pulse duration)/PRP x100
• Determine the elapsed time from a pulse creation to the pulse reception (go return time).

DMS122 - Ultrasound Pathology I 6666
• 1. Differentiate between the normal liver appearance and the appearance of a cirrhotic liver.
• 2. Describe the difference between a pathological cystic lesion and a solid lesion found in the kidney.
- 3. Recognize hydronephrosis and describe the different etiologies that cause hydronephrosis.

**DMS132 - Ultrasound Pathology 6910**
- 1. Identify a gastroschisis abnormality as seen on an obstetric ultrasound examination.
- 2. Describe and identify placental grading as seen on an obstetric ultrasound.
- 3. Identify the expected findings seen on an ovarian mucinous cystadenocarcinoma.

**DMS134 - Ultrasound Seminar 6669**
- 1. Using ultrasound images identify multiple liver pathologies.
- 2. Identify medical renal disease as seen on an ultrasound examination.
- 3. Identify pathologies associated with the Thyroid examination and explain the etiology for the pathologies.

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**ECON**

**CSLO**

**ECON203 - Environmental Economics 5985**
- SLO-2, LDC: Understanding. How does social costs differ from social benefits? Cite an example for each.
- SLO-3, LDC: Understanding. Explain how a negative externality and positive externality differ, citing an example for each.

**ECON201H - Honors Macroeconomics 7214**
- 1. Students will use macroeconomic measurement to assess the performance of the economy in the areas of economic growth, inflation, and unemployment.
- 2. Students will evaluate and assess fiscal and monetary polices.
- 3. Students understand and assess the workings of international trade and finance.

**ECON202H - Honors Microeconomics 7216**
- 1. Students will identify the law of demand and the factors that affect demand and determine equilibrium price and quantity.
- 2. Students will identify and evaluate market structures.
- 3. Students will identify and evaluate antitrust legislation.

**ECON201 - Principles of Macroeconomics 7213**
- 1. Students will use macroeconomic measurement to assess the performance of the economy in the areas of economic growth, inflation, and unemployment.
- 2. Students will evaluate and assess fiscal and monetary polices.
- 3. Students understand and assess the workings of international trade and finance.

**ECON202 - Principles of Microeconomics 7215**
- 1. Students will identify the law of demand and the factors that affect demand and determine equilibrium price and quantity.
- 2. Students will identify and evaluate market structures.
- 3. Students will identify and evaluate antitrust legislation.

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**EMS**

**CLO**

No CLOs
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<th>Course Code</th>
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| ENGL092     | Accelerated English 6403              | - Student will demonstrate knowledge of appropriate rhetorical mode to use for composition of academic essays.  
- Student will prepare academic compositions that demonstrate appropriate evaluation and synthesis of primary and secondary sources.  
- Student will implement effective sentence development in an academic essay. |
| ENGL132     | Adolescent Literature 6026            | - Read and comprehend a passage of text  
- Analyze a passage of text (either fiction or non-fiction)  
- Compose a definition of adolescent literature  
- Define concepts related to adolescent literature and apply them to specific adolescent texts  
- Examine aspects of narrative structure and point of view in order to better understand ideas presented in literature  
- Identify theories of adolescent psychological development (such as those of Erik Erikson or James Marcia)  
- Identify theories of adolescent moral development (such as those of Lawrence Kohlberg or Sharon Stringer)  
- Identify common themes in adolescent literature and compare the way different texts explore similar situations and conflicts |
| ENGL208     | Amer Lit: 1865 to Present 6034        | - The student should be able to identify both major and minor American writers within an historical context from 1865?the post-Civil War period?to the present.  
- The student should be able to analyze one or more passages from American literary texts, particularly from the perspective of American literature written after 1865.  
- The student should be able to analyze and compare different writers? perspectives and interpretations of situations and events in light of the ethnic, literary, geographical, religious, ideological, and political environments within which American writers were writing after 1865.  
- The student should be able to assess American writers? complexity of language choice in addressing different audiences.  
- Student should be able to relate themes in literature to past and present issues and social contexts.  
- The student should be able to examine literary texts closely and critically and recognize how literary interpretation is linked to critical thinking and to an understanding of human interactions and behaviors—both on a personal and on a public level. |
| ENGL207     | Amer Lit: Pre-Colonial to 1865 6032   | - 1. The student should be able to identify both major and minor American writers from the pre-colonial period to the Civil War within an historical context.  
- 2. The student should be able to analyze one or more passages from American literary texts, particularly from the perspective of American literature before the Civil War.  
- 3. The student should be able to analyze and compare different writers’ perspectives and interpretations of situations and events in light of the ethnic, literary, geographical, religious, ideological, and political environments within which American writers were writing.  
- 4. The student should be able to assess American writers’ complexity of language choice in addressing different audiences.  
- 5. The student should be able to relate themes in literature to past and present issues and social contexts.  
- 6. The student should be able to examine literary texts closely and critically and recognize how literary interpretation is linked to critical thinking and to an understanding of human interactions and behaviors—both on a personal and on a public level. |
| ENGL207H    | Amer Lit: Pre-Colonial to 1865 6033   | - 1. The student should be able to identify both major and minor American writers from the pre-colonial period to the Civil War within an historical context.  
- 2. The student should be able to analyze one or more passages from American literary texts, particularly from the perspective of American literature before the Civil War.  
- 3. The student should be able to analyze and compare different writers’ perspectives and interpretations of situations and events in light of the ethnic, literary, geographical, religious, ideological, and political environments within which American writers were writing.  
- 4. The student should be able to assess American writers’ complexity of language choice in addressing different audiences.  
- 5. The student should be able to relate themes in literature to past and present issues and social contexts. |
• 6. The student should be able to examine literary texts closely and critically and recognize how literary interpretation is linked to critical thinking and to an understanding of human interactions and behaviors—both on a personal and on a public level.

**ENGL240 - American Indian Literature 6045**
- CLO 1 -- Student should be able to read and comprehend a passage of text.
- CLO 2 -- Student should be able to analyze a passage of text particularly from the perspective of American Indian literature.
- CLO 3 -- Student should be able to identify aspects of oral tradition and how they get translated into a written text.
- CLO 4 -- Student will examine American Indian culture and history in order to better understand ideas presented in literature
- 5. Student should be able to identify the American Indian Trickster archetype.
- CLO 6 -- Connect different texts on a similar theme or conflict significant to American Indian literature based on a passage from a text.

**ENGL061 - Basic Grammar and Usag 2062**
- 1. Student should be able to read and comprehend a passage of text.
- 2. Student should be able to identify and correct fragments and run-ons.
- 3. Student should be able to distinguish four sentence types: simple, compound, complex and compound-complex.
- 4. Student should be able to develop four sentence types: simple, compound, complex and compound-complex.
- 5. Student should be able to combine sentences using all four sentence types: simple, compound, complex and compound-complex.
- 6. Student should be able to develop a clear topic sentence.

**ENGL062 - Basic Writing Skills 2063**
- 1. Student should be able to read and comprehend a passage of text.
- 5. Student should be able to identify and analyze the use of rhetorical modes of writing in various literary texts (nonfiction).
- 7. Student should be able to develop a clear, well-supported, clearly-organized short essay.

**ENGL104 - Business Communications 6154**
- Analyze a business situation that requires a written message and determine what the appropriate strategy would be (direct pattern, persuasive pattern, or negative news pattern).
- Compose a business message using the strategies for direct pattern for routine messages, indirect pattern for persuasive messages, and indirect pattern for negative news messages.
- Correctly format business e-mails, letters, and memos.

**ENGL095 - Business English 4077**
- Students will demonstrate the ability to recognize and correct basic sentence faults and grammatical errors.
- Students will demonstrate the ability to edit all forms of business documents, correcting errors in grammar, punctuation, spelling, and number usage.
- Students will demonstrate the ability to compose grammatically correct short informal business messages.

**ENGL131 - Children’s Literature 6862**
- 1. Students should be able to select literature appropriate to meet the developmental needs of a child or group of children.
- 2. Students should be able to design and implement creative activities that will extend and enrich children’s experiences with specific poems, storybooks, and novels.
- 3. Students should be able to analyze individual works with respect to gender, class, and culture as well as controversial topics and differences in ability.
- 4. Student should be able to read and comprehend a passage of text.
- 5. Student should be able to evaluate visual elements of picture books in determining quality picture books.

**ENGL103 - Critical Thinking and Writing 2196**
- 1. Student should be able to read and comprehend a passage of text.
- 2. Student should be able to explain the importance of purpose and audience to development of an academic essay.
- 3. Student should be able to identify and analyze thesis statements in literature (nonfiction) as models for their original work.
- 4. Student should be able to present a clear, reasoned, well-supported, clearly-organized argument.
- 5. Student should be able to find and integrate college-level sources to support a strong argument.
• 6. Present a clear, reasoned, well-supported, clearly organized argument
• 7. Locate college-level sources and integrate them to support a strong argument.
• 8. Student should be able to cite sources according to MLA guidelines.
• 9. Student should be able to identify and apply concepts of critical thinking as they affect the meaning and argument of texts.
• 10. Student should be able to analyze contexts of a text (fiction and/or non-fiction) and its impact on the argument presented.

**ENGL231 - Engl Lit 1775 to Present 6043**
• The student should be able to identify both major and minor English writers writing from 1775 to the present.
• CLO 2 -- The student should be able to analyze one or more passages from literary texts, particularly from the perspective of English literature written after 1775.
• CLO 3 -- The student should be able to analyze and compare different writers’ perspectives and interpretations of situations and events in light of the ethnic, literary, geographical, religious, ideological, and political environments within which English writers were writing after 1775.
• CLO 4 -- The student should be able to assess English writers’ complexity of language choice in addressing different audiences.
• CLO 5 -- student should be able to relate themes in literature to past and present issues and social contexts.
• CLO 6 -- The student should be able to examine literary texts closely and critically and recognize how literary interpretation is linked to critical thinking and to an understanding of human interactions and behaviors—both on a personal and on a public level.

**ENGL230 - Engl Lit: Anglo-Saxon to 1775 6041**
• The student should be able to identify both major and minor English writers writing in the period beginning with Anglo-Saxon literature and culminating in 1775.
• The student should be able to analyze one or more passages from literary texts, particularly from the perspective of English literature written before 1775.
• The student should be able to analyze and compare different writers’ perspectives and interpretations of situations and events in light of the ethnic, literary, geographical, religious, ideological, and political environments within which English writers were writing before 1775.
• The student should be able to assess English writers’ complexity of language choice in addressing different audiences.
• The student should be able to relate themes in literature to past and present issues and social contexts.
• The student should be able to examine literary texts closely and critically and recognize how literary interpretation is linked to critical thinking and to an understanding of human interactions and behaviors—both on a personal and on a public level.

**ENGL098 - English Fundamentals 5801**
• 4. Student should be able to identify and analyze thesis statements in literature (nonfiction) as models for their original work.
• 5. Student should be able to present a clear, reasoned, well-supported, clearly-organized essay.
• 6. Student should be able to identify college-level sources.

**ENGL225 - Film and Literature 6039**
• 1. Identify “adaptation” as a unique film genre, within which there are three major types: 1) The Literary Classic, 2) Adaptations of Plays to Screen, and 3) Contemporary and Popular Texts.
• 2. Inspect several film adaptations and some of the novels, plays, and/or stories on which they are based in an historical context
• 3. Analyze and compare the formal conventions of the novel and film
• 4. Assess the interplay between two different types of text: literature and film.
• 5. Relate themes in literary adaptations to past and present issues and social contexts
• 6. Analyze a variety of film genres for their form, content, and influence on literary adaptations.
• 7. Examine literary and film texts closely and critically and recognize how visual representation, as well as cinematic technique, affects the translation of literature into film.
• 8. Demonstrate an ability to analyze visual texts closely and to interpret primary literary texts analytically and critically.
• 9. Evaluate examples of film criticism and explore the limitations of fidelity criticism within the genre of adaptation.
• 10. Demonstrate an awareness of the relationship between film and its role in shaping popular perceptions of gender, race, class, morality, politics, national identity, and other issues.
• 11. Use MLA documentation guidelines in structuring a critical analysis that depends on a strong thesis as a focal point, a convincing argument, and evidence from primary texts and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary texts.
• 12. Use a clear and effective writing style that is appropriate to a college-level reading audience and is neither overly simplistic nor overly inflated.
ENGL 101 - Freshman Composition 6457
• 1. Student should be able to read and comprehend a passage of text.
• 2. Student should be able to explain the importance of purpose and audience to development of an academic essay.
• 3. Student should be able to identify and analyze thesis statements in literature (nonfiction) as models for their original work.
• 4. Student should be able to present a clear, reasoned, well-supported, clearly-organized argument.
• 5. Student should be able to find and integrate college-level sources to support a strong argument.
• 6. Student should be able to cite sources according to MLA guidelines.

ENGL 130H - Hnrs Intro to Creat Wr 5614
• 1 - Student should be able to read and comprehend a passage of text.
• 4 - Student should be able to identify and analyze elements of craft in literature as models for their original work.
• 5 - Student should be able to understand and apply techniques necessary for the mastery of the craft of creative writing.

ENGL 132H - Honors Adolescent Literature 6028
• Read and comprehend a passage of text
• Analyze a passage of text (either fiction or non-fiction)
• Compose a definition of adolescent literature
• Define concepts related to adolescent literature and apply them to specific adolescent texts
• Examine aspects of narrative structure and point of view in order to better understand ideas presented in literature
• Identify theories of adolescent psychological development (such as those of Erik Erikson or James Marcia)
• Identify theories of adolescent moral development (such as those of Lawrence Kohlberg or Sharon Stringer)
• Identify common themes in adolescent literature and compare the way different texts explore similar situations and conflicts

ENGL 260H - Honors African American Lit. 6050
• Student should be able to read and comprehend a passage of text.
• Student should be able to analyze a passage of text particularly from the perspective of African American literature.
• Student should be able to define elements of Black English oral traditions and apply them to specific literary texts
• Student will examine African American culture and history in order to better understand ideas presented in literature
• Student should be able to identify the African American Trickster archetype.

ENGL 240H - Honors Amer Indian Literature 6046
• CLO 1 -- Student should be able to read and comprehend a passage of text.
• CLO 2 -- Student should be able to analyze a passage of text particularly from the perspective of American Indian literature.
• CLO 3 -- Student should be able to identify aspects of oral tradition and how they get translated into a written text.
• CLO 4 -- Student will examine American Indian culture and history in order to better understand ideas presented in literature
• CLO 5 -- Connect different texts on a similar theme or conflict significant to American Indian literature based on a passage from a text.

ENGL 208H - Honors American Literature 6035
• The student should be able to identify both major and minor American writers within an historical context from 1865?the post-Civil War period?to the present.
• The student should be able to analyze one or more passages from American literary texts, particularly from the perspective of American literature written after 1865.
• The student should be able to analyze and compare different writers? perspectives and interpretations of situations and events in light of the ethnic, literary, geographical, religious, ideological, and political environments within which American writers were writing after 1865.
• The student should be able to assess American writers? complexity of language choice in addressing different audiences.
• Student should be able to relate themes in literature to past and present issues and social contexts.
• The student should be able to examine literary texts closely and critically and recognize how literary interpretation is linked to critical thinking and to an understanding of human interactions and behaviors?both on a personal and on a public level.
**ENGL230H - Honors Anglo-Saxon to 1775 6042**

- The student should be able to identify both major and minor English writers writing in the period beginning with Anglo-Saxon literature and culminating in 1775.
- The student should be able to analyze one or more passages from literary texts, particularly from the perspective of English literature written before 1775.
- The student should be able to analyze and compare different writers' perspectives and interpretations of situations and events in light of the ethnic, literary, geographical, religious, ideological, and political environments within which English writers were writing before 1775.
- The student should be able to assess English writers' complexity of language choice in addressing different audiences.
- The student should be able to examine literary texts closely and critically and recognize how literary interpretation is linked to critical thinking and to an understanding of human interactions and behaviors—both on a personal and on a public level.

**ENGL104H - Honors Business Communications 6156**

- Analyze a business situation that requires a written message and determine what the appropriate strategy would be (direct pattern, persuasive pattern, or negative news pattern).
- Compose a business message using the strategies for direct pattern for routine messages, indirect pattern for persuasive messages, and indirect pattern for negative news messages.
- Correctly format business e-mails, letters, and memos.

**ENGL103H - Honors Critical Think/Writing 3719**

1. Student should be able to read and comprehend a passage of text.
2. Student should be able to explain the importance of purpose and audience to development of an academic essay.
3. Student should be able to identify and analyze thesis statements in literature (nonfiction) as models for their original work.
4. Student should be able to present a clear, reasoned, well-supported, clearly-organized argument.
5. Student should be able to find and integrate college-level sources to support a strong argument.
6. Present a clear, reasoned, well-supported, clearly organized argument
7. Locate college-level sources and integrate them to support a strong argument.
8. Student should be able to cite sources according to MLA guidelines.
9. Student should be able to identify and apply concepts of critical thinking as they affect the meaning and argument of texts.
10. Student should be able to analyze contexts of a text (fiction and/or non-fiction) and its impact on the argument presented.

**ENGL231H - Honors English Literature 6044**

- The student should be able to identify both major and minor English writers writing from 1775 to the present.
- CLO 2 -- The student should be able to analyze one or more passages from literary texts, particularly from the perspective of English literature written after 1775.
- CLO 3 -- The student should be able to analyze and compare different writers' perspectives and interpretations of situations and events in light of the ethnic, literary, geographical, religious, ideological, and political environments within which English writers were writing after 1775.
- CLO 4 -- The student should be able to assess English writers' complexity of language choice in addressing different audiences.
- CLO 5 -- The student should be able to relate themes in literature to past and present issues and social contexts.
- CLO 6 -- The student should be able to examine literary texts closely and critically and recognize how literary interpretation is linked to critical thinking and to an understanding of human interactions and behaviors—both on a personal and on a public level.

**ENGL225H - Honors Film and Literature 6040**

- 1. Identify “adaptation” as a unique film genre, within which there are three major types: 1) The Literary Classic, 2) Adaptations of Plays to Screen, and 3) Contemporary and Popular Texts.
- 2. Inspect several film adaptations and some of the novels, plays, and/or stories on which they are based in an historical context
- 3. Analyze and compare the formal conventions of the novel and film
- 4. Assess the interplay between two different types of text: literature and film.
- 5. Relate themes in literary adaptations to past and present issues and social contexts
- 6. Analyze a variety of film genres for their form, content, and influence on literary adaptations.
- 7. Examine literary and film texts closely and critically and recognize how visual representation, as well as cinematic technique, affects the translation of literature into film.
• 8. Demonstrate an ability to analyze visual texts closely and to interpret primary literary texts analytically and critically.

• 9. Evaluate examples of film criticism and explore the limitations of fidelity criticism within the genre of adaptation.

• 10. Demonstrate an awareness of the relationship between film and its role in shaping popular perceptions of gender, race, class, morality, politics, national identity, and other issues.

• 11. Use MLA documentation guidelines in structuring a critical analysis that depends on a strong thesis as a focal point, a convincing argument, and evidence from primary texts and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary texts.

• 12. Use a clear and effective writing style that is appropriate to a college-level reading audience and is neither overly simplistic nor overly inflated.

ENGL101H - Honors Freshman Composition 6458
• 1. Student should be able to read and comprehend a passage of text.

• 2. Student should be able to explain the importance of purpose and audience to development of an academic essay.

• 3. Student should be able to identify and analyze thesis statements in literature (nonfiction) as models for their original work.

• 4. Student should be able to present a clear, reasoned, well-supported, clearly-organized argument.

• 5. Student should be able to find and integrate college-level sources to support a strong argument.

• 6. Student should be able to cite sources according to MLA guidelines.

ENGL145H - Honors Intro to Lang/Lingistic 3715
• Use appropriate and specific tools for making various kinds of observations about language.

• Recognize the complex interplay of language and culture.

• Recognize the influence of social setting on the development of specific characteristics of language in individuals and groups.

ENGL106H - Honors Intro to Literature 5803
• Students should be able to read and comprehend a passage of text.

• Student should be able to analyze a passage of text.

• Student should be able to demonstrate an understanding of common literary terms.

ENGL280H - Honors Multiethnic Literature 6052
• CLO 1 -- Student should be able to read and comprehend a passage of text.

• CLO 2 -- Student should be able to analyze a passage of text particularly from the perspective of ethnic literature.

• CLO 3 -- Student should be able to identify cultural aspects of language, including oral tradition and bilingualism, and how they get translated into a written text.

• CLO 4 -- Student will examine ethnic culture and historical events relevant to various ethnic cultures in order to better understand ideas presented in literature.

• CLO 5 -- Connect different texts on a similar theme or conflict significant to specific ethnic literature based on a passage from a text.

ENGL205H - Honors World Folklore 6031
• Student should be able to compose a tentative definition of the term ?folklore.?

• Student should be able to identify the five fundamental characteristics of folklore.

• Student should be able to identify verbal, material, and cultural folklore.

• Student should be able to explain the concept of ?ethnicity.?

• Student should be able to identify the seven basic characteristics of a ?folk group.?

• Student should be able to identify the folkloric Trickster archetype.

• Students should be able to read and comprehend a folktale, a myth, a legend, a fairytale, and/or an essay.

• Students should be able to analyze a passage of text, for example, a folktale, a myth, a legend, a fairytale, and/or an essay.

• Students should be able to recognize the influence of folklore on everyday life or current culture.

ENGL131H - Honors-Children’s Literature 6934
• 1. Students should be able to select literature appropriate to meet the developmental needs of a child or group of children

• 2. Students should be able to design and implement creative activities that will extend and enrich children's experiences with specific poems, storybooks and novels.
• 3. Students should be able to analyze individual works with respect to gender, class and culture as well as controversial topics and differences in ability.

• 4. Student should be able to read and comprehend a passage of text.

• 5. Student should be able to evaluate visual elements of picture books in determining quality picture books.

**ENGL130 - Intro to Creative Writing 3012**

• 1 - Student should be able to read and comprehend a passage of text.

• 4 - Student should be able to identify and analyze elements of craft in literature as models for their original work.

• 5 - Student should be able to understand and apply techniques necessary for the mastery of the craft of creative writing.

• 6. Students will improve their creative writing skills through feedback and continued revision.

**ENGL260 - Intro/African American Lit. 6049**

• Student should be able to read and comprehend a passage of text.

• Student should be able to analyze a passage of text particularly from the perspective of African American literature.

• Student should be able to define elements of Black English oral traditions and apply them to specific literary texts

• Student will examine African American culture and history in order to better understand ideas presented in literature

• Student should be able to identify the African American Trickster archetype.

**ENGL106 - Introduction to Literature 5802**

• Students should be able to read and comprehend a passage of text.

• 2. Student should be able to analyze a passage of text.

• 3. Student should be able to demonstrate an understanding of common literary terms.

• 7. Student should be able to identify common themes in literature and compare the way different texts explore similar situations and conflicts.

**ENGL145 - Language & Linguistics 3470**

• Use appropriate and specific tools for making various kinds of observations about language.

• Recognize the complex interplay of language and culture.

• Recognize the influence of social setting on the development of specific characteristics of language in individuals and groups.

**ENGL280 - Multiethnic Literature 6051**

• CLO 1 -- Student should be able to read and comprehend a passage of text.

• CLO 2 -- Student should be able to analyze a passage of text particularly from the perspective of ethnic literature.

• CLO 3 -- Student should be able to identify cultural aspects of language, including oral tradition and bilingualism, and how they get translated into a written text.

• CLO 4 -- Student will examine ethnic culture and historical events relevant to various ethnic cultures in order to better understand ideas presented in literature

• CLO 5 -- Connect different texts on a similar theme or conflict significant to specific ethnic literature based on a passage from a text.

**ENGL299 - Special Projects: English 3310**

• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**ENGL200 - Survey of Drama 5804**

• 1) Demonstrate the ability to define dramatic terminology. (Learning Objective #1) (DLO #4)

• 2) Differentiate between the play as literature and the play as performance. (Learning Objective #3) (DLO #4)

• 3) Develop criteria for evaluating dramatic literature. (Learning Objective #6) (DLO #4)

**ENGL203 - Survey of Shakespeare 6088**

• Students should be able to read and comprehend a play, a sonnet, and/or an essay.

• Students should be able to analyze a play, a sonnet, and/or an essay.

• Students should be able to recognize the influence of Shakespeare’s dramas and poetry on current culture.

• Students should be able to recognize the effects of contemporary Renaissance and/or Jacobean historical events on Shakespeare’s dramas and poems.
• Students should be familiar with birth dates, death dates, and brief biographies of prominent Renaissance and Jacobean historical personages as those individuals relate to Shakespeare and his dramatic and poetic works.

• Students should be able to recognize repetitive themes and motifs within Shakespeare’s dramas.

ENGL205 - World Folklore 6030

• Student should be able to compose a tentative definition of the term “folklore.”

• Student should be able to identify the five fundamental characteristics of folklore.

• Student should be able to identify verbal, material, and cultural folklore.

• Student should be able to explain the concept of “ethnicity.”

• Student should be able to identify the seven basic characteristics of a “folk group.”

• Student should be able to identify the folkloric Trickster archetype.

• Students should be able to read and comprehend a folktale, a myth, a legend, a fairytale, and/or an essay.

• Students should be able to analyze a passage of text, for example, a folktale, a myth, a legend, a fairytale, and/or an essay.

• Students should be able to recognize the influence of folklore on everyday life or current culture.

ENGR

CSLO

ENGR154 - Computer-Aided Drafting 2551

• Employ and characterize basic entity creation commands and keyboard input modes and their significance to object creation in 2d and 3d space.

• Demonstrate proper line work and lettering.

• Categorize the different types of architectural and mechanical drawings including architectural elevations, details, sectional drawings and orthographic projections and their relationship to machined and constructed objects.

ENGR155 - Computer-Aided Drafting II 6424

• Use rectangular 3d coordinate system to create a 3d drawing.

• Recognize and illustrate the difference between lofted and ruled surfaces.

• Demonstrate mapping materials to objects.

ENGR156 - Energy Eff & Construct Methods 5987

• CLO 1 -- Students will compare and contrast the advantages and disadvantages of sustainable building practices.

• CLO 2 -- Students will demonstrate the ability to compare and contrast various types of green building technologies.

• CLO 3 -- Students will demonstrate the ability to list and explain the basic design principles by listing at least three major principles and explain their function.

ENGR167 - Global Positioning Sys 4811

• CLO 1 -- Operate a precision GPS unit.

• CLO 2 -- Evaluate satellite system transmissions and positioning accuracy.

• CLO 3 -- Export data to mapping software programs, for instance, computer aided drawings or Geographic Information Systems

ENGR180 - Intro Engineering 6188

• 1) Students will distinguish the different majors and functions of engineering disciplines.

• 2) Students will compare and contrast the different problem solving techniques used by engineers.

• 3) Students will use online resources to research and analyze the events of an engineering case.

ENGR166 - Legal Aspects of Survey 2555

• CLO 1 -- Differentiate between lost and obliterated corners of the Public Land System

• CLO 2 -- Know the fundamental parts of a correct legal description

• CLO 3 -- Explain the basic principles of the Subdivision Map Act.
**ENGR114 - Machine Tool Tech 5986**
- CLO 1 -- Students will demonstrate the ability to compare and contrast the key elements of Machine Tools by listing at least three elements of Machine Tools and explaining the differences and similarities of each element.
- CLO 2 -- Students will demonstrate the ability to identify and assess the steps in the selection of a machine tool by naming at least three factors in the selection process and explaining the rationale for each factor.
- CLO 3 -- Students will demonstrate the ability to accurately set-up and safely operate a drill press, milling machine and turning machine by successfully machining a project to required specifications.

**ENGR149 - O.I.: Engineering 6250**
- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**ENGR108 - Organizational Behavior 5956**
- Student defines OB and explains how it relates to management, citing an example.
- Student identifies and contrasts three managerial roles, citing an example for each.
- Student defines the rational-decision making model, citing conditions under which it is used.

**ENGR164 - Plane Surveying I 7228**
- Calculate the error from differential levels.
- Calculate the latitude and departure of a closed traverse.
- Calculate linear measurements with vertical angle and distance.

**ENGR165 - Plane Surveying II 2538**
- Apply surveying mathematics to calculate horizontal curve.
- Calculate advanced mathematical equations vertical curves.
- Interpret the basics of boundary law and property surveys for understanding legal descriptions of boundaries and subdivisions.

**ENGR120 - Princip-Engr Technology 7194**
- 1) Students will build compound machines based on the concepts of mechanical advantage and simple machines.
- 2) Students will calculate forces and moments in static equilibrium for simple trusses and other geometries.
- 3) Students will build and encode VEX robots able to perform simple automated tasks.

**ENGR117 - Solar Photovoltaic Install 5988**
- 1. Students will compare the advantages and disadvantages of installing a solar photovoltaic system.
- 2. Students will demonstrate the ability to compare and contrast various types of attachment methods.
- 3. Students will demonstrate the ability to list and explain the components required for Solar PV installation by listing at least three major components and explain their function.

**ENGR156 - Solidworks I 6238**
- Analyze deformation and stress of metal
- Build solid model assembly and animate collision detection
- Analyze and solve three-dimensional parametric solid model.

**ENGR107 - Total Quality Management 5363**
- Students will demonstrate the ability to compare and contrast Leadership and Management by listing at least three ways that they are alike and at least three ways that they differ.
- Students will demonstrate the ability to compare and contrast the key elements of Total Quality by listing at least three elements of Total Quality and explaining the differences and similarities.
- Students will demonstrate the ability to list and explain the requirements for Total Quality implementation by listing at least three implementation techniques and explain their effectiveness.

**ENVS CSLO**

**ENVS101 - Environmental Sci. 2261**
• The student will consider the impact of human actions on the environment.
• The student will apply the principles of biogeochemical cycling to the issue of global climate change.
• The student will explore the ethical considerations relevant to biodiversity decline.

**ENVS102 - Environmental Science Lab 6109**
• Students will apply the scientific method to environmental field investigations (1)
• Students will assess the influence of human interactions with the biotic and abiotic elements of the environment through field studies (5)
• Students will compare and contrast the main techniques of environmental science and ecology laboratory and field techniques (1)

**ENVS102H - Honors Environmental Science Lab 6110**
• Students will apply the scientific method to environmental field investigations (1)
• Students will assess the influence of human interactions with the biotic and abiotic elements of the environment through field studies (5)
• Students will compare and contrast the main techniques of environmental science and ecology laboratory and field techniques (1)

**ENVS101H - Honors Environmental Science 3320**
• The student will consider the impact of human actions on the environment.
• The student will apply the principles of biogeochemical cycling to the issue of global climate change.
• The student will explore the ethical considerations relevant to biodiversity decline.

**ENVS100 - Humans and Scientific Inquiry 4221**
• I. Describe the scientific method and explain how it is related to the various traditional sciences of physics, chemistry, biology, geology, geography and anthropology.
• II. Evaluate the contribution of different branches of science to the technological achievements of humans.

**ENVS299 - Special Proj: Env Science 3241**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

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**EOPS**

**CSLO**

**EOPS: Technology Competence/One-on-One**
• Students using the library will be able to choose a library database appropriate to their information needs.
• Students will be able to access their Blackboard portal and see their grades.
• Students using the library will be able to find articles within an appropriate library database to meet their information needs.

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**ES**

**CSLO**

**ES101 - Topics: Earth Science 4813**
• CLO 1 -- Understand Earth history in the context of geologic time
• CLO 2 -- Explain the factors and forces that affect weather and climate
• CLO 3 -- Recognize landforms created by different geomorphic agents.

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**ESL**

**CSLO**

**ESL062W - Basic Writing Skills 6431**
• 1. Students should be able to read and comprehend a passage of text.
• 2. Students should be able to identify and analyze the use of rhetorical modes of writing in various nonfiction texts.
• 3. Students should be able to produce effective, fluent sentences.

• 4. Students should be able to utilize varied sentence structures to express opinions and facts.

• 5. Students should be able to develop an effective topic sentence.

• 6. Students should be able to develop a clear, well-supported, and clearly-organized paragraph.

• 7. Students should be able to develop a clear, well-supported, and clearly-organized short essay

**ESL056 - English Convers/Cultu 5647**

• 1. Given a purpose and audience, students should be able to produce and present an effective presentation or speech.

• 2. Students should be able to identify individual gaps in their ability to communicate verbally, including sentence structure, expression, pronunciation, and vocabulary.

• 3. Given a purpose and audience, students should be able to meaningfully participate in a conversational exchange utilizing appropriate conversational language functions in both pair and group settings.

• 4. Students should be able to apply communication skills, strategies, and knowledge in order to improve communication.

• 5. Students should be able to identify the important ideas and concepts from a lecture or presentation in spoken English.

• 6. Students should be able to create written notes, summaries, and paraphrases of auditory material.

• 7. Students should be able to demonstrate understanding of important ideas and concepts from a lecture or presentation in spoken English.

• 8. Students should be able to integrate source material into speech, presentations, and discussions.

• 9. Students should be able to evaluate the effectiveness of spoken work and listening responses.

**ESL055 - English Pronunciation 5639**

• 1. Students will individually identify needed areas of pronunciation development.

• 2. Students will produce clear and effective English consonants, vowels, and consonant clusters.

• 3. Students will apply native-like speaking features in various speaking contexts, including rhythm, stress, and blends.

**ESL098W - English Writing Fundamentals 6432**

• 1. Students should be able to read and comprehend a passage of text.

• 2. Students should be able to identify and analyze the use of rhetorical modes of writing in various nonfiction texts.

• 3. Students should be able to present a clear, well-supported, and clearly-organized essay.

• 4. Students should be able to develop and effective thesis statement.

• 5. Students should be able to produce effective sentences.

• 6. Students should be able to utilize varied sentence structures to produce effective writing.

**ESL050 - ESL - Level 1 5806**

• 1. Students should be able to comprehend short passages of texts and integrate this material into writing.

• 2. Students should be able to verbally express simple, compound, and some complex sentences regarding writing topics.

• 3. Students should be able to compose sentences that express clear and meaningful thoughts.

• 4. Students should be able to identify non-fluent elements and fragments in written and spoken discourse.

• 5. Students should be able to write simple, compound, and some complex sentences.

• 6. Students should be able to aurally understand information and incorporate this material into discussions and writings.

• 7. Students should be able to compose a basic paragraph on a familiar topic with adequate focus, support, and organization.

**ESL051 - ESL - Level 2 5808**

• 1. Students should be able to develop and improve ideas, content, and supporting information through student interaction, which involves the development of speaking and listening skills.

• 2. Students should be able to produce effective sentences.

• 3. Student should be able to read and comprehend a passage of text.

• 4. Student should be able to identify and correct fragments and run-ons.

• 5. Student should be able to distinguish four sentence types: simple, compound, complex and compound-complex.
• 6. Student should be able to develop four sentence types: simple, compound, complex and compound-complex.
• 7. Student will be able to develop a clear topic sentence.
• 8. Student should be able to develop a clear, well-supported, clearly-organized paragraph.

ESL063R - ESL Read/Voc 1 5755
• 1. Students should be able to apply effective strategies and practices that prepare students for college level content courses.
• 2. Students should be able to recognize organizational patterns from varied writings.
• 3. Students should be able to identify the controlling idea and main points from written material.
• 4. Students should be able to locate and explain specific information from varied writings in their own words.
• 5. Students should be able to infer the meaning of words from context.
• 6. Students should be able to make inferences from written material about information not directly stated by making logical connections between separate pieces of information.
• 7. Students should be able to contrast concepts, ideas, and viewpoints from varied writings in their own words.
• 8. Students should be able to provide examples to illustrate concepts, ideas, and viewpoints from written material in their own words.
• 9. Students should be able to summarize and paraphrase segments from varied writings without plagiarizing.

ESL064R - ESL Read/Voc 2 5756
• 1. Students should be able to apply strategies and practices that promote success in college level content courses.
• 2. Students should be able to differentiate organizational patterns in academic texts/writings.
• 3. Students should be able to identify the controlling idea and main points in academic texts/writings.
• 4. Students should be able to locate and explain specific information in their own words from academic texts/writings.
• 5. Students should be able to infer the meaning of words from context in academic texts/writings.
• 6. Students should be able to explain concepts, ideas, and viewpoints in their own words from academic texts/writings.
• 7. Students should be able to provide examples to illustrate concepts, ideas, and viewpoints in their own words from academic texts/writings.
• 8. Students should be able to summarize and paraphrase segments from academic texts/writings without plagiarizing.
• 9. Students should be able to evaluate concepts, arguments, and supporting points from academic texts/writings.

FIRE

CSLO

FIRE115 - Bldg Construction-Fire Protect 4042
• Analyze the hazards and tactical considerations associated with various types of building construction when involved in fire.
• Describe building construction as it relates to firefighting safety, building codes, fire prevention, code inspections, firefighting strategy, and tactics.
• Identify the function of each principle structural component in typical building design and how it can affect fire behavior.

FIRE109 - Equipment & Systems 3130
• 1. Explain the benefits of fire protection systems in various types of structures
• 2. Identify the different types and components of sprinkler, standpipe, foam and other types of fire protection systems
• 3. Explain the basic components of a fire alarm system
• 4. Identify the different types of detectors and explain how they detect fires.

FIRE122 - Fire & ES Safety/Surv 5990
• 1. Define and describe the need for cultural and behavioral change within emergency services relating to safety, incorporated leadership, supervision, accountability and personal responsibility.
• 2. Describe and evaluate circumstances of risk management that might constitute an unsafe act and illustrate how technological advancements can produce higher levels of emergency services safety and survival.
• 3. Explain the importance of investigating all near-misses, injuries, and fatalities and discuss how to incorporate lessons learned from investigations can support cultural change throughout the emergency services.
**FIRE107 - Fire Apparatus and Equipment 3128**  
1. Compare and contrast the differences in design and purpose of different types of apparatus.  
2. Diagram the operating principles of positive displacement and dynamic pumps.  
3. Explain basic pump procedures for different types of apparatus  
4. Describe defensive driving techniques  

**FIRE103 - Fire Hydraulics 3124**  
1. Compare and contrast the different types of pumps and their application when used for fire fighting  
2. Identify and differentiate between each of the five water supply sources used in fire pump operations and examine the unique considerations for using each of the five water supply sources  
3. Analyze the principles of hydraulics and hydraulic measurements used to pump water and apply mathematical formulas to calculate water flow through pumps, hoses and nozzles  

**FIRE108 - Fire Investigation IA 6070**  
1. Relate the fire investigation practices and responsibilities associated with fire origin and cause to actual fire situations  
2. Analyze technical information that enables the investigator to determine the area of the fire's origin  
3. Analyze a crime scene and prepare associated written reports  
4. Compare and contrast accidental fire ignitions sources to arson fire indicators to determine how the fire started  
5. Demonstrate the correct procedure for collecting and preserving physical evidence at the fire scene  

**FIRE121 - Fund Wild Land Fire Fi 6433**  
- Analyze and describe the different factors affecting wild land fire behavior  
- Compare and contrast the various wild land fire fighting safety and survival techniques.  
- Describe and categorize the different types of equipment and resources used in wild land fire fighting and analyze how to use specialized equipment in the process  
- Identify and differentiate the fire attach and extinguishment methods used on wild land fires and explain how tactics and strategies are used to determine which method to use.  

**FIRE106 - Fundamentals of Fire Beh/Combu 3127**  
1. Identify the physical properties of the three states of matter  
2. Categorize the components of the physical and chemical properties of fire  
3. Compare and contrast various methods of fire extinguishment techniques  
4. Identify the characteristics of various fire suppression agents including water  

**FIRE102 - Fundamentals/Fire Prevention 3123**  
- Define and describe the function and purpose of the fire prevention bureau.  
- Describe inspection practices and procedures and identify laws, rules, regulations and codes relating to inspections.  
- Identify and describe the standards for professional qualifications for fire prevention jobs such as: Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator.  

**FIRE117 - Haz Matls First Responder Oper 4231**  
1. Recognize what hazardous materials are, the problems they pose and the potential risks to responders.  
2. Explain the first responder’s actions to include the need for safety, isolating the scene, identifying the hazardous material(s) present, and making notifications to mitigate the incident.  
3. Compare and contrast the value, method, and limitations of stabilizing a hazardous materials incident through safe containment and assess and describe the proper protective action options available to first responders within their capabilities and resources.  

**FIRE101 - Introduction to Fire Tech. 3122**  
- To describe the education and experience requirements for firefighting jobs  
- To identify inherent dangers and unsafe conditions associated with fire fighting  
- To illustrate and describe how Fire Departments are structured and operates  

**FIRE149 - Occupational Intern:Fire Tech 6251**  
All 149 and 299 special topics courses will create outcomes on a case-by-case basis.
FREN

CLO
No CLOs

GEOG

CSLO

**GEOG125 - Advanced Gis 6437**

- Ability to design a GIS model, research, gather, import and convert data and apply appropriate software and analytical methods. (PLO 2, 3, 4, 6 and 7/ILO6)
- Ability to prepare a professional presentation and communicate the outcome with an audience of your peers. (PLO5/ILO2)
- Demonstrate an understanding of a GIS Professional position by preparing a professional resume, letter of introduction and portfolio of map products for job marketing. (PLO8/ILO5)
- Demonstrate an understanding of the scientific method for evaluating, critiquing or identifying steps necessary to solve a spatial problem. (PLO7/ILO6)

- Discuss a complex GIS method or application using terminology and concepts common to the field. (PLO1/ILO1)

**GEOG102 - Cultural Geography 3185**

- Ability to describe different types of cultural diffusion and their manifestation in the cultural and physical environment. (DLO4/ILO4)
- Ability to distinguish between a formal, functional and vernacular culture region by interpreting various cultural elements in the landscape. (DLO4/ILO2)

- Ability to evaluate concepts of cultural ecology and cultural integration. (DLO4/ILO4)
- Analyze patterns of world population distribution. (DLO1, 2/ILO2)
- Differentiate between primary, secondary and tertiary industries. (DLO4/ILO4)

**GEOG298V - Emergency Management 6634**

- Analyze various approaches to data analysis. (PLO6, 3, 1/ILO 2)
- Assess procedures necessary to achieve a desired outcome through implementation of a method or tool. (PLO 9, 4, 1/ILO6)
- Combine strategies for spatial problem solving integrating a method or tool. (PLO 7, 1/ILO 1)
- Explore GIS career opportunities in a discipline specific field. (PLO 9/ILO 5)

- Given the special topic that focuses on a specific method or tool create a multiple choice or true/false quiz question that demonstrates student ability to analyze various approaches to data analysis.
- Identify the strengths and weaknesses of a GIS method or tool. (PLO 5, 2, 1/ILO 6)

**GEOG103 - Field Studies Geog 5758**

- Ability to interpret and compare topographic maps. (PLO 2, 3/ILO 1, 2)
- Ability to apply scientific concepts of plate tectonic, land formation, and physical and cultural processes. (PLO 1, 7, 6, 5/ILO 3, 4, 6)
- Discuss the relationship between central place theory, trade networks, urban sprawl and blight. (PLO 1, 2, 4, 6/ILO 2, 4)
- Ability to create a digital field report that includes a GIS map display of feature classes, GPS coordinate pairs, and geo-tagged photographs. (PLO 6, 7/ILO 1, 6)

**GEOG111 - Geography of Californi 3186**

- Ability to apply U.S. census and marketing statistics to illustrate distinct variations in population that are indicative of cultural diversity in certain regions. (DLO4/ILO4)
- Ability to identify California's distinct geographic physical and cultural regions. (DLO2/ILO6)
- Assess land formations, climate and natural vegetation as regional ecosystems in California. (DLO2/ILO6)
- Compare and contrast cultural-historic features with present urban conditions, contextually based on settlement history. (DLO4/ILO4)
- Debate the pros and cons of living in a state known for disastrous earthquakes with numerous faults. (DLO3/ILO6)

**GEOG080 - GIS Practicum 5809**
• Students must demonstrate the ability to apply GIS concepts to real-world scenarios.
• Upon completion of this lab practicum course students should be able to apply Geographic Information Systems (GIS) concepts and techniques.

**GEOG086 - GIS Web Applications 6801**
• Ability to compare the limitations and benefits of various geospatial web applications.
• Ability to appreciate the significance of web applications for real-time sharing and exploring of information from anywhere.
• Ability to critique the design of a web application in consideration of its purpose and intended users.
• Ability to diagram sequence of functions in web application development.
• Ability to discuss trends in geospatial technology and applications.

**GEOG120 - Intermediate GIS 6436**
• Determine which data type (i.e., raster or vector) are appropriate for various analytical applications.
• Differentiate between spatial relationships of adjacency, connectivity and overlap in relation to distance, direction and topology.
• Discriminate between good and bad data quality using spatial measurements for accuracy.
• Discuss quantitatively the meaning behind spatial patterns, relationships and trends.
• Identify how spatial relationships can influence statistics and strategies for sampling, for instance field data collection.

**GEOG115 - Introduction to GIS 6435**
• Ability to integrate spatial information at local, regional and global scales. (DLO2/IL02/GIS PLO4)
• Ability to perform basic map interpretation and navigation skills. (DLO2/IL02/GEOG PLO3)
• Ability to recognize spatial data problems, such as datum, coordinate and projection alignment. (DLO2/IL02/GIS PLO2)
• Ability to select technical tools appropriate to tasks. (DLO1/IL01/GIS PLO1)
• Ability to submit conditional queries that produce meaningful spatial data results. (DLO1/IL01 and DLO5/IL06 - GIS PLO6)

**GEOG105 - Map Interpretation 6434**
• Ability to assess coordinate system and projection distortion. (DLO1 and 5/IL02 and 3)
• Ability to assess map error and identify sources of error propagation. (DLO2, 3 and 5/IL02 and 5)
• Ability to create maps that convey a given theme or objective to an intended audience. (DLO1 and 4/IL01, 2 and 4)
• Ability to evaluate maps for cartographic design principles, aesthetics and purpose. (DLO1/IL01, 3 and 4)
• Ability to perform basic map interpretation and navigation skills. (DLO2/IL02)

**GEOG149 - Occupational Internship: GIS 6252**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**GEOG101 - Physical Geography 3184**
1. Ability to critically appreciate spatial relationships at different scales from local, regional to global, for instance, using interactive maps. (DLO2/IL06)
2. Ability to recognize and explain relationships between humans and the physical environment, such as climate change. (DLO3/IL02 and 6)
3. Ability to apply the scientific method to both objective and subjective phenomenon, for instance, mechanics of seismic activity and empirical descriptions of earthquake damage. (DLO3/IL02)
4. Ability to analyze distinct spatial-temporal physical features and explain the forces that create those features. (DLO1/IL01)

**GEOG104 - Physical Geography Lab 6111**
• Ability to interpret three-dimensional block profiles of lithosphere composition, surface relief features and processes of plate tectonics, earthquake faults and volcanic eruptions. (DLO1/IL06/GEOG PLO2)
• Ability to perform basic map interpretation and navigation skills. (DLO2/IL0 1, 2/GEOG PLO2 and 3))
• Differentiate between atmospheric conditions as seasonal circulation patterns that are responsible for storms and global warming. (DLO3/IL0 6/GEOG PLO 4)
• Differentiate between various types of land formations and tectonic activity, rocks and minerals, flora and fauna. (DLO5/IL0 2/GEOG PLO 5)
• Evaluate the relationship between climate, soil and vegetation types in relation to latitude, altitude and land formations. (DLO2/IL0 6/GEOG PLO5)
GEOG081 - Spatial Awareness 6405
• 1. Ability to organize digital files and folders in hierarchical order conforming to formatting and naming conventions.
• 2. Ability to share data across various formats and media portals.
• 3. Ability to integrate Microsoft Office suite of software with GIS methods for scientific outcomes in related fields.
• 4. Ability to recognize steps necessary for acquiring, constructing, preparing and sharing spatial data.
• 5. Ability to recognize the impact of GIS as a scientific research method in various disciplines.

GEOG298K - ST: Geodatabase Design 5817
• Analyze various approaches to data analysis. (PLO6, 3, 1/ILO 2)
• Assess procedures necessary to achieve a desired outcome through implementation of a method or tool. (PLO 9, 4, 1/ILO6)
• Combine strategies for spatial problem solving integrating a method or tool. (PLO 7, 1/ILO 1)
• Explore GIS career opportunities in a discipline specific field. (PLO 9/ILO 5)
• Given the special topic that focuses on a specific method or tool create a multiple choice or true/false quiz question that demonstrates student ability to analyze various approaches to data analysis.
• Identify the strengths and weaknesses of a GIS method or tool. (PLO 5, 2, 1/ILO 6)

GEOG298A - ST: Programming-GIS 5814
• Analyze various approaches to data analysis. (PLO6, 3, 1/ILO 2)
• Assess procedures necessary to achieve a desired outcome through implementation of a method or tool. (PLO 9, 4, 1/ILO6)
• Combine strategies for spatial problem solving integrating a method or tool. (PLO 7, 1/ILO 1)
• Explore GIS career opportunities in a discipline specific field. (PLO 9/ILO 5)
• Given the special topic that focuses on a specific method or tool create a multiple choice or true/false quiz question that demonstrates student ability to analyze various approaches to data analysis.
• Identify the strengths and weaknesses of a GIS method or tool. (PLO 5, 2, 1/ILO 6)

GEOG298Q - ST: Water Technologies 5818
• Analyze various approaches to data analysis. (PLO6, 3, 1/ILO 2)
• Assess procedures necessary to achieve a desired outcome through implementation of a method or tool. (PLO 9, 4, 1/ILO6)
• Combine strategies for spatial problem solving integrating a method or tool. (PLO 7, 1/ILO 1)
• Explore GIS career opportunities in a discipline specific field. (PLO 9/ILO 5)
• Given the special topic that focuses on a specific method or tool create a multiple choice or true/false quiz question that demonstrates student ability to analyze various approaches to data analysis.
• Identify the strengths and weaknesses of a GIS method or tool. (PLO 5, 2, 1/ILO 6)

GEOG107 - Urban Geography 5760
• Ability to contextually describe the basic concepts and terms of Urban Geography. (DLO3/ILO2)
• Ability to critique and integrate the seven (7) mandated Elements that all California cities and counties are required to have in their General Plan. (DLOS5/ILO4)
• Ability to describe recent trends in development with reduced commutes as impetus. (DLOS5/ILO4)
• Analyze potential thresholds (natural and human) for urban collapse. (DLOS3/ILO4)
• Debate the challenges faced by more or less developed urban areas. (DLOS4/ILO2)

GEOG106 - Weather & Climate 6888
• Ability to apply scientific method to both objective and subjective data regarding climate and weather.
• Ability to understand and engage in academic discussions regarding complex cultural and physical theoretical issues, such as climate change.
• Ability to integrate spatial information at local, regional and global scales, such as atmospheric circulation patterns

GEOG108 - World Regional Geography 4049
• Ability to recognize interdependent relationships between humans and physical environment.” (DLO3/ILO2 and 4/GEOG PLO1)
• Ability to appreciate different cultural and ethnic perspectives within the context of opportunities and challenges. (DLO4/ILO2 and 4/GEOG PLO6)
- Ability to explain myriad human impacts to the physical environment. (DLO3/ILO2/GEOG PLO1)
- Ability to perform basic map interpretation and navigation skills. (DLO2/ILO2 and GEOG PLO3)
- Ability to understand and engage in academic discussions regarding complex cultural and physical theoretical issues, such as global warming. (DLO5/ILO2 and 4/GEOG PLO4)

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<thead>
<tr>
<th>GEOL</th>
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<tbody>
<tr>
<td><strong>GEOL 103 - Environmental Geology 7154</strong></td>
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<tr>
<td>1. Locate geologic hazards around the earth based on plate tectonics.</td>
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<td>2. Assess earthquake prediction methods and possible precursors.</td>
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<td>3. Differentiate between types of volcanoes, and inferring relationships between their locations of occurrence and tectonic activity.</td>
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<tr>
<td><strong>GEOL 107 - Field Trips in Geology 5823</strong></td>
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<tr>
<td>1. Explain the basic concepts and terms of the plate tectonic theory.</td>
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<td>2. Identify eolian processes and dry landform development in the field.</td>
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<td>3. Explain the difference between absolute and relative age.</td>
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<td><strong>GEOL 105 - Historical Geology 7155</strong></td>
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<tr>
<td>1. Show the process of radiometric dating.</td>
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<td>2. Demonstrate calculations based on half-life intervals.</td>
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<td>3. Examine fossil classifications and morphology.</td>
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<tr>
<td><strong>GEOL 110 - Oceanography 5373</strong></td>
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<tr>
<td>1. Interpret ocean geologic samples.</td>
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<td>2. Analyze density changes in the ocean, in relationship to thermohaline current.</td>
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<td>3. Discriminate between the evolutionary adaptations of the primary vertebrate and invertebrate marine animals.</td>
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<tr>
<td><strong>GEOL 100 - Physical Geology 7153</strong></td>
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<tr>
<td>1. Identify rocks and minerals in hand samples.</td>
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<td>2. Discuss planetary evolution in terms of plate tectonics.</td>
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<td>3. Describe various seismic waves.</td>
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<td>4. Describe earthquakes in terms of magnitude.</td>
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<td><strong>GEOL 111 - Planetary Astronomy 5385</strong></td>
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<tr>
<td>1. Discuss our model of the origin and evolution of the solar system.</td>
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<td>2. List physical geology and chemical makeup of orbital bodies.</td>
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<td>3. Describe similarities and differences between Venus, Mars, and our own planet.</td>
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| GUID |
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GUID152E - Academic Standards, Practices 6792
• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes
• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.
• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

GUID151E - Attitude, Motiv, & Learn Value 5414
• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes
• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.
• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

GUID154B - Career Exploration 6352
• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes
• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.
• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

GUID154C - Career Planning 6630
• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes
• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.
• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

GUID110 - Career Search 3476
• 1. Students will be able to create a visual aid to present their understanding of personality types as identified by the Myers-Briggs Type Indicator.
• 2. Students will create a visual aid that demonstrates how the results from the Strong Interest Inventory lead to more satisfying career choices.
• 3. Students will present a career report and an informational interview to the class using a visual aid such as PowerPoint or Google Docs that encompasses a brief description of a career, the degrees required, the expected salary, job growth, and 3 colleges that offer the major along with the tuition and/or fees expected.

GUID116 - Career/Life Planning 3427
• CLO 1: Students will be able to create a visual aid to present their understanding of personality type as identified by the Myers-Briggs Type Indicator
• CLO 2: Students will create a visual aid that demonstrates how the results from the Strong Interest Inventory lead to more satisfying career choices.
• CLO 3: Organize appropriate accomplishments for an effective job search. (Students will write a resume, cover letter, or follow-up letter that encompasses sound strategies)

GUID100 - College Success 3460
• CLO 1: Students will be able to evaluate learning styles and apply them toward their lifelong learning.
• CLO 2: Students will formulate test taking strategies for both objective and essay exams by creating test questions that use specific key words
• CLO 3: Student will create an educational plan for transfer to the CSU, UC, or private/independent schools for a specific major
• CLO 4: The students will summarize personal strategies for mastering college

GUID152G - College Success Skills 6284
• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes
• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.
• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

GUID152K - College Success Special Popul 6104
• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes
• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.
• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

• 4. Students will explore multiple majors of choice to make an informed decision

• 5. Identify a major of interest.

• 6. Student will create an educational plan for the major selected.

**GUID112 - Creative Job Search 3770**

• CLO 1: Students will prepare for employment interviews using specific skills for successful performance by conducting an informational interview

• CLO 2: Students will design 3 effective self-marketing tools such as resume, cover letter, and follow-up letter

• CLO 3: Students will develop a list methods for creating and maintaining a personal professional network

**GUID152M - Learning Strategies 6366**

• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes

• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.

• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

**GUID111 - Major Search and Educ Planning 3769**

• 1. Select appropriate courses, majors, and levels of study, schools, and careers to meet personal goals.

• 2. Assess the role of interests, values, skill development, personality preferences, learning styles, and lifestyle goals to effective educational planning.

• 3. Prepare a realistic academic schedule based upon the student educational plan

**GUID120 - Personal Success Habits 4248**

• CLO 1: Students will create a personal mission statement and present it in a visual format

• CLO 2: Students will draw personal elements of the maturity continuum that identify the levels of personal effectiveness

• CLO 3: Students will be able to articulate physical, mental, spiritual, and social/emotional dimensions in one's life by presenting a poem, story, picture, video, or another visual aid to the class

• CLO 4: Students will be able to prioritize short, medium, and long term goals for maximum effectiveness in a document

**GUID151O - Special Projects 6996**

• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes

• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.

• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

**GUID299 - Special Projects: Guidance 5283**

• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**GUID050 - Strategies for Life&le 4689**

• CLO 1: Students will complete an assessment plan to gain greater control over the outcomes and experiences that they create both in college and in life

• CLO 2: Students will formulate a strategy for achieving their goals and dreams

• CLO 3: Students will analyze 3 self-management tools and describe the strengths and weaknesses of each tool in a short essay.

**GUID151L - Student Svcs 6916**

• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes

• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.

• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

**GUID153C - Topics in Guidance...Personal 5550**

• 1. Assess personal choices and behaviors that enhance successful behavioral outcome.

• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.

• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

**GUID155E - Topics in Guidance...Wellness 5564**
• 1. Assess personal choices and behaviors that enhance successful behavioral outcomes
• 2. Select appropriate resources and support systems for sustaining effective life decisions and behavioral changes.
• 3. Relate how attitudes, beliefs, and motivation influence decisions and behavior.

**GUID105 - Trans Student Athletes 5387**
• 1. Analyze NCAA/NAIA rules and requirements to transfer to a four year school as an intercollegiate student athlete.
• 2. Distinguish how athletic transferable skills can serve as an asset when pursuing a career after sports, and use these skills in developing an effective resume and cover letter.
• 3. Explain goal setting models to use in academic, personal, and vocational aspects of their life.

**GUID118 - Transfer Success 5371**
• 1. Apply the knowledge, skills, and elements necessary to become a successful transfer student that makes effective decisions based upon individual needs and circumstances for achieving a successful transfer experience.
• 2. Assess eligibility for transfer by development and evaluation of their student educational plan with established timelines to meet transfer goals.
• 3. Develop a realistic transfer action plan that integrates personal interests, values, skills, personality style, and lifestyle goals with career, program of study, and transfer school goals.

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**Heather Willis**
**CLO**
No CLOs

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**HEP**

**CSLO**

**HEP200 - Honors Seminar 2235**
• 1. Synthesize information from different disciplines into a coherent and effective research paper or presentation.
• 2. Recognize and utilize valid academic resources.
• 3. Produce research that does not only report information but develops original and creative additions to the academic discourse of the discipline.

**HEP201 - Honors Studies: Humanities 6690**
• 1. Synthesize information from different disciplines into a coherent and effective research paper or presentation.
• 2. Recognize and utilize valid academic resources.
• 3. Produce research that not only reports information but also develops original and creative additions to academic discourse of the discipline.

**HEP203 - Honors Studies: Science 6692**
• 1. Synthesize information from different disciplines into a coherent and effective research paper or presentation.
• 2. Recognize and utilize valid academic resources.
• 3. Produce research that not only reports information but also develops original and creative additions to academic discourse of the discipline.

**HEP202 - Honors Studies: Social Science 6691**
• 1. Synthesize information from different disciplines into a coherent and effective research paper or presentation.
• 2. Recognize and utilize valid academic resources.
• 3. Produce research that not only reports information but also develops original and creative additions to academic discourse of the discipline.

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**HIST**

**CSLO**

**HIST160 - Black History-American Context 4215**
• Identify many of the principal figures in African American history and their contributions.
• Associate with their proponents the main ideas which characterized ethnic relations at various points in the history of the nation
• Trace the progression of legal status for black Americans
• Compare the political ideologies of major African American movements and leaders
• Describe the socio-economic complexity of African American experiences
• Explain the origins of some major social, economic, or political issues engaging African Americans today.

**HIST120 - California History 3176**

• CLO#1: Analyze the relationship between California and other regions with respect to trade, migration, and politics.
• CLO#2: Analyze economic trends and how cycles of depression and prosperity have affected the state's development.
• CLO#3: Assess ways that race, ethnicity, migration, and social change have affected California History.
• CLO#4: Examine how climate and geography have shaped state history.
• CLO #5: Consider examples of California’s cultural evolution within the context of specific periods and appraise their long-term effects.
• CLO#6: Compare the history of California to other states or regions of the US and value its unique character.
• CLO#7: Describe how the iconography of the cultural history of California fits into the historical imagination of its inhabitants and serves as an attraction to outsiders.

**HIST121 - California Indians 3177**

• 1. Students will analyze the vast and complex ramifications of the various invasions and occupations of Alta California for Native California societies.
• 2. Describe the relationships between current issues for Native Californians and the events of the historic period.
• 3. Student will discern between stereotypical ideas about indigenous societies/nations of California and accurate information about those societies/nations.

**HIST136 - Cultural Hist of American Pix 2710**

• CLO 1: Students will be able to identify ways that American culture has shaped motion pictures and motion pictures have shaped American culture.
• CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a historical question in US motion picture history.
• CLO 3: Students will be able to analyze and assess a variety of sources as it relates to US film history and will be able to identify ways in which basic film language has shaped film content.
• CLO 4: Students will be able to identify the main features of the studio system and analyze the content of studio-era films.
• CLO 5: Students will evaluate the impact of American motion pictures on the world and demonstrate how actors, directors, technologies, films, and techniques from other parts of the world have affected American motion pictures.
• CLO 6: Students will be able to analyze how American politics and social trends and controversies have affected the film industry and film content.
• CLO 7: Students will be able to analyze ways that ethnically diverse audiences, actors, and film-makers have contributed to American motion pictures.

**HIST107 - East Asia Before 1600 4687**

• CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to a historical question in early East Asian history.
• CLO 2: Students will be able to analyze and assess a variety of sources as it relates to early East Asian history.
• CLO 3: Students will be able to explain the relationship between patterns of governance and belief systems found in East Asian countries.
• CLO 4: Students will be able to describe the major patterns of interaction between East Asian civilizations in terms of trade, cultural exchange and dominance, technology transfer, travel, migration, colonization, and military conflict.
• CLO 5: Students will be able to make connections between cultural developments and ancient core philosophies.

**HIST108 - East Asia Since 1600 4688**

• 1. Students will be able to identify, develop, and defend a thesis as it relates to a historical question in later East Asian history.
• 2. Students will be able to analyze and assess a variety of sources as it relates to later East Asian history.
• 3. Students will be able to analyze the effects of foreign conquest and trade on East Asian countries.
• 4. Students will be able to describe the major patterns of interaction between civilizations in terms of cultural exchange and dominance, technology transfer, travel, and migration.
• 5. Students will be able to assess the impact of industrialization on the development of East Asian history.
HIST109 - Global History of War 5335
- CLO 1: Students will be able to identify trends and developments that led up to World War II.
- CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a major question in World War II.
- CLO 3: Students will be able to analyze and assess a variety of sources as it relates to World War II.
- CLO 4: Students will be able to analyze how trends and developments in World War II have shaped the world after 1945.
- CLO 5: Students will be able to compare and contrast how governments coped with the war and how civilian populations were affected by fighting and government policy.

HIST142 - Hist/Latin America Since 1820 3182
- 1. Students will be able to analyze and compare the effects of independence and attempts to modernize on the nations of Latin America.
- 2. Students will be able to organize the course content into coherent arguments that explain the development of modern Latin American economic, social, and political associations.
- 3. Students will be able to appraise the impact of global patterns of trade, technological exchanges, cultural differences, and geographical factors in the development of individual Latin American nations.
- 4. Students will be able to assess the relationship of modern Latin America to the rest of the world.

HIST104 - Hist/World Civil Since 1500 3170
- CLO 1: Students will be able to analyze the emerging dominance of Europe.
- CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a major question in modern world history.
- CLO 3: Students will be able to analyze and assess a variety of sources as it relates to recent world history.
- CLO 4: Students will be able to assess the impact of world wars and totalitarian movements on the twentieth century world.
- CLO 5: Students will be able to describe the general workings of the modern global economy.
- CLO 6: Students will be able to discuss the global impact of European imperialism and independence movements.
- CLO 7: Students will be able to demonstrate ways in which transnational organizations and trends have emerged in world history.

HIST141 - History of Latin America -1820 3181
- 1. Students will be able to analyze and compare the effects of discovery, invasion, colonialism, and independence movements on the Native American, European, and African participants.
- 3. Students will be able to appraise the impact of global patterns of trade, technological exchanges, cultural differences, and geographical factors in the development of individual Latin American societies.
- 4. Students will know the relationship of Latin American history to world history.

HIST140 - History of Mexico 5619
- 1. Students will be able to analyze and compare the effects of discovery, invasion, colonialism, independence, and the modernization of Mexico on its Native American, Spanish, and African participants.
- 2. Students will be able to organize the course content into coherent arguments that explain the development of Mexico’s economic, social, and political systems.
- 3. Students will be able to appraise the impact of global patterns of trade, technological exchanges, cultural differences, and geographical factors in the development of Mexico.
- 4. Students will know the relationship of Mexican history to United States history.
- 5. Students will be able to appreciate the artistic and literary contributions that various groups have made to the creation of Mexican culture.
- 6. Students will be able to analyze of the effects of class, racial and ethnic differences on the creation of Mexican society and culture.

HIST162 - History of Vietnam War 5994
- CLO 1: Students will be able to identify trends and developments that led up to the Vietnam War.
- CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a major question in the Vietnam War.
- CLO 3: Students will be able to analyze and assess a variety of sources as they relate to the Vietnam War.
- CLO 4: Students will be able to analyze how trends and developments during the Vietnam War have shaped the United States and the world after the war’s conclusion.
- CLO 5: Students will be able to compare and contrast how governments coped with the war and how civilian populations were affected by
fighting and government policy.

**HIST103 - History of World Civil to 1500 3169**
- CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to a major question in early world history.
- CLO 2: Students will be able to analyze and assess a variety of sources as it relates to early world history.
- CLO 3: Students will be able to define a civilization and explain how location has given rise to different types of civilizations.
- CLO 4: Students will be able to analyze ways in which trade, migration, and cultural contact have affected early world history.
- CLO 5: Students will be able to describe core philosophies and religions and their impact on world history.

**HIST151 - History/Appreciation of Dance 2176**
1. Propose a definition of dance which represents his/her current understanding upon entering the course. Appraise how that understanding has altered and expanded to encompass a cross-cultural perspective upon completion of the course.
2. Compare, contrast and interrelate two classical dance forms.
3. Discuss the purposes, ramifications and power of trance dancing in a culture with a focus on the transformative intent for the performer and the audience.

**HIST112H - Honor U.S. History Since 1865 108**
- CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to recent American history.
- CLO 2: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they affect modern U.S. historical identities. (Including but not limited to Reconstruction, Industrialization, Social revolutions, U.S. Involvement in foreign conflict.)
- CLO 3: Students will be able to analyze and assess a variety of sources as it relates to modern American History.
- CLO 4: Students will be able to differentiate amongst the experiences of diverse peoples as their positions are effected by race, social class, gender, and sexuality.
- CLO 5: Students will be able to relate past historical developments to current political, social, economic and diplomatic issues.
- CLO 6: Students will be able to appreciate and incorporate a multidisciplinary approach as it relates to the diversity of modern American identity.
- CLO 7: Students will be able to connect portions of US history to events and developments in other parts of the world.

**HIST120H - Honors California History 6071**
1. Analyze the relationship between California and other regions with respect to trade, migration and politics.
2. Analyze economic trends and how cycles of depression and prosperity have affected the state's development.
3. Assess ways that race, ethnicity, migration and social change have affected California history.

**HIST109H - Honors Global History 5400**
- CLO 1: Students will be able to Identify trends and developments that led up to World War II
- CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a major question in World War II.
- CLO 3: Students will be able to analyze and assess a variety of sources as it relates to World War II.
- CLO 4: Students will be able to analyze how trends and developments in World War II have shaped the world after 1945.
- CLO 5: Students will be able to compare and contrast how governments coped with the war and how civilian populations were affected by fighting and government policy.

**HIST103H - Honors History of World Civil 3342**
- CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to a major question in early world history.
- CLO 2: Students will be able to analyze and assess a variety of sources as it relates to early world history.
- CLO 3: Students will be able to define a civilization and explain how location has given rise to different types of civilizations.
- CLO 4: Students will be able to analyze ways in which trade, migration, and cultural contact have affected early world history.
- CLO 5: Students will be able to describe core philosophies and religions and their impact on world history.

**HIST111H - Honors U.S. History to 1877 107**
- CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to a major question in early US history.
- CLO 2: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they affect the early U.S. historical identities (including but not limited to Colonization, Industrialization, American Revolutions, Constitution, Slavery).
• CLO 3: Students will be able to analyze and assess a variety of sources as it relates to early American History.
• CLO 4: Students will be able to differentiate historical experiences of diverse peoples as defined by race, social class, gender, sexuality, and status of servitude.
• CLO 5: Students will be able to relate past historical developments to current political, social, economic and diplomatic issues.
• CLO 6: Students will be able to appreciate and incorporate a multidisciplinary approach to the study of early US history.
• CLO 7: Students will be able to connect portions of US history to events and developments in other parts of the world.

**HIST115H - Honors Women US History 6851**
• CLO 2: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they effect modern U.S. historical identities.
• CLO 4: Students will be able to relate trends and developments in women's history to trends and developments in women's history in other parts of the world.
• CLO 5: Differentiate amongst the experiences of diverse women as their positions are affected by race, social class, sexuality, and status of servitude (free, indentured, or enslaved).

**HIST104H - Honors World Civ Since 1500 3343**
• CLO 1: Students will be able to analyze the emerging dominance of Europe.
• CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a major question in modern world history.
• CLO 3: Students will be able to analyze and assess a variety of sources as it relates to recent world history.
• CLO 4: Students will be able to assess the impact of world wars and totalitarian movements on the twentieth century world.
• CLO 5: Students will be able to describe the general workings of the modern global economy.
• CLO 6: Students will be able to discuss the global impact of European imperialism and independence movements.
• CLO 7: Students will be able to demonstrate ways in which transnational organizations and trends have emerged in world history.

**HIST106H - Honors-The World Since 1900 4355**
• CLO 1: Students will be able to identify the origins and influence of major world-wide trends on post-1900 history.
• CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a major question in post-1900 world history.
• CLO 3: Students will be able to analyze and assess a variety of sources as it relates to post-1900 world history.
• CLO 4: Students will be able to relate past historical developments to current political, social, economic and diplomatic issues.
• CLO 5: Students will be able to evaluate the contributions of world wars, totalitarianism, decolonization and independence movements, technological change, and post-Cold War trends on recent world history.

**HIST124 - Rece Amer Us Sinc 1945 3180**
• CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to current US history.
• CLO 2: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they affect the early U.S. historical identities (including but not limited to Colonization, Industrialization, American Revolutions, Constitution, Slavery).
• CLO 3: Students will be able to analyze and assess a variety of sources as they relate to Post-War America.
• CLO 4: Students will be able to differentiate amongst the experiences of diverse peoples as their positions are affected by race, social class, gender, and sexuality in Post-War America.
• CLO 5: Students will be able to relate historical developments to current political, social, economic and diplomatic issues.
• CLO 6: Students will be able to appreciate and incorporate a multidisciplinary approach as it relates to Post-War America.
• CLO 7: Students will be able to relate trends and developments in current US history to trends and developments elsewhere in the world.

**HIST299 - Special Projects: History 3344**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**HIST106 - The World Since 1900 4044**
• CLO 1: Students will be able to identify the origins and influence of major world-wide trends on post-1900 history.
• CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a major question in post-1900 world history.
• CLO 3: Students will be able to analyze and assess a variety of sources as it relates to post-1900 world history.
• CLO 4: Students will be able to relate past historical developments to current political, social, economic and diplomatic issues.
• CLO 5: Students will be able to evaluate the contributions of world wars, totalitarianism, decolonization and independence movements, technological change, and post-Cold War trends on recent world history.

**HIST154 - Theater History 5394**
• CLO 1 -- Identify performative elements, including dramatic and theatrical, as utilized by various cultures and eras
• CLO 2 -- Synthesize the importance of social, political, and religious characteristics as they influence artistic and theatrical developments across eras and cultures

**HIST112 - U.S. History Since 1865 3173**
• CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to recent American history.
• CLO 2: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they affect modern U.S. historical identities. (Including but not limited to Reconstruction, Industrialization, Social revolutions, U.S. Involvement in foreign conflict.)
• CLO 3: Students will be able to analyze and assess a variety of sources as it relates to modern American History.
• CLO 4: Students will be able to differentiate amongst the experiences of diverse peoples as their positions are effected by race, social class, gender, and sexuality.
• CLO 5: Students will be able to relate past historical developments to current political, social, economic and diplomatic issues.
• CLO 6: Students will be able to appreciate and incorporate a multidisciplinary approach as it relates to the diversity of modern American identity.
• CLO 7: Students will be able to connect portions of US history to events and developments in other parts of the world.

**HIST111 - U.S. History to 1877 3172**
• CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to a major question in early US history.
• CLO 2: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they affect the early U.S. historical identities (including but not limited to Colonization, Industrialization, American Revolutions, Constitution, Slavery).
• CLO 3: Students will be able to analyze and assess a variety of sources as it relates to early American History.
• CLO 4: Students will be able to differentiate historical experiences of diverse peoples as defined by race, social class, gender, sexuality, and status of servitude.
• CLO 5: Students will be able to relate past historical developments to current political, social, economic and diplomatic issues.
• CLO 6: Students will be able to appreciate and incorporate a multidisciplinary approach to the study of early US history.
• CLO 7: Students will be able to connect portions of US history to events and developments in other parts of the world.

**HIST125 - US Military History 5336**
• 1. Students will be able to identify trends and developments that have shaped the military history of the United States.
• 2. Students will be able to analyze how trends and developments in the military history of the United States have influenced its political, social, economic, technological and cultural history.
• 3. Students will be able to explain how the military has affected Americans in relation to their race, ethnicity, class, or gender.
• 4. Students will be able to relate the military history of the United States to current political, social, economic and diplomatic issues.
• 5. Students will be able to analyze and assess a variety of sources as related to the military history of the United States.
• 6. Students will be able to identify, develop, and defend a thesis as it relates to a major development in the military of the United States.

**HIST102 - West Civil II 1500 to Present 5169**
• CLO 1: Students will be able to identify ways in which Western Civilization influenced the rest of the world through contact or dominance.
• CLO 2: Students will be able evaluate the impact of industrialization on Western Civilization.
• CLO 3: Students will be able to explain the emergence of the modern nation-state and its importance to Western Civilization and to the world at large.
• CLO 4: Students will be able to analyze the origins of the Atlantic World and its relationship to Western Civilization
• CLO 5: Students will be able to evaluate the importance of World War I, World War II, and totalitarianism on the history of Western Civilization.
• CLO 6: Students will be able to identify ways in which Western Civilization changed after 1945 in terms of European dominance, economic and social change, decolonization, the Cold War, and the emergence of European regional cooperation.

**HIST101 - Western Civilization I to 1500 5168**
• 1: Students will be able to identify the cultural foundations of Western Civilization as derived from the Mediterranean world and the Germanic tribal region.
• 3. Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological changes and how they affect the early history of Western Civilization.

• 5: Students will be able to differentiate historical experiences of diverse peoples and nations in Western Civilization.

• CLO 6: Students will be able to connect portions of the history of early Western Civilization to regions outside of Europe through trade and exploration, migration and missionary activity, and warfare and colonization.

**HIST115 - Women in United States History 3941**

- CLO 1: Students will be able to identify, develop, and defend a thesis as it relates to a gendered historical question.

- CLO 2: Students will assess and analyze the interrelationship of economic, political, psychological, technological, geographical, and sociological, changes and how they effect modern U.S. historical identities.

- CLO 3: Students will be able to understand the cultural institutions that determine the material circumstances of women’s lives as well as analyze how cultural and gendered norms and ideals impact diverse women’s lives. (Including but not limited to: religion, law, medicine, patriarchy, hetrononormativity, etc.)

- CLO 4: Students will be able to relate trends and developments in US women's history to trends and developments in women's history in other parts of the world

- CLO 5: Differentiate amongst the experiences of diverse women as their positions are affected by race, social class, sexuality, and status of servitude (free, indentured, or enslaved).

- CLO 6: Distinguish the cultural institutions that determine the material circumstances of women’s lives (religion, law, medicine, etc.).

- CLO 7: Analyze how cultural and gendered norms and ideals impact diverse women’s lives. (Ex: Patriarchy, hetrononormativity, etc.).

**HS123 - Drugs: Use and Abuse 2527**

- 1. Students will identify a specific, commonly used over-the-counter drug, and the drug's proper medical use, one of its possible misuses, or one of its possible abuses.

- 2. Students will identify the psychological or physiological factors that determine the relative effects of a drug on the body.

- 3. Students will identify the DSM-IV-TR criteria for substance abuse and/or dependence.

**HS121 - Healthful Living 2526**

- 1. Students will correctly identify the grams of fat per an individual serving of food by reviewing information published on a food manufacturer's food label. (This proposed SLO connects with DLO #2)

- 2. Students will correctly identify whether an individual's blood pressure readings are within acceptable norms. (This proposed SLO connects with DLO #3)

- 3. Students will describe at least three negative health consequences associated with the habitual use of marijuana. (This proposed SLO connects with DLO #1)

**HUM102H - Honors Introhuman From 1500 4526**

- Evaluate and analyze major world cultural artifacts (in art, literature, philosophy, film and other forms) from 1500 to the present

- Explore questions of fundamental importance to human beings from 1500 to the present

- Connect issues raised in major cultural artifacts (in art, literature, philosophy, film, and other forms) from 1500 to the present

**HUM101H - Honors: Intro Humanities 1500 4524**

- Evaluate and analyze major world cultural artifacts (in art, literature, philosophy, film and other forms) from the earliest civilizations to 1500

- Explore questions of fundamental importance to human beings from the earliest civilizations to 1500

- Connect issues raised in major cultural artifacts (in art, literature, philosophy, film, and other forms) among civilizations to 1500

**HUM102 - Intro to Humanities: From 1500 4462**

- Evaluate and analyze major world cultural artifacts (in art, literature, philosophy, film and other forms) from 1500 to the present

- Explore questions of fundamental importance to human beings from 1500 to the present
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>HUM101</td>
<td>Intro to Humanities: to 1500 4461</td>
<td>Evaluate and analyze major world cultural artifacts (in art, literature, philosophy, film and other forms) from the earliest civilizations to 1500.</td>
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<td>Explore questions of fundamental importance to human beings from the earliest civilizations to 1500.</td>
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<td>Connect issues raised in major cultural artifacts (in art, literature, philosophy, film, and other forms) among civilizations to 1500.</td>
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<tr>
<td>HUM137</td>
<td>Intro to World Cinema 5155</td>
<td>CLO 1: Students will be able to identify ways in which social, political, and cultural movements, institutions, and traditions shape a nation’s films.</td>
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<td>CLO 2: Students will be able to analyze technical aspects of national cinema, including camerawork and editing styles.</td>
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<td>CLO 3: Students will be able to analyze ways in which film transcends national boundaries and how films in one country or culture affect films made in other settings.</td>
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<td>CLO 4: Students will analyze ways in which audiences and markets influence international cinema.</td>
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<td>LEAD</td>
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<td>LEAD101 - Leadership Development 7185</td>
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<td>2. Students will apply and assess individual and team leaderships through activities and scenarios.</td>
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<td>3. Students will demonstrate practical competency in parliamentary procedure, activities planning and budget management.</td>
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<td>LEAD102 - Personal Leadership Development 7186</td>
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<td>2. Students will acquire a greater understanding of their own personal identities and how their identities shape their leadership and the organization.</td>
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<td></td>
<td>2a. The student will acquire a greater understanding of his/her own identity.</td>
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<td>2b. The student will link personal identity to chosen profession.</td>
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<td>2c. Student will strike a balance between their personal values and the requirements of their professional role(s).</td>
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<td>3. Students will develop an understanding of change processes, and be able to think critically about obstacles to change.</td>
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<td>LEAD299 - Special Projects: Leadership 6167</td>
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<td>LEG</td>
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<td>CSLO</td>
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<td>LEG112 - Administrative Law 6193</td>
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<td>2. Students should be able to understand the requirements of a proper administrative legal system pertaining to due process.</td>
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<td>3. Students should be able to utilize the proper legal resources to pursue an administrative law appeal before any administrative law body.</td>
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<td>LEG140 - Bankruptcy Law 2204</td>
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• 2. Students will demonstrate a working knowledge of the court forms required to successfully prepare bankruptcy petitions in Chapter 7, 11 and 13 bankruptcies.
• 3. Students will be able to select and complete schedules required for Chapters 7, 11 and 13 bankruptcy proceedings.
• 4. Students will be able to identify issues involving preferences and fraudulent conveyances in contravention of bankruptcy laws.
• 5. Students will be able to explain the conditions required for discharge of debt in bankruptcy and exemptions pertaining to certain assets of the debtor.

**LEG160 - Business Orgs 6195**

• 1. Summarize the characteristics of the different types of business organizations and to explain the advantages and disadvantages of operating in the various forms of business organizations.
• 2. Draft organizational documents for each of the four main types of business organizations.
• 3. summariz the rights and duties of partners in general and limited partnerships, including their duties toward each other and toward third persons.
• 4. Draft documents legally required to maintain the corporate structure, including the requirements of director and shareholder meetings and the preparation of minutes of meetings.

**LEG105 - Calif Civil Procedu 6192**

• CLO 1: Based on a hypothetical fact situation of a personal injury claim, the student can correctly identify the court that would have jurisdiction over the parties and the cause of action.
• CLO 2: The student can prepare a pleading caption for the personal injury hypothetical fact situation.
• CLO 3: The student can correctly analyze the strategies involved in a defendant's methods of attacking plaintiff's pleadings.
• CLO 4.a: Based on the personal injury fact situation, the student can draft form interrogatories, special interrogatories, requests for admissions, and a request for production for the plaintiff.
• CLO 4.b. The student can specify the timing requirements for a defendant's responses to plaintiff's form interrogatories, special interrogatories, requests for admissions, and a request for production.
• CLO 5: The student will specify the types of dates that need to be calendared once a trial date has been set in litigation.
• CLO 6: The student will describe three methods of enforcing a judgment.

**LEG134 - Family Law 6194**

• The student can correctly prepare the initial documents required to file a dissolution.
• The student can correctly complete, on pleading paper, a caption for each team's hypothetical fact marriage.
• Students representing the petitioner can select the required court forms and prepare for filing a request for entry of default of the respondent in the dissolution proceeding commenced by the forms prepared in Assignment One.
• Students representing a Respondent will be able to analyze the Petition and prepare and serve an appropriate response, plus any relevant forms and filing fee, based on the hypothetical acts.
• Students will identify material statutes with a summary of their provisions, in addition to legal phrases typically used in law firms and family law proceedings.

**LEG100 - Foundations of the Legal Syst 2963**

• 1. Analyze the practical and ethical requirements for the various roles of providers of legal services to the public and consider how they might individually contribute as a paralegal professional.
• 2. Evaluate the historical, philosophical, theological and cultural concepts that produced the foundational structure of the United States and its legal systems.
• 3. Demonstrate a working knowledge of fundamental legal terminology used in legal writing, discourse, and analysis of tort, contracts, property, criminal, and other substantive law areas.
• 4. Compare and contrast the roles of the Legislative, Judicial, and Executive branches of our Federal and State governments and how each contributes to the structure of our legal systems.
• 5. Analyze and evaluate current processes for resolving conflicts in our society by litigation and/or by alternatives for resolving disputes.
• 6. Assess the impact of current requirements of state and national laws on economic and cultural issues and predict possible future trends.

**LEG124 - Immigration Law 6803**

• 1. Analyze the factors and historical context of the patterns of immigration to this country and their impact on the development of earlier immigration policies and laws.
• 2. Examine and evaluate recent technological and global events and their impact on recent changes to immigration policies and resultant legislation and regulations.
• 3. Evaluate and explain the process of preparation of petitions, applications, pleadings, and motions before the relevant U.S. administrative agencies within the U.S. Departments of Homeland Security, State and Justice.
• 4. Examine and assess the requirements and expectations of legal assistants in the performance of legal services to immigration law clients, including the use of current technologies in support of client objectives.

• 5. Develop plans to assist clients obtain information and documentation required to obtain benefits under U.S. immigration laws and regulations.

**LEG104 - Law Office Management 2964**

• 1. Student will analyze a hypothetical fact situation of a personal injury claim to correctly specify where the plaintiff would file a lawsuit for damages.

• 2. Students should be able to identify the proper structure for the particular needs of any given individual law office.

• 3. Students should be able to manage a client’s case in a law office from case initiation through case closure.

• 4. Students should be able to identify and properly utilize appropriate office equipment in a law office.

**LEG149 - Occupational Internship 6254**

• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**LEG150 - Probate Law and Procedures 2205**

• 1. The student will define a trust and explain the meaning of and duties involved in a fiduciary relationship between the trustee and beneficiaries of the trust.

• 2. The student can analyze the difference between testate and intestate succession, the legal requirements for valid will, the definition and use of codicils, and how wills may be modified and revoked.

• 3. The student can explain the jurisdiction and operation of the probate court.

• 4. The student can demonstrate a working knowledge of the California Judicial Council forms associated with most probate proceedings, identify and use the necessary sources of information for forms completion and demonstrate an understanding of the time deadlines involved in probate proceedings.

• 5. The student can explain the rationale and basic law governing death and inheritance taxation at both the state and federal levels and describe the rationale for taxing certain trusts as separate legal entities.

• 6. The student can demonstrate a basic understanding of the forms and time deadlines involved in estate taxation.

**LEG107 - Research & Writing 6864**

• 1. Students should be able to research legal issues through statutory and caselaw resources.

• 2. Students should be able to write in a grammatically correct and professional manner.

• 3. Students should be able to prepare appropriate legal documents in compliance with California Regulations and Local Court Rules.

**LIB**

**CSLO**

**LIB101 - Essentials of Lib Research 5475**

• 1. Articulate an information need by stating a research question, problem or issue.

• 2. Analyze an information need and determine the type, amount, and depth of information required.

• 3. Identify, locate, and effectively utilize various types of information sources (books, periodicals, (print and electronic), media, indexes, Internet resources, etc.

• 4. Formulate search strategies in library catalogs, electronic databases, and the Internet using appropriate subject headings, keyword searches, and Boolean operators to retrieve relevant information.

• 5. Evaluate information sources in any format to determine type, relevancy to topic, bias, currency, and accuracy.

• 6. Organize information resources by preparing a bibliography using correct citation formats.

• 7. Assess the legal, ethical and privacy issues surrounding information and information technology.

**LIB100 - Intro-Library Research/Info 4281**

• 1. Articulate an information need by stating a research question, problem or issue.

• 2. Analyze an information need and determine the type, amount, and depth of information required.

• 3. Identify, locate, and effectively utilize various types of information sources (books, periodicals, (print and electronic), media, indexes, Internet resources, etc.

• 4. Formulate search strategies in library catalogs, electronic databases, and the Internet using appropriate subject headings, keyword searches, and Boolean operators to retrieve relevant information.
• 5. Evaluate information sources in any format to determine type, relevancy to topic, bias, currency, and accuracy.

• 6. Organize information resources by preparing a bibliography using correct citation formats.

• 7. Assess the legal, ethical and privacy issues surrounding information and information technology.

LNSK

CSLO

LNSK079A - Adapt Comp Technology 5965
• Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.
• Practice active learning and demonstrate measurable progress of course level learning outcomes defined in their educational study plan.

• Read a selection using Text to Speech Technology.
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.
• Create a slide show using presentation software with voice recognition or audio technology.
• Create an audio file
• Read a selection using text-to-speech technology. (e.g. Natural Reader, Adobe Reader.read Aloud, ReadPlease, or Kurzweil).
• Students can use technology to research a topic.
• Transcribe an audio file.
• Create a document using voice recognition technology.

LNSK079B - Advan Adap Comp Tech 5966
• Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.
• Create a slide show using presentation software with voice recognition or audio technology.
• Create an audio file
• Read a selection using text-to-speech technology. (e.g. Natural Reader, Adobe Reader.read Aloud, ReadPlease, or Kurzweil).
• Students can use technology to research a topic.
• Transcribe an audio file.
• Create a document using voice recognition technology.
• Simple Spreadsheet formulas

LNSK077 - Algebra Support for LD 5964
• Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.
• Solve formulas in mathematics problems using the order of operations.
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.

LNSK055 - Language Arts 5961
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.
• Students can apply spelling rules to a given list of words.

LNSK054 - Language Arts Lab 5960
• Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.
• Practice active learning and demonstrate measurable progress of course level learning outcomes defined in their educational study plan.
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.
• Evaluate websites for reliability and validity.
• Read graphs and tables and identify key information.
• Students can select and read a document using text to speech
• Students can use technology to research a topic.
• Turn headings into questions.
• Write a short 2-3 page research paper.
• Students can interpret information presented in a graph.
• Create an outline or concept map that includes the main idea, supporting details and additional information (e.g. facts, or ideas that provide added support for the topic).

LNSK051 - Learning Disabilities Workshop 5958
• Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.
• Practice active learning and demonstrate measurable progress of course level learning outcomes defined in their educational study plan.
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.

LNSK057 - Pre-Algebra Support 7157
• Practice active learning and demonstrate measurable progress of course level learning outcomes defined in their educational study plan.
• Solve basic mathematics problems using addition, subtraction, multiplication and division.
• Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.
• Students can interpret information presented in a graph.

LNSK053 - Study Skills 5959
• Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.
• Practice active learning and demonstrate measurable progress of course level learning outcomes defined in their educational study plan.
• Locate main ideas in paragraphs and short selections.
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.
• Evaluate websites for reliability and validity
• Read a selection using text-to-speech technology. (e.g. Natural Reader, Adobe Reader, read Aloud, ReadPlease, or Kurzweil).
• Read graphs and tables and identify key information.
• Recognize and differentiate between definitions and examples in a passage.
• Students can select and read a document using text to speech
• Students can use technology to research a topic.
• Turn headings into questions.
• Write a short 2-3 page research paper.
• Students can interpret information presented in a graph.
• Create an outline or concept map that includes the main idea, supporting details and additional information (e.g. facts, or ideas that provide added support for the topic).

LNSK056 - Vocabulary Development for LD 5962
• Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.
• Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.
• Combine sentences to retain meaning
CSLO

**MATH094 - Accelerated Algebra 7195**
- 1. Student will demonstrate the ability to graph a line that is given in slope-intercept form where the slope is not equal to 1.
- 2. Student should be able to factor a trinomial completely. Trinomial will contain a greatest common factor greater than 1. After factoring out the GCF the resulting trinomial will be factorable with a lead coefficient greater than 1.
- 3. Student should demonstrate the ability to solve a quadratic equation with real solutions using the Quadratic Formula. The resulting fraction should be reducible and the radical should initially not be in simplest form.
- 4. Student will demonstrate the ability to rewrite a quadratic function of the form $y = ax^2 + bx + c$ in the form $y = a(x - h)^2 + k$, where $a > 1$ and $h$ and $k$ are whole numbers, by completing the square.

**MATH213 - Analyt Geom/Calc III 3040**
- 1. Produce the derivative, arc length, curvature and integrals of vector-valued functions.
- 2. Produce a variety of partial derivatives, the directional derivative, and the gradient.
- 3. Utilize limits to calculate a double integral over a plane region.

**MATH213H - Analyt Geom/Calc III 4529**
- 1. Produce the derivative, arc length, curvature and integrals of vector-valued functions.
- 2. Produce a variety of partial derivatives, the directional derivative, and the gradient.
- 3. Utilize limits to calculate a double integral over a plane region.

**MATH211 - Analytic Geometry/Calculus I 3038**
- 1. Utilize the epsilon-delta definition of the limit to prove a limit statement is correct.
- 2. Find a derivative utilizing the chain rule.
- 3. Evaluate an integral using u-substitution.
- 4. Find the derivative using the definition of the derivative.

**MATH212 - Analytic Geometry/Calculus II 3039**
- 1. Evaluate an integral using integration by parts.
- 2. Evaluate an improper integral (to determine whether it converges or diverges)
- 3. Utilize the limit comparison test to determine whether a series converges or diverges.

**MATH135 - Calculus for Social Sci/Bus 3036**
- 1. Apply the limit of the difference quotient to formulate the derivative of a polynomial function.
- 2. Apply the derivative to solve a business or Economics application.
- 3. Evaluate the integral to solve an Economics, probability, volume or differential equations application.

**MATH105 - College Algebra 7208**
- 1. Formulate the composition of two functions.
- 2. Formulate the inverse of a one-to-one function.
- 3. Graph a rational function that contains asymptotes.
- 4. Solve an exponential growth/decay application problem.
- 5. Find all intercepts and asymptotes of a rational function.

**MATH215 - Differential Equations 3042**
- 1. Solve the most common types of 1st and higher order differential equations.
- 2. Find series solutions to differential equations that cannot be solved by other methods.
- 3. Use Laplace Transforms to solve linear differential equations.

**MATH090A - Elementary Algebra "A" 6930**
- 1. Solve a linear equation with like terms on both sides.
- 2. Graph an equation in slope-intercept form.
• 3. Student will demonstrate the ability to solve a system of equations.

**MATH090 - Elementary Algebra 6929**
• 1. Solve a linear equation with like terms on both sides.
• 2. Graph an equation in slope-intercept form.
• 3. Factor a trinomial with a lead coefficient greater than 1.

**MATH090B - Elementary Algebra B 5828**
• 1. Student will demonstrate the ability to factor polynomials of the form where $ax^2 + bx + c$ and the original polynomial does not contain a GCF greater than 1.
• 2. Student will demonstrate the ability to solve a rational equation.
• 3. Factor a trinomial with a lead coefficient greater than 0.
• 4. Student will solve a quadratic equation using the Quadratic Formula where the radical reduces.

**MATH105H - Honors College Algebra 3461**
• 1. Formulate the composition of two functions.
• 2. Formulate the inverse of a one-to-one function.
• 3. Graph a rational function that contains asymptotes.
• 4. Solve an exponential growth/decay application problem.
• 5. Find all intercepts and asymptotes of a rational function.

**MATH212H - Honors Geometry/Calculus II 3318**
• 1. Evaluate an integral using integration by parts.
• 2. Evaluate an improper integral (to determine whether it converges or diverges)
• 3. Utilize the limit comparison test to determine whether a series converges or diverges.

**MATH115 - Ideas of Mathematics 7209**
• 1. Utilize symbolic logic and truth tables to analyze arguments.
• 2. Utilize counting methods, such as permutations, to determine the cardinal number of a set
• 3. Utilize conditional probability to solve applications.

**MATH096 - Intermediate Algebra 3029**
• 1. Factor a trinomial completely. Trinomial will contain a greatest common factor greater than one. After factoring out GCF the resulting trinomial will be factorable with a lead coefficient greater than one.
• 2. Solve a quadratic equation, with real solutions, by using the quadratic formula. The resulting fraction should be reducible (as well as the radical in the determinant).
• 3. Student will demonstrate the ability to rewrite a quadratic function of the form $y=ax^2+bx+c$ in the form $y=a(x-h)^2+k$, where $a>1$ and the coordinates of the vertex are whole numbers, by completing the square.

**MATH096B - Intermediate Algebra B 5397**
• 1. Student will demonstrate the ability to set up and solve a shared work application problem.
• 2. Student will demonstrate the ability to solve a quadratic equation, with real solutions, by using the quadratic formula. The resulting fraction should be reducible as well as the radicand.
• 3. Student will demonstrate the ability to rewrite a quadratic function of the form $y = a(x-h)^2 + k$, where $a>1$ and the coordinates of the vertex are whole numbers.

**MATH096A - Intermediate Algebra-A 5396**
• 1. Student should demonstrate the ability to simplify an expression containing negative exponents and write the answer without negative exponents.
• 2. Student should be able to factor a trinomial completely. Trinomial will contain a greatest common factor greater than one. After factoring out GCF the resulting trinomial will be factorable with a lead coefficient greater than one.
• 3. Student should be able to determine if a graph represents a function, and give the domain and range of the graph.

**MATH140 - Introduction to Statistics 7210**
• Students will clearly articulate a hypothesis which explains their prediction about the outcome of a linear regression model.
• Students will interpret Minitab output as it relates to linear regression with the use of clear and concise language.
• Students will restate statistical terminology into everyday language so results can be understood by non-statisticians.

**MATH218 - Linear Algebra 4818**
- 1. Student will be able to: Demonstrate the connection between linear algebra and differential equations.
- 2. Student will be able to: Apply linear algebra techniques to linear systems in mathematics, engineering, statistics, physics, natural sciences, and social sciences (economics in particular).
- 3. Determine whether a span in 3-space is a line, plane, or the whole 3-space.
- 4. Formulate a matrix A such that the function induced by A is equal to a given linear transformation T.
- 5. Find bases for the eigenspaces of a given matrix A.

**MATH055 - Pre-Algebra With Arith 6804**
- 1. Add, subtract, and reduce, if necessary, non-mixed number fractions with different signs.
- 2. Solve an algebraic equation with one variable that requires two operations to solve
- 3. Utilize the order of operation agreement to simplify expressions containing integers and exponents.

**MATH110 - Pre-Calculus 3035**
- 1. Find the difference quotient given a function.
- 2. Find the values of the remaining five trigonometric functions given the value for the sixth.
- 3. Solve a trigonometric equation.

**MATH299 - Spec. Proj: Math 3319**
- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

### Mentoring

**CLO**
- No CLOs

### MGT

**CSLO**

**MGT103 - Introduction to Management 2330**
- SLO-1: Student writes a short-answer to compare and contrast the planning and goal setting done at the four levels of an organization.
- SLO-2: Student defines ethics and ethical behavior, and then determines the approaches that are used to describe values for guiding ethical decision making.
- SLO-3: Student analyzes and explains the stages that teams pass through as they develop and grow.

**MGT103H - Introduction to Management 5668**
- SLO-1: Student writes a short-answer to compare and contrast the planning and goal setting done at the four levels of an organization.
- SLO-2: Student defines ethics and ethical behavior, and then determines the approaches that are used to describe values for guiding ethical decision making.
- SLO-3: Student analyzes and explains the stages that teams pass through as they develop and grow.

**MGT108 - Organizational Behavior 5957**
- Student defines OB and explains how it relates to management, citing an example.
- Student identifies and contrasts three managerial roles, citing an example for each.
- Student defines the rational-decision making model, citing conditions under which it is used.

**MGT138 - Personnel Management 2336**
- 1. Student writes a short-answer defining the role and function of a Human Relations Manager.
- 2. Student explains five critical human resource issues.
- 3. Student analyzes and explain negative factor that influence employee behavior and offers a plan to deal with that factor.

**MGT205 - Principles of Marketing Mgt. 3833**
- CLO 1: Student writes a short-answer defining marketing.
- CLO 2: Students will identify a product or service, then analyze how cultural differences might affect the advertising plan.
- CLO 3: Students will identify a promotional program, then analyze its effectiveness.

**MGT133 - Productivity Mgt 2334**
- Student write a short-answer defining a productive and unproductive process.
- Student explains internal and external factors affecting a process.
- Student analyzes and explain an unproductive processes, then reports on how to improve the process.

**MUL**

**CSLO**

**MUL134 - 2D Animation 6694**
- Differentiate each of the 2D animation methods, traditional Cel and Stop-Motion Puppet as well as non-traditional Glass and Sand animation and compare notable animators who used each technique.
- Describe techniques in an historical context.
- Develop a team structure and create a stop-mo animation.
- Relate animation’s development and variety to the World historical scene and point out important World animators and studios that have produced notable animated films.
- Construct armatures and characters that are capable of the movement and emotion expression required of any specific animation, and break down the phonemes required of a sentence of character dialogue.
- Demonstrate a keen understanding of the team-based structure of the animation process; performing well within the structure of many separate roles.

**MUL131 - 3D Animation I 6912**
- Complete all the Animation Methods.
- Diagram the phases and focus of the 3D process.
- Choose an effective modeling method for a given problem.
- Complete the Rendering procedure and all the Light Types.
- Relate notable animators with their animation method and studio.
- Control surface materials for the overall esthetic appearance.
- Apply blended layers, blending in some of their materials.

**MUL139 - Advanced Animation 6440**
- Adapt designs under intense critical judgment.
- Choose an effective modeling method for a given problem.
- Choose an effective modeling method for a given problem.
- Develop a team structure and create a stop-mo animation.
- Employ and adapt a 3D animation skills to a work already begun, but not finished.

**MUL140 - Digital Illustration 4957**
- Course has been deactivated

**MUL218 - Dynamic Web Design 6914**
- Install a shopping cart.
- Install a blog.
- Configure a content management system.
**MUL112 - Interactive Media Design I 2238**
- Upload artifacts to a portfolio.
- Create a storyboard.
- Design a responsive website.

**MUL125 - Interactive Motion Media 5831**
- Tween symbols on the stage using keyframes on the timeline.
- Create a button symbol with over, up, down, and hit states.
- Programmatically load an image onto the stage using the Loader class.

**MUL110 - Introduction to Multimedia 2436**
- Upload a web page, using FTP, to the web server.
- Create a composite image.
- Create an audio file containing fading, effects and combined tracks.

**MUL114 - Multimedia Proj Mgmt 6221**
- Create a project using management software.
- Calculate production budgets and create schedules.
- Demonstrate production skills using various documentation.
- Participate in a team production.

**MUL149 - Occupational Internship 6256**
- Outcomes for 149 and 299 courses will be created course-by-course

**MUL214 - Practical Prod-Entert 5761**
- Build a production team, assigning tasks based upon individual talent and training.
- Participate in the planning and execution of a variety of issues, such as safety, talent management, props, set dressing, camera and audio setup, lighting and color balance.
- Demonstrate an understanding of appropriate communication with team members in a variety of situations, respecting management protocols.
- Accurately measure progress of production, identifying problems respecting chain of command.

**MUL133 - Prod Mgt/Entertain 6913**
- Organize the production tasks required of any specific script, storyboard or other various forms of entertainment media into a project proposal.
- Design a production budget and production schedule that accurately reflects costs and deadlines based upon a project proposal.
- Develop design concepts as a cooperative and contributing member of a team and present the design to a 'client'.
- Participate in a 'mock' marketing and design research session and a 'mock' interview and demonstrate an understanding of market research and the hiring process.
- Define the personal and equipment needed to complete a given project and formulate an accurate estimate of cost.
- Assess and define the individual tasks necessary to complete a given project.
- Create a Production Calendar/Schedule for a given project.

**MUL116 - Social Media Marketing 6806**
- Create and post a podcast.
- Plan a social media marketing strategy.
- Setup and populate a blog.

**MUL123 - Video Production I 6646**
- Demonstrate effective digital file management of video project assets.
- Analyze the required needs, e.g. storyboard and equipment, for a production project.
- Prepare for a video production with the needed planning discussions, client consultations and scouting required.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>MUL223</td>
<td>Video Production II 5512</td>
<td>• Compile a pre-production package.</td>
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<td>• Create pre-production planning documentation.</td>
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<td>• Manage video production assets.</td>
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<td>• Shoot and edit a short video.</td>
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**MUS**

**CSLO**

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<tbody>
<tr>
<td>MUS142</td>
<td>Advanced Studio Recording I 2709</td>
<td>• Students will operate studio components.</td>
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<td>• Students will exercise judgement regarding the use of microphones, compressors, etc.</td>
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<td>• Students will be able to record and mix assigned projects.</td>
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<td>• Students will successfully complete ADR recording assignments.</td>
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<td>• Students will successfully select, Foley, and record Sound Effects.</td>
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<td>• Students will successfully mix audio for video.</td>
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<tr>
<td>MUS18 -</td>
<td>Applied Music I: Instrumental 6891</td>
<td>• 1. Demonstrate improved technique on an instrument over the course of the term.</td>
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<td>• 2. Perform a musical piece with correct pitches.</td>
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<td>• 3. Perform a musical piece with correct rhythm.</td>
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<td>• 4. Perform a musical piece with an appropriate sound on an instrument.</td>
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<td></td>
<td></td>
<td>• 4. Perform a musical piece with correct pitches.</td>
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<td>• 5. Perform a musical piece with correct rhythm</td>
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<tr>
<td>MUS140</td>
<td>Beg Studio Recording 2707</td>
<td>• Students will learn beginning audio theory.</td>
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<td>• Students will to use basic audio equipment.</td>
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<td>• Students will apply critical thinking skills to audio.</td>
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<tr>
<td>MUS115</td>
<td>Beg Voice Class - Breath/Tone 3873</td>
<td>• 1. Differentiate, match, and reproduce a pitch played at the keyboard or sung.</td>
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<td>• 2. Perform a basic song from standard English repertoire, demonstrating proper breath support.</td>
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<td>• 4. Perform a basic song from standard English repertoire, demonstrating tone that is free, forward and focused.</td>
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<tr>
<td>MUS116</td>
<td>Beg Voice Class - Diction &amp; Ex 3879</td>
<td>• 1. Differentiate, match, and reproduce a pitch played at the keyboard or sung.</td>
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<td>• 2. Demonstrate the techniques for singing the sounds for all IPA consonant symbols typically found in English songs.</td>
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<td>• 3. Analyze an English language song using IPA for both vowels and consonants and to indicate appropriate “shaping” of vowel sounds to accommodate both range and tone.</td>
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<td>• 4. Define and use the seven basic Italian vowel sounds and their IPA symbols.</td>
</tr>
</tbody>
</table>
**MUS111 - Beginning Piano 6168**
- 1. Name the lines/spaces on the grand staff and the keys on the keyboard.
- 3. Perform easy piano literature in front of an audience with accurate pitches.
- 4. Perform easy piano literature in front of an audience with accurate rhythms.

**MUS206 - Chamber Choir 2698**
- 1. Perform selected choral repertoire with correct notes.
- 2. Perform selected choral repertoire with appropriate balance.
- 3. Perform selected choral repertoire with accuracy of diction.
- 4. Perform selected choral repertoire with accuracy of intonation.

**MUS205 - College Singers 2697**
- 1. Perform selected choral repertoire with correct notes.
- 2. Perform selected choral repertoire with appropriate balance.
- 3. Perform selected choral repertoire with accuracy of diction.
- 4. Perform selected choral repertoire with accuracy of intonation.

**MUS143 - Computer Audio/Edit 6204**
- 1. Students will successfully operate the basic features of their software.
- 2. Students will successfully record assigned projects.
- 3. Students will successfully edit assigned materials.
- 4. Students will successfully mix projects.

**MUS214 - Guitar Ensemble 5998**
- 1. Perform selected guitar ensemble repertoire with correct pitches.
- 2. Perform selected guitar ensemble repertoire with accuracy of rhythm.
- 3. Perform selected guitar ensemble repertoire with appropriate balance.
- 4. Demonstrate improvement of individual musical technique on the guitar.

**MUS125 - Guitar I 7179**
- 1. Name the lines/spaces on the grand staff and the frets of the guitar’s fingerboard.
- 2. Perform easy guitar music in front of an audience with accurate pitches.
- 3. Perform easy guitar music in front of an audience with accurate rhythms.
- 4. Demonstrate correct fingerpicking technique.
- 5. Construct an improvised solo over a 12-bar blues chord progression using correct pitches.

**MUS127 - Guitar II 7180**
- 1. Perform intermediate guitar music in front of an audience with accurate pitches.
- 3. Demonstrate advanced fingerpicking patterns correctly.
- 4. Demonstrate bar chords correctly.
- 5. Construct an improvised solo over a 12-bar blues chord progression using correct pitches.

**MUS106 - Hist of Rock & Roll 5617**
- 1. Analyze a musical performance or work based on specific musical elements: melody, rhythm, harmony, timbre, texture, form.
- 2. Identify the genre of a musical piece by listening to it.
- 3. Explain the impact of nonmusical influences (i.e. political, environmental, historical events) on music.
- 4. Compare and contrast the music of each period of Rock music using foundational elements of music.

**MUS108 - History of Jazz & Blues 4680**
- 1. Differentiate between the musical styles of important instrumentalists and vocalists from different periods of jazz history.
• 3. Identify the sub-genre of a jazz or blues recording by listening to it.
• 4. Explain the impact of nonmusical influences (i.e. political, environmental, historical events) on jazz and blues music.

**MUS108H - Hnrs Hist Jazz & Blues 6225**
• 1. Differentiate between the musical styles of important instrumentalists and vocalists from different periods of jazz history.
• 3. Identify the sub-genre of a jazz or blues recording by listening to it.
• 4. Explain the impact of nonmusical influences (i.e. political, environmental, historical events) on jazz and blues music.

**MUS107H - Hnrs Intro/Apprec Am Music 6224**
• 2. Identify the genre of a musical piece by listening to it.
• 3. Explain the impact of nonmusical influences (i.e. political, environmental, historical events) on music.
• 4. Compare and contrast the music of each genre and period of American music using foundational elements of music.

**MUS100H - Honors Intro/Appreciation 3282**
• 2. Identify the style period of a musical piece by listening to it.
• 4. Explain the impact of nonmusical influences (i.e. political, environmental, historical events) on music.
• 5. Compare and contrast the music of each style period (Medieval through Post-Modern) using foundational elements of music.

**MUS212 - Instrumental Chamber 5762**
• 1. Perform selected ensemble repertoire with accuracy of pitch.
• 2. Perform selected ensemble repertoire with accuracy of intonation.
• 3. Perform selected ensemble repertoire with good blend.
• 4. Perform selected ensemble repertoire with accuracy of rhythm.
• 5. Demonstrate improvement of individual musical technique on an instrument.

**MUS112 - Intermediate Piano 6169**
• 1. Perform intermediate piano literature in front of an audience with accurate pitches.
• 2. Perform intermediate piano literature in front of an audience with accurate rhythms.
• 5. Perform scales correctly at a medium tempo.

**MUS141 - Intermediate Studio Recording 2708**
• Students will learn signal flow as it relates to audio.
• Students will understand and use major audio components.
• Students will be able to record and mix assigned projects.

**MUS150 - Intermediate Voice Class 3883**
• 1. Demonstrate correct diction techniques in a performance of a song of classical repertoire.
• 2. Demonstrate proper tone in a performance of a song of classical repertoire.
• 3. Demonstrate proper breath control in a performance of a song of classical repertoire.

**MUS107 - Intro/Apprec of American Music 6222**
• 2. Identify the genre of a musical piece by listening to it.
• 3. Explain the impact of nonmusical influences (i.e. political, environmental, historical events) on music.
• 4. Compare and contrast the music of each genre and period of American music using foundational elements of music.

**MUS100 - Intro/Appreciation of Music 2671**
• 2. Identify the style period of a musical piece by listening to it.
• 4. Explain the impact of nonmusical influences (i.e. political, environmental, historical events) on music.
• 5. Compare and contrast the music of each style period (Medieval through Post-Modern) using foundational elements of music.

**MUS210 - Jazz Ensemble I 4947**
• 6. Improvise music using appropriate pitches, rhythms, and style.
• 1. Perform selected level jazz ensemble repertoire with correct pitches.
• 2. Perform selected jazz ensemble repertoire with accurate rhythm.
• 3. Perform selected jazz ensemble repertoire with proper articulation.
• 4. Perform selected level jazz ensemble repertoire with good blend.
• 5. Demonstrate improvement of musical technique on student's instrument.

**MUS211 - Jazz Ensemble II 4927**

• 1. Perform intermediate to advanced level jazz ensemble repertoire with correct notes.
• 2. Perform intermediate to advanced level jazz ensemble repertoire with accurate rhythm.
• 3. Perform intermediate to advanced level jazz ensemble repertoire with proper articulation.
• 4. Perform intermediate to advanced level jazz ensemble repertoire with good blend.
• 5. Demonstrate improvement of musical technique on student's instrument.
• 6. Improvise music at an intermediate to advanced level using appropriate pitches, rhythms, and style.
• 7. Prepare an arrangement or original composition for performance by the Jazz Ensemble.

**MUS114 - Jazz Improvisation 6170**

• 1. Analyze jazz chord symbols by spelling the names of pitches in a series of chords.
• 2. Perform an improvised solo over a modal chord progression using correct pitches.
• 3. Perform an improvised solo over a 12-bar blues chord progression using correct pitches.
• 4. Perform an improvised solo over a bebop chord progression using correct pitches.
• 5. Perform an improvised solo with good rhythmic phrasing.
• 6. Produce a characteristic jazz sound on an instrument.
• 7. Compare and contrast the styles of prominent jazz improvisers

**MUS145 - MIDI & Computer Recording 6206**

• 1. Students will understand the general operation of music recording and editing programs.
• 2. Students will understand the general uses of MIDI in audio programs.
• 3. Students will successfully record and mix assigned projects.

**MUS101 - Music Fundamentals 2672**

• 1. Illustrate the correlation between the musical staff and the piano keyboard.
• 2. Analyze the chord progression of a musical excerpt.
• 3. Analyze written rhythms using established counting syllables.

**MUS103 - Music Theory I 6441**

• 1. Discover voice leading errors in a four part musical excerpt.
• 2. Analyze a musical excerpt, labeling each chord with Roman numerals, labeling each cadence, and circling and labeling non-chord tones.
• 3. Harmonize a four measure melody, including primary and secondary diatonic triads and the dominant seventh chord in four-voice choral spacing. Elaborate appropriately with non-chord tones.
• 4. Identify written intervals within an octave.
• 5. Compose a four-part chorale using diatonic triads in a variety of inversions.

**MUS104 - Music Theory II 6442**

• 1. Construct several diatonic seventh chords in a variety of keys.
• 2. Compose four-part chorale-style music with good voice leading that includes the use of secondary dominant chords.
• 3. Analyze the harmony of a Common Practice Period composition, labeling chords with Roman numerals, and identifying any common chord modulations.

**MUS253 - Music Theory III 6444**

• 4. Construct and classify several borrowed chords, secondary chords, Neapolitan sixths and augmented sixth chords in various keys.
• 5. Compose a musical work that follows Common Practice Period sonata form principles.

• 6. Analyze a musical score for form and harmony, labeling major sections, themes, and modulations. Measure the work against Common Practice Period norms.

**MUS254 - Music Theory IV 6810**

• 1. Construct several borrowed chords, Neapolitan chords, augmented sixth chords, altered dominants, and 9th, 11th, and 13th chords in a variety of contexts.

• 2. Analyze musical excerpts, discovering instances of diatonic modes, pentatonic scales, synthetic scales, extended tertian harmony, polychords, quartal, and secundal harmony.

• 3. Construct a tone row or pitch class set as in preparation for composition of a work in 20th Century post-tonal style.

**MUS209 - Musical Production 6233**

• 1) Demonstrate ability to maintain and follow rehearsal and performance schedules and requirements. (DLO #3)

• 2) Develop and improve self-evaluative and analytical skills through journaling the production process. (DLO #1)

• 3) Recognize the duties of the stage manager. (DLO #3)

**MUS175 - Musicianship I 6915**

• 1. Analyze and dictate simple rhythms in both simple and compound rhythms.

• 2. Analyze and dictate diatonic intervals.

• 3. Perform diatonic melodies using solfeggio syllables.

**MUS176 - Musicianship II 6917**

• 1. Analyze and notate dictated syncopated rhythms in simple and compound meter.

• 2. Analyze and notate dictated chromatic simple intervals.

• 3. Analyze and notate dictated diatonic compound intervals.

• 4. Perform diatonic melodies with leaps up to a P8 using solfeggio.

• 5. Analyze and notate dictated chord progressions that incorporate secondary triads in major and minor modes.

**MUS177 - Musicianship III 6808**

• 1. Identify modulation to a close key in a harmonic progression.

• 2. Analyze and dictate a syncopated rhythm.

• 3. Recognize the sounds of triplet and duplet rhythms and dictate them.

• 4. Examine and sight sing a written melody with chromatic alterations or modulation to a close key.

• 5. Examine and sight read a rhythm in simple or compound meter with triplets, duplets, or syncopation.

**MUS 178 - Musicianship IV**

• 1. Identify modulation to a distant key in a harmonic progression.

• 2. Analyze and dictate a rhythm in a mixed meter.

• 3. Recognize the sounds of Neapolitan and augmented 6th chords and dictate them.

• 4. Examine and sight sing a written chromatic or modal melody.

• 5. Examine and sight sing a written melody that modulates to a distant key.

• 6. Examine and sight read a rhythm featuring irregular beat divisions, and/or in mixed meters.

**MUS178 - Musicianship IV 6809**

• 3. Recognize the sounds of Neapolitan and augmented 6th chords and dictate them.

• 4. Examine and sight sing a written chromatic or modal melody.

• 6. Examine and sight read a rhythm featuring irregular beat divisions, and/or in mixed meters.

**MUS148 - Radio Production 5027**

• Summarize the major operations of a radio station.

• Successfully operate associated with radio.

• Synthesize client materials to produce a spot or commercial.
• Successfully operate radio software.

**MUS146 - Recording Music and Live Sound 4674**
- Students will successfully analyse the need for microphones and components for a musical recording.
- Students will complete assigned musical recording project(s).
- Students will formulate the “needs” for a live sound project.
- Students will assemble and make adjustments for a live sound project.

**MUS299 - Special Projects: Music 3284**
- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**MUS207 - Techniques of Music Theatre 2699**
- 1. Students will analyze different musical styles.
- 2. Students will present examples of styles by performance or oral presentation.
- 3. Students will develop musical skills through presentation.
- 4. Students will develop acting skills by performing and critiquing.
- 5. Students will acquire stage movement skills through stage work.

**MUS109 - World Music 4926**
- 1. Analyze a musical performance or work based on specific musical elements: melody, rhythm, harmony, timbre, texture, form.
- 2. Identify the origin of a musical piece by listening to it.
- OBJECT assessed: Matching music with country of origin. 5 questions……
- 3. Explain of the impact of nonmusical influences (i.e. political, environmental, historical events) on music.

**NURS**

**CSLO**

**NURS244 - Adv Medsurg Nurs IV 6875**
- Communication - Implements therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care
- Evidence-Based Practice - Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care
- Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care.
- Nursing Role/Leadership - Uses the nursing roles of communicator, actively participates in implementing change
- Patient-Centered Care - Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s references, values and needs
- Quality Improvement/Fiscal Responsibility - Uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Recognizes that cost effectiveness is essential for success for the health care organization
- Safety - Minimizes risk of harm to patients and providers through both system effectiveness and individual performances

**NURS074 - Advanced Skills Lab 6815**
- 1. Demonstrate advanced nursing psychomotor skills and clinical reasoning including assessment, diagnosis, planning, implementation, and evaluation of care for the critically ill adult and geriatric patient
- 2. Assess, manage, and perform advanced psychomotor nursing skills while caring for the critically ill adult and geriatric patients with altered circulation, oxygenation, and immunity
- 3. Prioritize the psychomotor nursing skills and nursing care for the critically ill adult and geriatric patient according to Maslow’s Hierarchy of Needs

**NURS224 - Beg Med/Surg Nurs II 6869**
- h. Calculates medication dosages accurately and in a timely manner
- i. Justifies appropriate medication interventions in a timely, coordinated and accurate manner
- Overall performance for the week
NURS085 - Certified Nursing Assistant 7160
• 1. Students will be prepared to successfully pass the State of California Department of Health exam.
• 2. Students will be able to demonstrate the fundamental nursing skills instructed in the state approved nursing assistance training program with 100% accuracy.
• 3. Students will be qualified to be employed as a nursing assistant and/or home health aide.
• 4. Students will be able to apply for advanced placement in the nursing programs.

NURS182 - Dosage Calculations 2852
• Perform basic mathematical computations essential for calculating drug dosages.
• Describe the basic systems of measurement used to calculate dosages.
• Convert units of measure within the same system of measurement and from one system of measurement to another.

NURS212 - Foundations of Nursing 7161
• Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement, intervene, and evaluate patient care.
• Communication - Implement therapeutic communication skills that foster open communication, mutual respect, and shared decision making to achieve quality patient care.
• Safety - Minimize risk of harm to patients and providers through both system effectiveness and individual performance

NURS071 - Foundations Skills Lab 6811
• 7. Communication - Implement therapeutic communication skills that foster open communication, mutual respect, and shared decision making to achieve quality patient care.
• 8. Safety - Minimize risk of harm to patients and providers through both system effectiveness and individual performance

NURS238 - Geront and Comm Nurs 7165
• Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care.
• Communication - Implements therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care
• Safety - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance

NURS234 - Inter Med Surg Nursii 7163
• Communication - Implement therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care
• Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care
• Safety - Minimizes risk of harm to patients and providers through both system effectiveness and individual performances

NURS073 - Intermediate Skill Lab 6814
• 5. Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement, intervene, and evaluate patient care.
• 6. Communication - Implement therapeutic communication skills that foster open communication, mutual respect, and shared decision making to achieve quality patient care.
• 7. Safety - Minimize risk of harm to patients and providers through both system effectiveness and individual performance

NURS100 - Introduction to A&P 2843
• 1. Identify basic anatomy and physiology
• 2. Apply knowledge of anatomy and physiology to healthcare career
• 3. Describe systems of the body

NURS214 - Med Surg Nursing I 7162
• Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care.
• Communication - Implement therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care
• Safety - Minimize risk of harm to patients and providers through both system effectiveness and individual performance

NURS236 - Mental Health Nursing 7164
• Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care.
• Communication - Implements therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care
• Safety - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance

NURS222 - Nurs of Child & Famil 6868
• 1. Nursing Role/Leadership
• 2. Nursing Process
• 3. Patient-Centered Care

NURS226 - Nurs of Childbear Fam 6870
• f. Justifies appropriate medication interventions in a timely, organized and accurate manner
• g. Integrates Core Measures and National Hospital Safety Goals into patient care
• Overall performance for the week

NURS084A - Nursing Skills Lab - CNA 7132
• 1. Select required equipment needed to perform designated skill.
• 2. Demonstrate clinical skills relevant to course assignments
• 3. Clinical expectations for direct patient care

NURS084C - Nursing Skills Lab-RN 4251
• 1. Select required equipment needed to perform designated skill.
• 2. Demonstrate clinical skills relevant to course assignments
• 3. Clinical expectations for direct patient care

NURS194 - Pharmacology & Dosage 5150
• 1. Describe how the different classification of drugs enter the human body.
• 2. Apply computation skills in calculating dosages of drugs.
• 3. Identify the basic drug classifications, actions and effects on the body and probably incompatibilities.
• 5. Communication - Implement therapeutic communication skills that foster open communication, mutual respect, and shared decision making to achieve quality patient care.
• 6. Safety - Minimize risk of harm to patients and providers through both system effectiveness and individual performance

NURS248 - Preceptorship 5764
• Nursing Role/Leadership - Uses the nursing roles of communicator, actively participates in implementing change
• Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care.
• Patient-Centered Care - Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs
• Communication - Implements therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care
• Evidence-Based Practice - Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care
• Quality Improvement/Fiscal Responsibility - Uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Recognizes that cost effectiveness is essential for success for the health care organization
• Safety - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance

NURS232 - Role Transition 6871
• f. Examines patients to determine responses to medications effectiveness/side effects
• g. Performs procedures as instructed in a timely, coordinated and accurate manner
• Overall performance for the week
### CSLO

**NUTR100 - Family Nutrition 2529**
- 1. Students will calculate an individual’s body mass index and identify the appropriate weight classification.
- 2. Students will identify three quality sources of omega-3 fatty acids.
- 3. Students will correctly identify the most credible source of nutrition information from a list of options.

**NUTR100H - Honors Family Nutrition 6059**
- 1. Students will calculate an individual’s body mass index and identify the appropriate weight classification.
- 2. Students will identify three quality sources of omega-3 fatty acids.
- 3. Students will correctly identify the most credible source of nutrition information from a list of options.

**NUTR101 - Nutrition & Foods 2954**
- 1. Students will match the digestive organs with their appropriate functions.
- 2. Students will calculate an individual’s potential weight gain, or weight loss, based on a specific calorie level.
- 3. Students will identify dietary strategies to reduce inflammation.

### OI

**OI149 - Occupational Intern: General 4849**
- 1. Student will exhibit time management and punctuality by meeting established deadlines.
- 2. Student will exhibit professionalism in an occupational setting.
- 3. Student will gain valuable hands-on work experience in an occupational setting.

### PE

**PE112A - Beg Step Aerobics 6074**
- 1. Demonstrate improved strength and muscle endurance.
- 2. Demonstrate improved aerobic capacity.
- 3. Demonstrate improved body composition and flexibility.

**PE132 - Beginning Tennis 6445**
- 1. Exhibit and define the rules and etiquette of the game of tennis.
- 2. Demonstrate correct fundament skill techniques for the forehand, backhand, volleys and service.
- 3. Demonstrate an understanding of basic playing strategies for singles and doubles.

**PE120 - Beginning Yoga 5340**
- 5. Demonstrates improved strength.
- 6. Demonstrates improved flexibility.

**PE112 - Body Conditioning 2474**
- 1. Demonstrate improved strength and muscle endurance.
- 2. Demonstrate improved aerobic capacity.
- 3. Demonstrate improved body composition and flexibility.
**PEIC141B - Conf/Post Conf Basketball (M) 6829**

1. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

2. Demonstrate advanced skills and techniques required for intercollegiate competition.

3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC143B - Conf/Post Conf Basketball (W) 6835**

1. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

2. Demonstrate advanced skills and techniques required for intercollegiate competition.

3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PE119 - Exercise Walking 4549**

1. Demonstrate improved strength.

3. Demonstrate improved body composition.

4. Demonstrates improved flexibility.

**PE115 - First Aid and CPR 2508**

1. Demonstrate correct CPR protocols used for infants, children and adults.

2. Design a disaster preparedness action plan applicable to students personal living situations.

3. Demonstrate the correct first aid protocols for bandaging and splinting injuries at the scene of an emergency.

**PE112H - Honors Body Conditioning 4454**

1. Demonstrate improved strength and muscle endurance.

2. Demonstrate improved aerobic capacity.

3. Demonstrate improved body composition and flexibility.

**PE134 - Ind Gr Sp Volleyball 6896**

1. Learn, examine, critique and implement the correct rules of volleyball.

2. Define, Develop and Demonstrate sportsmanship, camaraderie, and etiquette while maintaining one's highest level of competition.

3. Demonstrate fundamental skill techniques which include passing, setting, hitting and serving.

4. Demonstrate the use of fundamental skills and strategies while participating in a competitive game.

**PE133 - Ind Gr Spt:Basketbal 2480**

11. Demonstrates correct fundamental skill techniques for dribbling

12. Demonstrates correct fundamental skill techniques for shooting

13. Demonstrates correct fundamental skill techniques for passing

14. Demonstrates an understanding of the rules of basketball

15. Demonstrates basic playing strategies

16. Demonstrates proper sportsmanship within a competitive game situation

**PE137 - Indiv/Group Sports: Soccer 4234**

1. Improve cardiovascular fitness level.

2. Improve technique and sprinting speed.

3. Improve body composition and flexibility levels.

4. Recall the rules, terminology, typical injuries, history, and strategies as they relate to soccer.

5. Practice the basic skills of soccer and perform these same skills with an adequate degree of competence.

6. Analyze a live or televised soccer match and reflect this analysis in a written report.

7. Evaluate a 20-minute scrimmage through the use of officiating techniques.

8. Construct and implement a 40-minute practice plan.
9. Compose a personalized written teamwork and coaching philosophy.

**PE143 - Intcol Sp:Basketball (Women) 4693**
1. Develop an optimum level of physical fitness.
2. Illustrate positive health habits.
3. Examine their knowledge of the rules of the game.
4. Master advanced skills and techniques (ie. Pivoting, dribbling, passing, shooting, and rebounding)
5. Explain specific game offensive and defensive techniques and strategies.
6. Develop interpersonal skills with an emphasis on verbal communication.
7. Articulate advanced skills and techniques within the context of a competitive intercollegiate game.

**PE148 - Intcol Sp:Softbl-Wom 4960**
1. Develop an optimal level of physical conditioning (flexibility, agility, muscle strength, speed, power, and cardiovascular endurance).
2. Participate in self-designed conditioning workouts.
3. Demonstrate advanced skills and techniques related to softball.
4. To play competitive softball with advanced knowledge and execution of game rules, strategies and field situations.
5. To play competitive softball with advanced knowledge and execution of individual skills and techniques.
6. Develop an understanding of sportsmanship, leadership and teamwork, and display positive behaviors in competitive situations.
7. Share, develop and monitor team and individual performance goals.
8. Understand and implement sport psychology techniques to relax and to decrease performance anxiety.
9. To formulate personal and group responsibilities as they relate to the team.

**PE142 - Intcol Sp:Volleyball (Women) 2520**
1. The student will be able to participate on a high level of excellence in sports.
2. Will have the opportunity for social growth and the development of personal values.
3. Will develop structure, and a basic quantitative grasp of classical electrodynamics.
4. Will develop an appreciation and respect for a worthy opponent and to improve her own performance.

**PE140 - Intcol Sports: Football (Men) 5641**
1. Learn and perform the following physical skills: blocking, tackling, passing, catching and kicking.
2. Learn and make application of the following within intercollegiate competitions: the rules of football, strategies of: offensive, defensive and/or special teams.
3. Demonstrate their knowledge of the rules of football and strategies related to their specific playing position.
• 4. Evaluate their individual performance in intercollegiate competition.

• 5. Develop and demonstrate an understanding of the value of physical fitness and develop positive health habits.

**PEIC140 - Intcol Sports: Football (Men) 6920**

• 4. Learn, examine, critique and implement the correct rules of a particular sport.

• 3. Define, Develop and Demonstrate sportsmanship, camaraderie, and etiquette while maintaining one's highest level of competition.

• 2. Analyze and Critique Film of Sport Events for team strategy, individual performance, and coaching style.

• 1. View and critique your own skills video, and recommend 3 areas for improvement.

• 5. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 6. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 7. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PE147 - Intcol Spt: Golf 2525**

• 1. To prepare students for successful competition against students from other collegiate institutions.

• 2. To teach students to execute varied athletic techniques with maximum skill and proficiency.

• 3. To aid students in developing knowledge of rules and etiquette in golf.

• 4. To develop in the student an understanding of the value of physical fitness

**PEIC147 - Intcol Spt: Golf 6925**

• 1. Demonstrate golf fundamentals: driving, short game, chipping, and putting

• 2. Identify rules, strategies, and techniques for intercollegiate golf

• 3. Apply principles of strategies course management in practice rounds and tournament play

**PE144 - Intcol Spts: Baseball-Men 4694**

• 1. Describe individual and team goals.

• 2. Recall and apply baseball rules and regulations and player conduct.

• 3. Construct a sound baseball daily practice plan (warm-up, stretching, throwing and batting practice).

• 4. Implement one’s own offensive and defensive strategies

• 5. Prepare and set up field for game and practice conditions.

• 6. Create a sound physical conditioning program.

• 7. Organize and show a sound-hitting plan.

• 8. Explain and integrate an effective defensive philosophy.

**PEIC144 - Intcol Spts: Baseball-Men 6922**

• 1. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 2. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PE141 - Intcol Spts: Basketball (Men) 4692**

• 2. Explain and demonstrate advanced and basic skills, techniques and strategies

• 3. Improve their interpersonal skills with an emphasis on communication and team cohesiveness.

• 4. Initiate and apply a sound physical conditioning program

• 5. Develop and execute a prepared game plan both offensively and defensively

• 6. Practice specific game situations and relate this to actual intercollegiate competition.

**PE146 - Intcol Spts: Tennis-Women 4696**

• 1. Develop an optimum level of conditioning.

• 2. Demonstrate an understanding for pre-season conditioning.
• 3. Engage in a cardiovascular conditioning program.
• 4. Participate in a weight-training program and demonstrate measurable strength gains.
• 5. Integrate stretching techniques and exercises for the purposes of injury
• 6. Demonstrate advanced skills and techniques related to tennis.
• 7. Apply specific game strategies as they relate to singles and doubles game play.
• 8. Develop an understanding of sportsmanship and display this attribute in a competitive situation.
• 9. Understand and develop team and individual goals and player conduct expectations.

**PEIC146 - Intcol Spts: Tennis-Women 6924**

• 3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.
• 1. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.
• 2. Demonstrate advanced skills and techniques required for intercollegiate competition.

**PEIC112 - Intensive Athlete Prep 6291**

• 1. Define and perform the techniques of anthropometric evaluation, personal health history, and determine the correct frequency, intensity, time and type of physical activity for diverse populations.
• 2. Critique several basic fitness tests, practice and demonstrate a battery of tests, analyze and evaluate test results, and collect chronological results for statistic evaluation.
• 3. Demonstrate proficiency in pre and post-testing procedures applicable to individual goals.
• 4. Create anthropometric and performance goals, assess progress, and evaluate effectiveness of a training program.

**PE139 - Intercollegiate Soccer -Women 2468**

• 1. Describe value of physical fitness and positive health habits.
• 2. Demonstrate through participation, knowledge and correct use of rules and strategies.
• 3. Perform varied soccer techniques to instructor satisfaction.
• 4. Demonstrate interpersonal communication skills, personal responsibility and team work in accordance with NCAA Student Athlete Guidelines

**PEIC139 - Intercollegiate Soccer -Women 6919**

• 8. Area E /GELO4: develop a plan to meet their own personal health and wellness goals and/or the goals of others.
• 7. View and critique your own skills video, and recommend three areas for improvement.
• 6. Analyze and Critique Film of Sport Events for team strategy, individual performance, and coaching style.
• 5. Explore, Lead and evaluate various Team-building activities.
• 4. Define, Develop and Demonstrate sportsmanship, camaraderie, and etiquette while maintaining one's highest level of competition.
• 3. Learn, examine, critique and implement the correct rules of a particular sport.
• 2. Critique several basic sport-related ability and skill tests, practice and demonstrate a battery of tests, analyze and evaluate test results, and collect chronological results for statistic evaluation.
• 1. Define and perform the techniques of athletic performance evaluation, and determine the correct frequency, intensity, time and type of drills for developing the competitor
• 9. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.
• 10. Demonstrate advanced skills and techniques required for intercollegiate competition.
• 11. Comprehend and demonstrate proper execution of game rules, strategies and tactics

**PE145 - Intercollegiate Sports: Tennis 4695**

• 1. Develop an optimum level of conditioning.
• 2. Demonstrate an understanding for pre-season conditioning.
• 3. Engage in a cardiovascular conditioning program.
• 4. Participate in a weight-training program and demonstrate measurable strength gains.
• 5. Integrate stretching techniques and exercises for the purposes of injury
6. Demonstrate advanced skills and techniques related to tennis.
7. Apply specific game strategies as they relate to singles and doubles game play.
8. Develop an understanding of sportsmanship and display this attribute in a competitive situation.
9. Understand and develop team and individual goals and player conduct expectations.

**PEIC145 - Intercollegiate Sports: Tennis 6923**
1. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.
2. Demonstrate advanced skills and techniques required for intercollegiate competition.
3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PE119B - Interim Fitness Walk 6197**
1. Demonstrate improved strength and muscle endurance.
2. Demonstrate improved aerobic capacity.
3. Demonstrate improved body composition and flexibility.

**PE104 - Intro/Ath Technique Basketball 2498**
10. Define, Develop and Demonstrate sportsmanship, comraderie, and etiquette while maintaining one's highest level of competition.
11. Explore, Lead and evaluate various Team-building activities.
12. Analyze and Critique Film of Sport Events for team strategy, individual performance, and coaching style.

**PE111 - Intro/Techniques of Golf 2466**
7. Define and perform the techniques of athletic performance evaluation, and determine the correct frequency, intensity, time and type of drills for developing the competitor.
8. Critique several basic sport-related ability and skill tests, practice and demonstrate a battery of tests, analyze and evaluate test results, and collect chronological results for statistic evaluation.
9. Learn, examine, critique and implement the correct rules of a particular sport.

**PE122 - Introduction to Football 2511**
1. Develop fundamental skills in football.
2. Develop essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and others.
3. Develop a comprehensive knowledge of rules, techniques, and strategies in team sports.
4. Develop acceptable social standards, appreciations and attitudes as a result of intensive participation in these activities in a good environment and under capable and inspired leadership.

**PE100 - Introduction to Physical Educ 2460**
1. Demonstrate knowledge of the history of Physical Education and Sport
2. Demonstrate knowledge of current trends and identify potential problems within the field of physical education and sport.
3. Identify quality physical education and athletic programs which includes curriculum, instructional design and facility development.

**PE113 - Jogging 6895**
1. Demonstrate improved strength and muscle endurance
2. Demonstrate improved aerobic capacity.
3. Demonstrate improved body composition and flexibility.

**PEIC114 - Off-Season Athletics 6290**
1. Improve physical conditioning and develop an understanding of the value of physical fitness for lifelong health and wellness
2. Demonstrate cooperation with teammates and display strong communication skills in training, practice and competition.
3. Perform athletic fundamentals and techniques necessary for competition.

**PEIC140B - OffSeason Football 6823**
1. Achieved optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics
2. Demonstrate advanced skills and techniques required for intercollegiate competition.
• 3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC147B - OffSeason Golf 6845**

• 1. Achieve optimal flexibility, agility, muscle strength, speed, power and cardiovascular endurance to compete in intercollegiate level athletics.

• 2. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC139B - OffSeason Soccer (W) 6821**

• 1. Achieved optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 2. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC142B - OffSeason Volleyball (W) 6833**

• 1. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 2. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 3. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PE090 - Pep Squad 2471**

• 7. Define and perform the techniques of athletic performance evaluation, and determine the correct frequency, intensity, time and type of drills for developing the competitor.

• 8. Critique several basic sport-related ability and skill tests, practice and demonstrate a battery of tests, analyze and evaluate test results, and collect chronological results for statistic evaluation.

• 9. Learn, examine, critique and implement the correct rules of a particular sport.

**PE158 - Pep Squad 6227**

• 1. Analyze, explain and demonstrate stretching exercises.

• 2. Exhibit the progression of cheer skills as they relate to motions, jumps, stunting, basket tosses, pyramids and tumbling.

• 3. Demonstrate cheer skills (breathing/vocal control, motions, jumps, stunting, tosses, pyramids and tumbling) with regard for the safety of self and others as set forth by AACCA college cheerleading rules and regulations.

• 4. Practice proper alignment, motion placement and lifting techniques while integrating proper safety procedures into cheer leading activities.

• 5. Illustrate and develop increased flexibility, strength and endurance.

• 6. Create the skills and techniques needed to develop and build both team (small group) and college-/community-wide (large group) unity.

• 7. Analyze and synthesize positive and negative reactions from previous activities and apply various strategies to promote positive reactions.

• 8. Compose (choreograph) and perform various cheers and dances for athletic and community events and competitions in response to specific structures created by the instructor.

• 9. Analyze and select cheers and dances learned in class that are appropriate for a specific college, athletic, community event or competition situation.

• 10. Organize and host college Pep Squad and Mascot Tryouts.

**PE114C - Powerlifting 6003**

• 1. Demonstrate improved strength.

• 3. Demonstrate improved body composition.

• 4. Demonstrates improved flexibility

• 5. Development, submission and implementation of personalized weight training program.

**PEIC141A - Pre-Conference Basketball (M) 6828**

• 2. Identify rules, strategies, and techniques for intercollegiate basketball.

• 1. Demonstrate basketball fundamentals: passing, dribbling, shooting, and offensive and defensive skills.

• 4. Improve physical conditioning and develop an understanding of the value of physical fitness for lifelong health and wellness.

• 3. Work cooperatively with teammates and display strong communication skills practice and competition.
• 5. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 6. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 7. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC143A - Pre-Conference Basketball (W) 6834**

• 2. Identify rules, strategies, and techniques for intercollegiate basketball.

• 1. Demonstrate basketball fundamentals: passing, dribbling, shooting, and offensive and defensive skills

• 4. Improve physical conditioning and develop an understanding of the value of physical fitness for lifelong health and wellness

• 3. Work cooperatively with teammates and display strong communication skills practice and competition

• 5. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 6. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 7. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC110 - Pre-Season Athletics 6289**

• 1. Perform athletic skills necessary for competition.

• 2. Improve physical conditioning.

• 3. Exhibit proper techniques and demonstrate knowledge of strategies necessary for athletic competition.

**PEIC144A - PreSeason Baseball (M) 6838**

• 1. Practice athletic fundamentals necessary for competition.

• 3. Exhibit proper techniques and demonstrate knowledge of strategies necessary for athletic competition.

• 2. Improve physical conditioning and build an understanding of the value of physical fitness for athletic competition as well as for lifelong health and wellness.

• 4. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 5. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 6. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC141C - PreSeason Basketball (M) 6830**

• 1. Practice athletic fundamentals necessary for competition.

• 3. Exhibit proper techniques and demonstrate knowledge of strategies necessary for athletic competition.

• 2. Improve physical conditioning and build an understanding of the value of physical fitness for athletic competition as well as for lifelong health and wellness.

• 4. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 5. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 6. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC143C - PreSeason Basketball (W) 6836**

• 1. Practice athletic fundamentals necessary for competition.

• 3. Exhibit proper techniques and demonstrate knowledge of strategies necessary for athletic competition.

• 2. Improve physical conditioning and build an understanding of the value of physical fitness for athletic competition as well as for lifelong health and wellness.

• 4. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

• 5. Demonstrate advanced skills and techniques required for intercollegiate competition.

• 6. Comprehend and demonstrate proper execution of game rules, strategies and tactics.

**PEIC147A - PreSeason Golf 6849**

• 1. Practice athletic fundamentals necessary for competition.

• 3. Exhibit proper techniques and demonstrate knowledge of strategies necessary for athletic competition.
2. Improve physical conditioning and build an understanding of the value of physical fitness for athletic competition as well as for lifelong health and wellness.

4. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

5. Demonstrate advanced skills and techniques required for intercollegiate competition.


**PEIC148A - PreSeason Softball (W) 6846**

1. Practice athletic fundamentals necessary for competition.

3. Exhibit proper techniques and demonstrate knowledge of strategies necessary for athletic competition.

2. Improve physical conditioning and build an understanding of the value of physical fitness for athletic competition as well as for lifelong health and wellness.

4. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

5. Demonstrate advanced skills and techniques required for intercollegiate competition.


**PEIC145A - PreSeason Tennis (M) 6840**

1. Practice athletic fundamentals necessary for competition.

3. Exhibit proper techniques and demonstrate knowledge of strategies necessary for athletic competition.

2. Improve physical conditioning and build an understanding of the value of physical fitness for athletic competition as well as for lifelong health and wellness.

4. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

5. Demonstrate advanced skills and techniques required for intercollegiate competition.


**PEIC146A - PreSeason Tennis (W) 6842**

1. Practice athletic fundamentals necessary for competition.

3. Exhibit proper techniques and demonstrate knowledge of strategies necessary for athletic competition.

2. Improve physical conditioning and build an understanding of the value of physical fitness for athletic competition as well as for lifelong health and wellness.

4. Achieve optimal flexibility, agility, muscle strength, speed, power, and cardiovascular endurance to compete in intercollegiate level athletics.

5. Demonstrate advanced skills and techniques required for intercollegiate competition.


**PE110 - Prevention/Care of Injuries 7167**

5. Demonstrate safety, injury prevention, evaluate injuries, and be prepared to handle emergency situations.

6. Match musculoskeletal anatomy to the major human biomechanical movements.

7. Define and perform the techniques of athletic performance evaluation, and determine the correct frequency, intensity, time and type of drills for developing the competitor.

**PE299 - Spec. Proj: P.E. 3258**

All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**PE108 - Sports Officiating 6894**

1. View and critique your own skills video, and recommend 3 areas for improvement.

2. Research and critique various leadership techniques, and administrative duties related to the field of sport science.

3. Demonstrate the knowledge, skills and abilities to pursue a career in physical education.

4. Demonstrate knowledge of leadership techniques as they relate to officiating basketball

5. Demonstrate knowledge of leadership techniques as they relate to officiating baseball

**PE114A - Strength Trng Circuit 6001**
• 1. Demonstrate improved strength.
• 2. Demonstrate improved aerobic capacity.
• 3. Demonstrate improved body composition and flexibility.

**PE114B - Strength Trng Weights 6002**
• 1. Demonstrate improved strength.
• 3. Demonstrate improved body composition.
• 4. Demonstrates improved flexibility
• 5. Development, submission and implementation of personalized weight training program

**PE125 - Strength/Cond for Football 6006**
• 1. Develop muscular power and explosion necessary to excel at the game of football.
• 3. Apply Olympic lifting knowledge and demonstrate it in proper technique.
• 4. Combine plyometric training with Olympic lifts to gain maximum explosion needed for football.
• 5. Use various speed ladder drills to work on foot patterns and foot speed.
• 6. Practice proper speed training technique and drill work necessary to build linear speed.
• 7. Document personal training progress throughout the cycling concept.
• 8. Discriminate between heavy and light training loads to maximize the periodized training philosophy.
• 9. Use various activities to strengthen the core and work on muscular flexibility.

**PE108 - Tech of Soccer 2462**
• 1. View and critique your own skills video, and recommend 3 areas for improvement.
• 2. Research and critique various leadership techniques, and administrative duties related to the field of sport science.
• 3. Demonstrate the knowledge, skills and abilities to pursue a career in physical education.

**PE121 - Techniques of Coaching 2510**
• 12. Analyze and Critique Film of Sport Events for team strategy, individual performance, and coaching style.
• 19. Research and Critique various leadership techniques, and administrative duties related to the field of sport science.
• 17. Demonstrate ability to act in a prudent and responsible manner to a first aid / life-threatening situation.

**PE124B - Theory of Football-Defense 6005**
• 1. Recognize offensive formations and alignments.
• 2. Identify offensive special packages and experiment with potential games and coverage’s to defeat the special packages.
• 3. Interpret offensive plays design and develop a sophisticated scheme to attack the weaknesses of the design.
• 4. Analyze and evaluate an opponent’s offensive personnel capabilities and skills.
• 5. Detect potential weaknesses in an opponent’s scheme and construct a plan to attack those weaknesses.
• 6. Anticipate offensive play based on down and distance theory and formulate potential defensive calls.
• 7. Document offensive situational tendencies and propose potential defensive calls.
• 8. Predict offensive intention by recognizing bluff movement through video study

**PE124A - Theory of Football-Offense 6004**
• 1. Recognize defensive formations and alignments.
• 2. Identify defensive pressures packages and experiment with potential protections to defeat the pressures.
• 3. Interpret defensive coverage’s and develop a sophisticated scheme to attack the weaknesses of the under and over coverage.
• 4. Analyze and evaluate an opponent’s personnel capabilities and skills.
• 5. Detect potential weaknesses in an opponent’s scheme and construct a plan to attack those weaknesses.
• 6. Anticipate defensive play (front, stunt, and coverage) based on down and distance theory and formulate potential offensive calls.
• 7. Document defensive situational tendencies and propose potential offensive calls.
• 8. Predict defensive intention by recognizing bluff movement through video study.

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<th>PHIL</th>
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**PHIL 109 - Ancient & Medieval Philosophy 113**
- 1. Identify and assess the central figures, questions and themes of ancient and medieval philosophy in the western tradition
- 2. Assess and analyze arguments and approaches to philosophical problems as found in ancient and medieval philosophical texts
- 3. Articulate and defend one’s own stance on at least one ancient or medieval philosophical problem, figure or theory

**PHIL 111 - Contemporary Philosophy 3021**
- 1. Identify and assess the central figures, questions and themes of 19th and 20th century philosophy
- 2. Access and analyze arguments and approaches to philosophical problems as found in 19th and 20th century philosophical texts
- 3. Articulate and defend one’s own stance on at least one 19th and 20th century philosophical problem, figure or theory

**PHIL 112 - Critical Think and Com 2123**
- 1. Identify and analyze a variety of rhetorical and argumentative techniques
- 2. Analyze and assess a variety of rhetorical and argumentative texts
- 3. Develop your own complex arguments

**PHIL 111H - Hns Contem Philosophy 5612**
- 1. Identify and assess the central figures, questions and themes of 19th and 20th century philosophy
- 2. Access and analyze arguments and approaches to philosophical problems as found in 19th and 20th century philosophical texts
- 3. Articulate and defend one’s own stance on at least one 19th and 20th century philosophical problem, figure or theory

**PHIL 112H - Hon Crit Thin and Comp 5110**
- 1. Identify and analyze a variety of rhetorical and argumentative techniques
- 2. Analyze and assess a variety of rhetorical and argumentative texts
- 3. Develop your own complex arguments

**PHIL 101H - Honors Intro to Philosophy 4922**
- 1. Identify and assess the central figures, questions and themes in the history of philosophy
- 2. Access and analyze arguments and approaches to philosophical problems as found in assorted philosophical texts
- 3. Articulate and defend one's own stance on at least one philosophical problem pertaining to the nature of knowledge and reality.

**PHIL 103H - Honors Logic 6447**
- 1. Identify and understand the differences between inductive and deductive arguments
- 2. Demonstrate an understanding of the proof differences between valid and invalid argument forms
- 3. Exhibit analytical skills by demonstrating ability to perform multi-step deductive proofs.

**PHIL 105 - Intro to Ethics 3016**
- 1. Identify and analyze central questions about right action and/or the good life
- 2. Analyze and assess arguments and approaches to these questions from a variety of traditions
- 3. Articulate and defend a personal stance on at least one of these questions and/or traditions

**PHIL 101 - Introduction to Philosophy I 3013**
- 1. Identify and assess the central figures, questions and themes in the history of philosophy
<table>
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<tr>
<th>Course</th>
<th>Description</th>
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| **PHIL 103 - Logic 7219** | 1. Identify and understand the differences between inductive and deductive arguments  
2. Demonstrate an understanding of the proof differences between valid and invalid argument forms  
3. Exhibit analytical skills by demonstrating ability to perform multi-step deductive proofs. |
| **PHIL 299 - Spec Proj: Philosophy 3313** | All 149 and 299 special topics courses will create outcomes on a case-by-case basis. |
| **PHIL 104 - World Religions 3015** | 1. Identify and assess the central figures, questions and themes of philosophy through the world religions  
2. Analyze and assess arguments and approaches to philosophical problems as found in the world religions  
3. Articulate and defend one's own stance on at least one philosophical and religious issue related to the philosophy of religion |

| PHOT102 - Dig. Phot. Prod. III 6899 | 1. Students will be able to participate in constructive critique and experience the competitive challenges of the industry both as photographer and as judge by critiquing their peers.  
2. Students will complete a practical testing process that will allow them to function autonomously in the studio  
3. Students will be able demonstrate a thorough understanding of complex photographic techniques  
4. Students will show mastery of all aspects of digital work flow in the controlled studio environment, in field photography and in location work.  
5. Students will be able to effectively translate their digital photos to print media. |

| PHOT 249 - Professional Lab 6406 | Students will be able to practice techniques and complete projects using studio and lab facilities with assistance from Faculty members and instructional aides. |

| PHOT125 - Digital Photography Production 5143 | 1. Students will be able to create photos that demonstrate correct use of shutter speed, aperture, ISO, and lighting conditions.  
2. Students will create photos that demonstrate an ability to compose images that show creativity and have visual impact  
3. Students will be proficient in the use of basic Photoshop editing tools and workflow basics |

| PHOT130 - History of Still Photo 5391 | 1. Students will explore the camera as a photographic tool over time  
2. Students will be able to map historical photographic concepts to current digital references.  
3. Students will be able to identify a variety of successful photographers by their work |

| PHOT095 - Digital Imaging Studio 6448 | 1. Students will be able to practice techniques and complete projects using studio and lab facilities with assistance from Faculty members and instructional aides. |

| PHOT224 - Digital Photography Prod II 6898 | 1. Students will be able to participate in constructive critique and experience the competitive challenges of the industry  
2. Students will achieve intermediate and advanced proficiency in pixel based image editing software (Photoshop) as well as Raw workflow in digital asset management tools (Lightroom)  
3. Student will develop fundamental lighting control in the studio environment  
4. The students will properly manipulate studio tools for still life and product table commercial photography  
5. Student will develop fundamental lighting control in the studio environment |

| PHOT125 - Digital Photography Production 5143 | 1. Students will be able to create photos that demonstrate correct use of shutter speed, aperture, ISO, and lighting conditions.  
2. Students will create photos that demonstrate an ability to compose images that show creativity and have visual impact  
3. Students will be proficient in the use of basic Photoshop editing tools and workflow basics |

| PHOT130 - History of Still Photo 5391 | 1. Students will explore the camera as a photographic tool over time  
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3. Students will be able to identify a variety of successful photographers by their work |

| PHOT095 - Digital Imaging Studio 6448 | 1. Students will be able to practice techniques and complete projects using studio and lab facilities with assistance from Faculty members and instructional aides. |
All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**PHY**

**CSLO**

**PHY102 - Basic Electricity/Mod Physics 3048**
- Identify which physical principles apply to the situation.
- Derive the specific equations that describe the problem.
- Solve the problem correctly using the appropriate values and units.

**PHY101 - Basic Physics: Energy/Motion 6115**
- Identify which physical principles apply to the situation.
- Derive the specific equations that describe the problem.
- Solve the problem correctly using the appropriate values and units.

**PHY100 - Conceptual Physics 6876**
- Identify which physical principles apply to the situation.
- Derive the specific equations that describe the problem.
- Solve the problem correctly using the appropriate values and units.

**PHY202 - Electricity and Magnetism 7221**
- Identify which physical principles apply to the situation.
- Derive the specific equations that describe the problem.
- Solve the problem correctly using the appropriate values and units.

**PHY202H - Honors Elect/Magnet 3321**
- Identify which physical principles apply to the situation.
- Derive the specific equations that describe the problem.
- Solve the problem correctly using the appropriate values and units.
- Measure and collect data from experiments.
- Organize data and create appropriate lab reports.
- Use the principles of physics to analyze and draw appropriate conclusions concerning the collected data
- Use the principles of physics to analyze and draw appropriate conclusions concerning the collected data

**PHY201 - Mechanics and Wave Motion 3049**
- 1. Identify which physical principles apply to the situation.
- 2. Derive the specific equations that describe the problem.
- 3. Solve the problem correctly using the appropriate values and units.
- 4. The student will successfully analyze a constant acceleration problem involving two different moving objects, set up the appropriate equations, and solve the problem
- 5. The student will apply work/energy methods to determine the velocity of an object being pushed by a spring while sliding on a surface where there is a frictional force acting on the object as it slides
- 6. The student will apply the principles of force and torque equilibrium to determine the average location of the normal force on the bottom of a box when a horizontal force is being applied to the box

**PHY299 - Spec Proj:Physics 3322**
- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

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Program - Degree or Certificate

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PS

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<tr>
<th>CSLO</th>
<th>PS120 - California Government 6449</th>
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<td></td>
<td>• 1. Analyze the major institutions of California government and their roles in the political process.</td>
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<td>• 2. Discuss the relative power and influence of interest groups and political parties in California politics.</td>
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<td>• 3. Apply theoretical and practical knowledge of California politics to current political issues.</td>
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<th>PS102 - Comparative Politics &amp; Govt 3195</th>
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<tr>
<td>• 1. Identify and define various types of political systems (democratic and non-democratic).</td>
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<td>• 2. Compare and contrast the governmental institutions and processes of democratic and non-democratic political systems.</td>
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<td>• 3. Compare and contrast the impact of political systems on political outcomes in democratic and non-democratic political systems.</td>
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<th>PS104 - Current Political Issues/Trend 3196</th>
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<tr>
<td>• 1. Analyze current political issues and events.</td>
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<td>• 2. Critique current political issues and events.</td>
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<td>• 3. Analyze the philosophical, cultural, social and historical foundations of the American political system.</td>
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<td>• 4. Analyze the relationship between ideology and politics and how this impacts the operation of the American political system.</td>
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<tr>
<th>PS103 - Ethnic Politics in America 6072</th>
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<tbody>
<tr>
<td>• 1. Analyze and critique the theory and practice of the politics and government of the United States as it impacts ethnic minorities.</td>
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<tr>
<td>• 2. Examine and analyze the strategies and tactics used by ethnic groups to attempt to gain political power in America and critique their effectiveness.</td>
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<tr>
<td>• 3. Participate effectively in ethnic based political and community based organizations.</td>
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<tr>
<th>PS103H - Honors Ethnic Politics in America 6073</th>
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<td>• 1. Analyze and critique the theory and practice of the politics and government of the United States as it impacts ethnic minorities.</td>
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<td>• 2. Examine and analyze the strategies and tactics used by ethnic groups to attempt to gain political power in America and critique their effectiveness.</td>
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<td>• 3. Participate effectively in ethnic based political and community based organizations.</td>
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<th>PS105H - Honors Into Polity Theory 6199</th>
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<td>• 1. Analyze political concepts, theories, and institutions.</td>
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<tr>
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<td>• 2. Compare and contrast different political theories, including, but not limited to, the different theoretical bases of liberalism, conservatism, and socialism.</td>
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<td>• 3. Evaluate the relationship between political theory and practice.</td>
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</table>
| PS120H     | Honors Calif Government 6450          | • Analyze the major institutions of California government and their roles in the political process.  
• Discuss the relative power and influence of interest groups and political parties in California politics.  
• Apply theoretical and practical knowledge of California politics to current political issues. |
| PS101H     | Honors Intro/Am Govt/Politics 3346     | • Analyze and critique current political topics and issues.  
• Analyze and critique current political topics and issues.  
• Participate in community and political organizations beyond the end of the class.  
• Evaluate the validity of their opinions and those of others.  
• Demonstrate an understanding of American government and politics and California government and politics.  
• Demonstrate an understanding of American government and politics and California government and politics. |
| PS102H     | Honors-Compar Politics & Govt 3347     | • Identify and define various types of political systems (democratic and non-democratic).  
• Compare and contrast the governmental institutions and processes of democratic and non-democratic political systems.  
• Compare and contrast the impact of political systems on political outcomes in democratic and non-democratic political systems. |
| PS105      | Intro Poly Theory 6198                | • Analyze political concepts, theories, and institutions.  
• Compare and contrast different political theories, including, but not limited to, the different theoretical bases of liberalism, conservatism, and socialism.  
• Compare and contrast different political theories, including, but not limited to, the different theoretical bases of liberalism, conservatism, and socialism.  
• Evaluate the relationship between political theory and practice.  
• Analyze the role political theory plays in current political events.  
• Analyze the role political theory plays in current political events. |
| PS101      | Intro/American Govmt 3194              | • Analyze and critique current political topics and issues.  
• Participate in community and political organizations beyond the end of the class.  
• Evaluate the validity of their opinions and those of others.  
• Demonstrate an understanding of American government and politics and California government and politics.  
• Demonstrate an understanding of American government and politics and California government and politics (MVC).  
• Demonstrate an understanding of American government and politics and California government and politics (MVC). |
| PS299      | Spec Proj: Poly Sci 3349               | • All 149 and 299 special topics courses will create outcomes on a case-by-case basis. |
| PSYC       | Abnormal Psychology 2164               | • Compare and contrast therapeutic theories from Freudian and behavioral perspectives.  
• Describe the physiology of stress, and its relation to illness.  
• Differentiate between the various dissociative disorders. |

February 03, 2016 7:07 PM
• Clearly organize and argument.
• Clearly organize and argument.
• Articulate the relationship between research and theory.
• Draw logical conclusions based on research and position.
• Draw logical conclusions based on research and position.
• Write with clear and concise logic in a persuasive manner.

**PSYC112 - Gender & Social Interaction 4195**
• Analyze how each of us as individuals plays a part in the social construction of "reality".
• Analyze the relationship between gender and various socialization agents.
• Evaluate various social institutions as sites for the perpetuation of inequalities based on race/ethnicity, nationality, sex/gender, sexual orientation, and social class through content analysis of various literary and media artifacts.

**PSYC108H - Hnrs Abnormal Psychology 6688**
• 1. Compare and contrast therapeutic theories from Freudian and behavioral perspectives.
• 2. Describe the physiology of stress, and its relation to illness.
• 3. Differentiate between the various dissociative disorders.
• Clearly organize and argument.
• Articulate the relationship between research and theory.
• Articulate the relationship between research and theory.
• Draw logical conclusions based on research and position.
• Write with clear and concise logic in a persuasive manner.
• Write with clear and concise logic in a persuasive manner.

**PSYC103H - Honors Human Development 3327**
• 1. Compare and Contrast the theories of Piaget and Vygotsky
• 2. Elaborate on the psychological benefits of various forms of play
• 3. Compare and contrast the concept of emerging adulthood to Erikson’s adolescent-adult psychosocial stage

**PSYC101H - Honors Intro/Psyc 3326**
• 1. Compare and contrast the personality theories of Freud and Maslow
• 2. Construct an operant conditioning plan aimed at teaching your dog to roll over
• 3. Deduce the perceptual abilities of a blind individual who has surgically regained their sight just recently

**PSYC104H - Honors Psychology of Gender 2045**
• 1. Appraise historical perspectives of gender in terms of parenting
• 2. Compare and contrast females and males in terms of language and spatial ability
• 3. Differentiate how romantic relationships are approached for men versus women
• 4. Describe and evaluate the perspectives of gender in terms of acquisition and presentation.
• 5. Discuss research findings regarding biological differences and similarities influencing the behavior, and mental processes of men and women.

**PSYC105H - Honors Social Psychology 6064**
• 1. Introduction: Students will outline and implement position and argument.
• 2. Research: Students will apply relevant research to their argument.
• 3. Conclusions: Students will synthesize the research and their position with clear underlying logic.
• 4. Writing: Students will write a coherently organized, persuasive paper with no spelling or grammatical errors.

**PSYC103 - Human Development 3066**
• 1. Compare and Contrast the theories of Piaget and Vygotsky
• 2. Elaborate on the psychological benefits of various forms of play
• 3. Compare and contrast the concept of emerging adulthood to Erikson’s adolescent-adult psychosocial stage
• 4. Writing: Students will write a coherently organized, persuasive paper with no spelling or grammatical errors.

**PSYC115 - Ind/Fam/Gp Counselin 3069**
• 1. Analyze the role of the counselor to facilitate the healing process
• 2. Analyze the theories and stages of group development and the corresponding role of the group counselor
• 2. Decipher which treatment modality, individual, family, or group counseling, is appropriate to address each client’s presenting problem
• 3. Apply the family system concepts in the healing process
• 4. Write: Students will write a coherently organized, persuasive paper with no spelling or grammatical errors.

**PSYC110 - Intro to Counseling 3092**
• 1. Describe the professional aspects of counseling
• 2. Evaluate the group process experience
• 3. Identify the special needs of a client population

**PSYC101 - Intro to Psychology 3064**
• 1. Compare and contrast the personality theories of Freud, Bandura, Rotter, and Maslow
• 2. Construct an operant conditioning plan aimed at teaching your dog to roll over
• 3. Deduce the perceptual abilities of a blind individual who has surgically regained their sight just recently
• 4. Deduce the perceptual abilities of a person with reduced sensory receptors

**PSYC102 - Personal Growth 3065**
• 1. Describe and evaluate the qualities of autonomy within yourself and others
• 2. Describe and evaluate the components of self-actualization within yourself and others
• 3. Examine the various stressors in one’s life. Discuss how these stressors impact you physically or psychologically and construct an action plan as to how you can effectively manage the stress in your life
• 4. Evaluate love as being authentic or inauthentic. Compare and contrast the characteristics of relationships with authentic love versus inauthentic love

**PSYC107 - Psychobiology 2071**
• 1. Compare and contrast the various EEG patterns with the associated states of consciousness
• 2. Differentiate between the mechanisms associated with agonist drugs and those associated with antagonist drugs
• 3. Document the physiological changes associated with a new memory

**PSYC104 - Psychology of Gender 3067**
• 1. Appraise historical perspectives of gender in terms of parenting
• 2. Compare and contrast females and males in terms of language and spatial ability
• 3. Differentiate how romantic relationships are approached for men versus women
• 4. Write: Students will write a coherently organized, persuasive paper with no spelling or grammatical errors.
• 5. Discuss research findings regarding biological differences and similarities influencing the behavior, and mental processes of men and women.

**PSYC105 - Social Psychology 4348**
• 1. Introduction: Students will outline and implement position and argument.
• 2. Research: Students will apply relevant research to their argument.
• 3. Conclusions: Students will synthesize the research and their position with clear underlying logic.
• 4. Writing: Students will write a coherently organized, persuasive paper with no spelling or grammatical errors.

**PSYC124 - Social Research Method 7168**
• 1. Explain, describe and analyze the basic premises and principles of scientific research methods in the social and behavioral sciences. Describe the components of the empirical method and the method of authority
• 2. Describe the code of ethics and the steps taken by social and behavioral scientists to ensure the safety, the privacy and the freedom of choice of research subjects participating in a research project.
• 3. Compare and contrast different theoretical paradigms that guide quantitative and qualitative social and behavioral research methods.
• 4. Formulate the need for basic and applied research in the social and behavioral sciences. Deduce the connection between the theory, the hypothesis, the research question, and the research method.
• 5. Compare and contrast experimental and quasi-experimental research models.
• 6. Recognize and remedy violations to the validity and reliability in experiments and correlational research.
• 7. Analyze and appreciate the value of objectivity in the design of research projects, the analysis, conclusions and application of research results in complex socio-political contexts.

**PSYC299 - Spec Proj:Psychology 3328**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.
• Assess and evaluate both substance abuse disorder and psychiatric disorder(s) for co-occurring clients.
• Evaluate and analyze the clinical needs and treatment issues that co-occurring clients present and be able to develop a treatment plan for counseling this population
• Examine the connection between different mental health disorders and substance abuse

**RE**

**CSLO**

**RE144 - Bas App Princ and Proc 5436**
• 1. Student must have a basic understanding of how to fill out the most common appraisal form report known as the FNMA 1004 (URAR) form.
• 2. Student must have a basic understanding of the Bundle of Rights.
• 3. Student must have a basic understanding of the Cost Approach to Value.

**RE146 - Broker/Lending 6228**
• 1. Explain the difference between operating through the Department of Real Estate verses the Department of Corporations.
• 2. Explain several benefits of the recent newly added Loan Estimate & Closing Statement.
• 3. Discuss the benefits or detriments of the Safe Act.

**RE142 - Legal Aspects of Real Estate 6175**
• 1. Identify the alternatives to litigation along with the advantages to the client of each.
• 2. Explain the various methods of taking title to real property including the benefits of each.
• 3. Discuss the creation, the liability and termination of an agency relationship.

**RE149 - O.I.: Real Estate 6261**
• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

**RE154 - Property Management 2357**
• 1. Identify the requirements for a valid lease.
• 2. Explain the requirements for trust fund handling
• 3. Demonstrate a method for establishing rents.

**RE145 - Real Estate Economics 2353**
| RE143 - Real Estate Finance 2351 |
|-------------------|-------------------|
| 1.                | Explain how supply affects demand for real estate. |
| 2.                | Describe the impact of monetary and fiscal policy on real estate values. |
| 3.                | Explain the role of the secondary market in availability of funds for real estate financing. |

| RE141 - Real Estate Practice 6174 |
|-------------------|-------------------|
| 1.                | Identify the requirements for qualifying a property for financing. |
| 2.                | Evaluate a buyer’s qualification for financing. |

| RE140 - Real Estate Principles 2348 |
|-------------------|-------------------|
| 1.                | Identify the duty an agent has to a client. |
| 2.                | Identify the requirements for a binding purchase agreement |
| 3.                | Calculate commission by completing a percentage problem. |

| RE155 - Resi Real Estate Appraisal 6683 |
|-------------------|-------------------|
| 1.                | Student must have a basic understanding of effect of use on real estate valuation. |
| 2.                | Student must have a basic understanding of what comprises living area in a residence. |
| 3.                | Student must have a basic understanding of the Market Approach to Value. |

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<td>READ098 - College Reading 5766</td>
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| READ064 - Intermediate Reading 6061 |
|-------------------|-------------------|
| 1.                | The student will identify author’s main idea or central point in a composition or essay. |
| 2.                | The student will identify supporting details in a composition or essay. |
| 3.                | The student will identify patterns of organization in a college level reading texts. |

| READ063 - Reading Fundamentals 6060 |
|-------------------|-------------------|
| 1.                | The student will demonstrate the ability to identify major and minor. |
| 2.                | The student will recognize transitional elements. |
| 3.                | The student will identify patterns of organization. |

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<td><strong>SOCI102 - Contemporary Social Problems 3205</strong>&lt;br&gt;• 1. Identify major sociological theories and perspectives including the structural-functionalism, conflict theory, and social-psychological theories. (DLO 1, 2)&lt;br&gt;• 2. Critically analyze the emerging sociological issues confronting ethnic minorities. (DLO 3, 4)&lt;br&gt;• 3. Evaluate new and established social problems that effect social minorities. (DLO 2, 3, 4)</td>
</tr>
<tr>
<td><strong>SOCI125 - Crime and Society 4232</strong>&lt;br&gt;• 1. Define and analyze the definition of crime (evaluated via examinations). List the components of the criminal justice system and state the supposed function of each. (DLO 1, 2)&lt;br&gt;• 2. Explore the origin of criminal law (evaluated via examinations and research papers). (DLO 1, 2)&lt;br&gt;• 3. Critically analyze the legal system as a social institution (evaluated via debates and research papers). (DLO 1, 2, 5)</td>
</tr>
<tr>
<td><strong>SOCI112 - Gender &amp; Social Interaction 4194</strong>&lt;br&gt;• Analyze the relationship between gender and various socialization agents.&lt;br&gt;• Evaluate various social institutions as sites for the perpetuation of inequalities based on race/ethnicity, nationality, sex/gender, sexual orientation, and social class through content analysis of various literary and media artifacts.&lt;br&gt;• Analyze how each of us as individuals plays a part in the social construction of &quot;reality&quot;.</td>
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<tr>
<td><strong>SOCI101H - Honors Principles of Sociology 3350</strong>&lt;br&gt;• 1) Define sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.&lt;br&gt;• 2) Explore connections between institutional and societal developments in sociology (domestically and globally).&lt;br&gt;• 3) Apply sociological concepts and theoretical perspectives as they related to modern daily life.</td>
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<td><strong>SOCI105H - Honors Social Psychology 6063</strong>&lt;br&gt;• 1. Introduction: Students will outline and implement position and argument.&lt;br&gt;• 2. Research: Students will apply relevant research to their argument.&lt;br&gt;• 2. Research: Students will apply relevant research to their argument.&lt;br&gt;• 3. Conclusions: Students will synthesize the research and their position with clear underlying logic.&lt;br&gt;• 3. Conclusions: Students will synthesize the research and their position with clear underlying logic.&lt;br&gt;• 4. Writing: Students will write a coherently organized, persuasive paper with no spelling or grammatical errors.&lt;br&gt;• 4. Writing: Students will write a coherently organized, persuasive paper with no spelling or grammatical errors.</td>
</tr>
<tr>
<td><strong>SOCI108 - Human Sexuality 3207</strong>&lt;br&gt;• 1) Explain, analyze and contrast the major theoretical paradigms in the study of human sexuality.&lt;br&gt;• 2) Investigate the relationship between socialization, sex/gender roles, and sexual identity.&lt;br&gt;• 3) Analyze and evaluate the effects of social institutions on love, romance, and human sexuality.</td>
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<tr>
<td><strong>SOCI106 - Intercultural Relat 3072</strong>&lt;br&gt;• 1. Analyze the relationship between race/ethnicity, sex/gender, social class, sexual orientation, and the social world. (DLO 1, 3)&lt;br&gt;• 2. Sociologically analyze the depiction of diverse minority groups in various media genres. (DLO 2, 3)&lt;br&gt;• 3. Interpret and compare various critical and multicultural perspectives on race/ethnicity, sex/gender, social class, and sexual orientation. (DLO 3, 4)</td>
</tr>
<tr>
<td><strong>SOCI103 - Marriage &amp; Family 3206</strong>&lt;br&gt;• 1. Analyze contemporary American families and intimate relationships (domestically and globally). (DLO 1, 2)</td>
</tr>
</tbody>
</table>
• 2. Identify major sociological perspectives such as Functionalism, Feminism, Symbolic Interactionism, and the Conflict Perspective. (DLO 2, 4)

• 3. Understand the difference between public and private families and how they intersect. (DLO 4)

**SOCI110 - Media and Society 2203**

• 1) Define sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.
• 1. Evaluate and critique the sociological influences between mass media, individuals and other socialization agents.
• 2) Explore connections between institutional and societal (domestically and globally) developments in sociology.
• 2) Explore connections between institutional and societal (domestically and globally) developments in sociology.
• 3) Apply sociological concepts and theoretical perspectives as they related to modern daily life.
• 4) Identify various popular films, television shows or other mass media (incl. music videos, song lyrics, comedy, drama, true crime, news, talk, and game shows) from a variety of genres and identify the sociological significance it has on group identity.

**SOCI101 - Prin. of Sociology 3204**

• 1) Define sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.
• 2) Explore connections between institutional and societal developments in sociology (domestically and globally).
• 3) Apply sociological concepts and theoretical perspectives as they related to modern daily life.

**SOCI105 - Social Psychology 3071**

• 1. Introduction: Students will outline and implement position and argument.
• 2. Research: Students will apply relevant research to their argument.
• 3. Conclusions: Students will synthesize the research and their position with clear underlying logic.
• 4. Writing: Students will write a coherently organized, persuasive paper with no spelling or grammatical errors.
• 5. Identify major social psychological theoretical perspectives.
• 6. Analyze and apply social psychological concepts and theories to modern daily life.
• 7. Synthesize current social psychological research findings and demonstrate understanding using clear and logical arguments.
• 8. Understand and identify the components of traditional social psychological research methods and theories.

**SOCI124 - Social Research Method 7169**

• 1. Explain, describe and analyze the basic premises and principles of scientific research methods in the social and behavioral sciences. Describe the components of the empirical method and the method of authority
• 2. Describe the code of ethics and the steps taken by social and behavioral scientists to ensure the safety, the privacy and the freedom of choice of research subjects participating in a research project. Analyze and appreciate the value of objectivity in the design of research projects, the analysis, conclusions and application of research results in complex socio-political contexts.
• 3. Compare and contrast different theoretical paradigms that guide quantitative and qualitative social and behavioral research methods.
• 4. Formulate the need for basic and applied research in the social and behavioral sciences. Deduce the connection between the theory, the hypothesis, the research question, and the research method.
• 5. Compare and contrast experimental and quasi-experimental research models.

**SOCI299 - Special Projects: Sociology 3351**

• All 149 and 299 special topics courses will create outcomes on a case-by-case basis.
CSLO

**TA100 - Intro/Tutoring 6684**

- 1. Analyze their own personality type and describe the implications of their personality type to the tutoring session.

- 2. Student will be able to implement all steps in the tutoring cycle.

- 3. Develop effective communication skills related to the tutoring process.

- 3. Analyze the role of the tutor within the Tutoring Cycle

THA

CSLO

**THA112 - Acting for Film & TV 2718**

- 1. Describe and differentiate terminology commonly associated with theatrical make up design and execution.

**THA200 - Actor's Workshop 2729**

- Prepare a theatrical work for performance before a live audience

- Recognize the role of creativity, research and analysis, and discipline in developing a quality performance

**THA121 - Costume 6685**

- 1) Demonstrate safe use of costume shop equipment. (Learning Objective #1) (DLO #3)

- 2) Define the function of costumes in a variety of theatrical styles. (Learning Objective #4) (DLO #4)

- 3) Create a stitched garment from fabric. (Learning Objective #3) (DLO #3)

**THA136 - Cultural Hist/American Picture 2728**

- CLO 1: Students will be able to identify ways that American culture has shaped motion pictures and motion pictures have shaped American culture.

- CLO 2: Students will be able to identify, develop, and defend a thesis as it relates to a historical question in US motion picture history.

- CLO 3: Students will be able to analyze and assess a variety of sources as it relates to US film history and will be able to identify ways in which basic film language has shaped film content.

- CLO 4: Students will be able to identify the main features of the studio system and analyze the content of studio-era films.

- CLO 5: Students will evaluate the impact of American motion pictures on the world and demonstrate how actors, directors, technologies, films, and techniques from other parts of the world have affected American motion pictures.

- CLO 6: Students will be able to analyze how American politics and social trends and controversies have affected the film industry and film content.

- CLO 7: Students will be able to analyze ways that ethnically diverse audiences, actors, and film-makers have contributed to American motion pictures.

**THA110 - Fundamentals of Acting 2716**

- Identify major fundamental concepts in acting into performance, such as objective, super-objective, obstacle, beat, and circles of attention

- Perform monologues, dialogues and/or scenes from published plays, using body and voice as the primary instrument of dramatic expression

- Evaluate a scene from an observer's perspective and identify the strengths and weaknesses of that presentation from a fundamental technique point of view.

**THA210 - Fundamentals of Directing 2722**

- To develop the basic skills and knowledge necessary to work with actors and to bring a piece to production

**THA101H - Honors Introduction to Theater 4971**

- 1. Compare and contrast genres of dramatic literature; identify elements of dramatic structure, and examine a playwright's relationship to the subject matter, by formulating major themes within the text.

- 2. Identify the major elements of theatre: audience, performer, director, script, action, environment, and purpose.

- 3. Write a critique of a theatre production, appraising the artistic merit and successful application of the "elements of theatre."
THA108 - Improvisation Dance/Theatre 4041
• 1. Experiment with and examine improvisation techniques and theories for dance and theatre.
• 2. Create and evaluate storytelling using the body, voice, and/or basic props.
• 3. Demonstrate an increased flexibility and adaptability of the total instrument (intellectual, physical, intuitive) in a given improvisational situation.
• 4. Demonstrate the neutral body and authentic presence, with improved focus.

THA111 - Interim. Acting 2717
• 1. Apply major concepts in acting to develop a thorough textual analysis of a script used in preparation for performance.
• 2. Create a theatrical characterization which is credible and appropriate to the genre and style of the play from which a scene is taken.
• 3. Further develop the range of their physical, vocal and emotional instruments.

THA123 - Intro Scene Design 6230
• 1) Explain the seven steps in the design process. (Learning Objective #2) (DLO #3)
• 2) Exhibit the interpretive skill of reading theatrical construction drawings including ground plans, cross sections and elevations. (Learning Objective #5) (DLO #2)
• 3) Create theatrical blueprints (Learning Objective #6) (DLO #3)

THA137 - Intro to World Cinema 5154
• CLO 1: Students will be able to identify ways in which social, political, and cultural movements, institutions, and traditions shape a nation’s films.
• CLO 2: Students will be able to analyze technical aspects of national cinema, including camerawork and editing styles.
• CLO 3: Students will be able to analyze ways in which film transcends national boundaries and how films in one country or culture affect films made in other settings.
• CLO 4: Students will analyze ways in which audiences and markets influence international cinema.

THA135 - Introduction to Film 2727
• Develop an aesthetic awareness through theater.
• Develop an appreciation for theatre through critical analysis of the performing arts.
• Develop knowledge regarding the cultural, artistic and expressive contexts of theater.
• To differentiate between a narrative or non-narrative structure and judge the extent any film is based upon or departs from the Classic Story Structure, by identifying contexts, including Set Up, Confrontation, Resolution, Subject and Plot Points.
• To develop the observational skill to see important film elements in any film, and the awareness to recognize how a filmmaker’s unique choices determine the way a story is told.
• To move beyond individual and relational analysis to form, through the process of synthesis, more generalized principles that can be used to further the study of current and future films.
• Apply both individual analysis to a single film and relational analysis to two or more films, using an informed approach that recognized the art, technology and business aspects of the process, and the changing styles of delivery throughout cinematic history.

THA101 - Introduction to Theater 2713
• 1. Compare and contrast genres of dramatic literature; identify elements of dramatic structure, and examine a playwright’s relationship to the subject matter, by formulating major themes within the text.
• 2. Identify the major elements of theatre: audience, performer, director, script, action, environment, and purpose.
• 3. Write a critique of a live production, appraising the artistic merit and successful application of the “elements of theatre.”

THA120 - Lighting 2723
• 1) Demonstrate the ability to safely hang and focus lighting instruments. (Learning Objective #1) (DLO #3)
• 2) Support a scene’s mood and location using lighting.
• 3) Read or draw a lighting plot.

THA109 - Movement for Actors 2755
• Perform, then compare and contrast character movement studies with contrasting dynamics, rhythm and timing, and spatial use.
• Analyze the congruency of movement portrayed by an actor in a live performance.
THA209 - Musical Production 6231
• 1) Demonstrate ability to maintain and follow rehearsal and performance schedules and requirements. (DLO #3)
• 2) Develop and improve self-evaluative and analytical skills through journaling the production process. (DLO #1)
• 3) Recognize the duties of the stage manager. (DLO #3)

THA155 - Musical Theater History 5181
• 1. Connect the modern Musical with its musical antecedents in 19th century Europe and America.
• 2. Connect the function of dance and the varying performing styles with the historical periods of its stylistic development.
• 3. Connect the modern international mega-musical to the cultural and financial influences that encouraged them.

THA127 - Reader’s Theater 5946
• 1. Analyze material suitable for reader’s theatre performance, demonstrating basic skills in textual analysis and scoring, using both single-source and composite scripts
• 2. Demonstrate an understanding of necessary vocal warm-up and preparation for creating characters from literature and drama. (Learning Objective #2) (DLO #3)
• 3. Prepare, rehearse, and perform in reader’s theatre production(s) for a live audience.

THA201 - Rehearsal and Performance 2730
• 1. Identify basic rehearsal techniques used by actors and directors to prepare a play for public performance.
• 2. Identify audition requirements and demonstrate an appropriate audition for a play.
• 3. Synthesize an appropriate character biography from script resources and the rehearsal development process.
• 4. Create a three-dimensional character for presentation on the stage, in context with the script and given direction from the director.
• 5. Develop skill in a technical area of production including costumes, make-up, properties, sets and lighting.
• 6. Apply classroom acting techniques to the stage in public performance.

THA124 - Scenic Painting 2117
• 1) Develop safe work habits and efficient use of the tools and equipment of a theater scene shop. (Learning Objective # 5) (DLO #5)
• 2) Analyze the creative and practical aspects of scenic painting techniques. (Learning Objective #1) (DLO #1)
• 3) Analyze the color spectrum through the use of the color wheel, mix paints to match colors of various objects or surfaces used in scenery. (Learning Objective #4) (DLO #4)
• 4) Analyze scale, develop gridding and research skills
• 5) Develop professional practices in collaborative environments

THA299 - Spec Proj:Thtre Arts 3285
• 1. Develop essential skills in the craft of theater through practical experience.
• 2. Students will be able to demonstrate and employ theater terminology.
• 3. Appraise personal development throughout production and character presentation and/or technical skills.

THA122 - Stage Makeup 5826
• 1. Describe and differentiate terminology commonly associated with theatrical make up design and execution.
• 2. Distinguish and employ the different types of drawings and paperwork commonly used in theatrical make up.
• 3. Demonstrate and apply the functions of various theatrical make up products.

THA118 - Stage Mgmt 6229
• 1) Demonstrate the ability to identify safety concerns for the actors. (Learning Objective #4) (DLO #3)
• 2) Develop a stage managers prompt book. (Learning Objective #3) (DLO #1)
• 3) Develop a familiarity with terminology specific to the theatrical production setting. (Learning Objective #1) (DLO #3)
### THA117 - Stagecraft 2720
- 1. Students will be able to demonstrate and employ theater terminology.
- 2. Students will be able to demonstrate the safe operation of hand and power tools.
- 3. Students will be able to identify and implement scenic materials and hardware.

### THA150 - Survey of Drama 5805
- 1) Demonstrate the ability to define dramatic terminology. (Learning Objective #1) (DLO #4)
- 2) Differentiate between the play as literature and the play as performance. (Learning Objective #3) (DLO #4)
- 3) Develop criteria for evaluating dramatic literature. (Learning Objective #6) (DLO #4)

### THA102 - Theater History 5393
- CLO 1 -- Identify performative elements, including dramatic and theatrical, as utilized by various cultures and eras.
- CLO 2 -- Synthesize the importance of social, political, and religious characteristics as they influence artistic and theatrical developments across eras and cultures.
- 3. Identify major theories of performance from Aristotle to the present and apply that understanding to the analysis of texts and performances within the general culture and historical period that produced them.

### THA105 - Voice and Diction 2715
- Students will identify and analyze personal vocal habits developed through use and conditioning.
- Students will critique effective vocal use in a variety of media, including stage presentations, television, film, and radio.
- Students will demonstrate vocal dynamics appropriate to various speech occasions/characters.

## Training
**CLO**
No CLOs

## UNDEC
**CLO**
No CLOs

## VEW
**CSLO**

### VEW102 - Intro to Enology 5616
- List all basic tasks required for winemaking.
- Assess results of winemaking experiments.
- Conduct a Volatile Acidity test.

### VEW100 - Intro to Viticulture 5615
- Describe the basic grape plant structures and functions.
- Explain aspects of grapevine growth and development.
- Make a list of necessary tasks needed for proper vineyard management.

### VEW149 - Occupational Internship 6263
- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

### VEW106 - Wine Hospitality 7173
- 1. Demonstrate knowledge of wine regions, grapes and varietals.
- 2. Demonstrate restaurant customer service skills.
- 3. Demonstrate the understanding of marketing, branding and communication principles applied to a winery
- 4. Demonstrate tasting room customer service skills.

**VEW108 - Winery Business Principles 6012**
- Apply the principles of marketing and branding to wine sales.
- Apply the principles of pricing in the market place.
- Describe public and media relations and how they apply to the wine industry.
- Apply principles of wine club development and management.

<table>
<thead>
<tr>
<th>WATR CSLO</th>
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<tbody>
<tr>
<td><strong>WATR102 - Basic Waterworks Mathematics 4457</strong></td>
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<tr>
<td>• Interact effectively in oral and written communication.</td>
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<td>• Demonstrate a working knowledge of process control problems utilizing math formulas; math problems with formulas to solve word problems. Solve for the area, given specific dimensions.</td>
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<tr>
<td>• Perform math conversions for cubic feet and gallons.</td>
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<tr>
<td>• Perform math calculations for chemical dosing problems.</td>
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| **WATR090 - Basic Waterworks Mathematics 6927** |
| • 1. Manipulate basic mathematics functions using a standard calculator (addition, subtraction, multiplication, division, and square root). |
| • 2. Evaluate the basic functions used in water and wastewater word problems to common situations. Students use addition, subtraction, multiplication, division, square root, decimals, percentages, exponents, real numbers, divisibility, greatest common factor and least common multiples. |
| • 3. Solve conversions between different units of measure. |
| • 4. Demonstrate an ability to extract relevant data from and solve mathematical word problems. |
| • 5. Analyze and solve chemical dosage and loading rate problems. |
| • 6. Measure instantaneous flow rate problems. |
| • 7. Distinguish general design consideration for detention times, process efficiency and surface loading. |
| • 8. Evaluate process control parameters for ponds and reservoirs. |
| • 9. Distinguish between members of the natural, whole, integer, rational, and real number sets. |

| **WATR130 - Environmental Laws & Regs 6452** |
| • Describe the inter-relation of federal, state, and local laws relating to environmental protection and pollution prevention. |
| • Compare and contrast the key stakeholders and their interaction in the regulatory process. |
| • Analyze and identify regulatory compliance resources. |

| **WATR125 - Lab for Water & Wastewater 5967** |
| • Compare the different types of bearings used on electric motors and their different maintenance requirements. |
| • Compare and contrast the fundamentals involved in gravimetric and titrametric analyses of constituents of water, wastewater or sludge. |
| • Formulate monitoring laboratory test plans for various water and wastewater trouble shooting scenarios. |

| **WATR149 - Occupational Intern. 6264** |
| • All 149 and 299 special topics courses will create outcomes on a case-by-case basis. |

| **WATR122 - Wastewater Ops III, IV & V 6236** |
| • Calculate advanced wastewater mathematical problems mixing different percent solids sludges. |
| • Identify factors considered when determining the application of extended aeration in treating wastewater flows.
• Identify categories of odors and corresponding solutions.

**WATR120 - Wastewater Tmt Ops I & II 4288**
- Identify and evaluate process and overall plant performance given a hypothetical scenario.
- Examine wastewater theory in practice through given case studies.

**WATR107 - Water Distribution I & II 4285**
- Define the main purpose of a water storage facility in a water supply system.
- Solve basic mathematical calculation for a pounds per square inch (psi) problem given a specified height.
- Identify 4 primary functions of a water distribution operator.

**WATR109 - Water Distribution III, IV & V 6235**
- Solve advanced mathematical calculations and conversions such as: velocity, flow rate, pump pressure, horsepower, evaluation of pump performance, friction and energy losses.
- Identify a safety issue related to water distribution.
- Distinguish and identify the basic elements of a water distribution system, as well as, their operation, maintenance and hydraulic characteristics.

**WATR103 - Water Treatment Plant OP I&II 2615**
- Draw and discuss in detail the six components of the water cycle.
- Differentiate three (3) major sources and corresponding treatments utilized for water in California.
- Explain basic water testing in laboratory procedures.

**WATR105 - Water Trmt Plant III, IV & V 6234**
- Describe the purpose of a sanitary survey and the physical and chemical characteristics.
- Identify factors considered when selecting a backflow prevention device.
- Identify factors considered when determining the design of a sedimentation basin.

**WATR100 - Water/Wastewater Operations 4283**
- 1. Draw and discuss in detail the six components of the water cycle.
- 2. Describe the State of California Certification requirements for Water Distribution Operators, Water Treatment Operators and Wastewater Treatment Plant Operators.
- 3. Identify four (4) major sources of water available for water treatment plants.

**WATR140 - Wells, Pumps and Motors 5278**
- Compare the advantages of an oil-lubed pump versus a water-lubed pump.
- Differentiate and explain centrifugal pump theory and the function of the major parts.
- Compare the different types of bearings used on electric motors and their different maintenance requirements.

**SPAN104 - Elem Spanish for Spanish Sp II 5029**
- 1. The student will be utilize appropriate language.
- 2. The student will utilize vocabulary relevant to the topic.
- 3. The student will apply grammar correctly.
- 4. Students will be able to recognize dialectal variances and communicate with ease while producing authentic language without hesitation. (ORAL)
- 5. Compose and produce an academic research paper applying proper language structure and grammar. (WRITTEN)
- 6. Complete written assignments in Spanish using various tenses by: 1) selecting correct forms of grammar; 2) applying the appropriate vocabulary; and 3) using learned knowledge of the 21 Spanish speaking countries. (GRAMMAR/CULTURE/VOCAB)

**SPAN103 - Elem Spanish for Spanish Spkrs 3411**
• 1. The student will utilize appropriate language.

• 2. The student will utilize vocabulary relevant to the topic.

• 3. The student will apply grammar correctly.

• 4. Students will be able to communicate in Spanish without the use of Spanish colloquialism and English words. (ORAL)

• 5. Compose and produce a short academic research paper structured around an introduction a development and a synthesis of an idea. (WRITTEN)

• 6. Complete written assignments in Spanish using present and past tenses by: 1) selecting correct forms of grammar; 2) applying the appropriate vocabulary; and 3) using learned knowledge of some of the 21 Spanish speaking countries. (GRAMMAR/CULTURE/VOCAB)

**FREN101 - Elementary French I 2786**

• 1. Produce and carry-on a basic conversation using authentic language, pronunciation, and using the correct forms of grammar and vocabulary in present tense at a beginners level. (ORAL)

• 2. Compose simple paragraphs in French to convey meaning in present tense at a beginners level. (WRITTEN)

• 3. Complete written assignments in French using present tense by: 1. selecting correct forms of basic grammar; 2. Applying the appropriate vocabulary; 3. Using learned knowledge of French culture. (GRAMMAR/CULTURE/VOCAB)

• 4. Assimilate basic vocabulary

• 5. Properly utilize irregular verbs

• 6. Proper use of Adjectifs et l'accord.

• 7. Read basic material relating to their needs and begin to understand more abstract reading.

• 8. Identify some of the salient features of the culture(s) of the French-speaking world and understand some of the major differences.

• Final Exam

**FREN102 - Elementary French II 2787**

• 1. Produce and carry-on a conversation using authentic language, pronunciation, and using the correct forms of grammar and vocabulary in present and past verb tenses at a high beginner's/low intermediate level. (ORAL)

• 2. Compose paragraphs in French, structured around an introduction a development and a synthesis of an idea. (WRITTEN)

• 3. Complete written assignments in French using various tenses by: 1. selecting correct forms of basic grammar; 2. Applying the appropriate vocabulary; 3. Using learned knowledge of French culture. (GRAMMAR/CULTURE/VOCAB)

• 4. Read and describe basic written material in French.

• 5. Possess cultural awareness of some of French speaking countries.

• 6. Apply appropriate vocabulary.

• 7. Student will use appropriate verb tenses.

• 8. Students will appropriately use savoir et connaitre.

• Final Exam

**SPAN101 - Elementary Spanish I 2793**

• 10. The ability to produce and carry on a basic conversation using the correct forms of grammar, pronunciation, and vocabulary. (SJC)

• 11. The ability to compose simple paragraphs with transition words in the present tense by: selecting the correct forms of grammar and using appropriate vocabulary. (SJC)

• 9. The ability to conjugate verbs in the present tense. (SJC)

• 1. Produce and carry-on a basic conversation using authentic language, pronunciation, and using the correct forms of grammar and vocabulary in present tense at a beginners level. (ORAL)

• 2. Compose simple paragraphs in Spanish to convey meaning in Present Tense at a beginners level. (WRITTEN)

• 3. Complete written assignments in Spanish using present tense by: 1. selecting correct forms of basic grammar; 2. Applying the appropriate vocabulary; 3. Using learned knowledge of the 21 Spanish speaking countries. (GRAMMAR/CULTURE/VOCAB)

• 4. Examine and analyze different aspects of the current Culture present in the Spanish speaking countries exposed in this course.

• 5. Compare and contrast personal views with more global views on people, society and cultures of the Spanish speaking world.

• 6. Assimilate vocabulary at the elementary level.

• 7. Students will be able to correctly conjugate verbs

• 8. Students will correctly use ser vs estar
• Final Exam

**SPAN102 - Elementary Spanish II 7170**
- 12. The ability to produce and carry on an intermediate level conversation in Spanish in both the present and past verb tenses. (SJC)
- 13. The ability to compose paragraphs with transition words in the past tense using both the preterit and imperfect together. (SJC)
- 1. Produce and carry-on a conversation using authentic language, pronunciation, and using the correct forms of grammar and vocabulary in present and past verb tenses at a high beginner’s/low intermediate level. (ORAL)
- 2. Compose paragraphs in Spanish, structured around an introduction a development and a synthesis of an idea. (WRITTEN)
- 3. Complete written assignments in Spanish using various tenses by: 1. selecting correct forms of basic grammar; 2. Applying the appropriate vocabulary; 3. Using learned knowledge of the 21 Spanish speaking countries. (GRAMMAR/CULTURE/VOCAB)
- 4. Continue with the knowledge acquired in Span101 to communicate in Spanish in the context of simple real-life situations.
- 5. Employ oral and written Spanish to convey meaning in Present and Past Tenses at a high beginner’s/low intermediate level.
- 6. Formulate simple sentences in Spanish around the Present and Past Tenses.
- 7. Examine and analyze different aspects of the current Culture present in the Spanish speaking countries exposed in this course.
- 8. Compare and contrast personal views with more global views on people, society and cultures of the Spanish speaking world.
- 9. Assimilate vocabulary appropriate for second semester spanish.
- 10. Students will use the preterit and imperfect tenses correctly. (SJC)
- 11. Students will identify appropriate reflexive verbs.

**SPAN101H - Honors Elementary Spanish I 5775**
- 1. Communicate in Spanish in the context of simple real-life situations.
- 2. Employ oral or written Spanish to convey meaning in Present Tense at a beginner?’ level.
- 3. Formulate simple sentences in Spanish around the Present Tense.
- 4. Examine and analyze different aspects of the current Culture present in the Spanish speaking countries exposed in this course.
- 5. Compare and contrast personal views with more global views on people, society and cultures of the Spanish speaking world.

**SPAN102H - Honors Elementary Spanish II 5776**
- 1. Produce and carry-on a conversation using authentic language, pronunciation, and using the correct forms of grammar and vocabulary in present and past verb tenses at a high beginner’s/low intermediate level. (ORAL)
- 2. Compose paragraphs in Spanish, structured around an introduction a development and a synthesis of an idea. (WRITTEN)
- 3. Complete written assignments in Spanish using various tenses by: 1. selecting correct forms of basic grammar; 2. Applying the appropriate vocabulary; 3. Using learned knowledge of the 21 Spanish speaking countries. (GRAMMAR/CULTURE/VOCAB)
- 4. Continue with the knowledge acquired in Span101 to communicate in Spanish in the context of simple real-life situations.
- 5. Employ oral and written Spanish to convey meaning in Present and Past Tenses at a high beginner’s/low intermediate level.
- 6. Formulate simple sentences in Spanish around the Present and Past Tenses.
- 7. Compose simple paragraphs in Spanish, structured around an introduction a development and a synthesis of an idea.
- 8. Examine and analyze different aspects of the current Culture present in the Spanish speaking countries exposed in this course.
- 9. Compare and contrast personal views with more global views on people, society and cultures of the Spanish speaking world.

**SPAN202H - Honors Int Spanish II 5402**
- 1. The student should be able to fluently communicate
- 2. Employ the target language to compose advanced written essays and papers on course related subjects.
- 3. Identify and recognize vocabulary and grammar taken from literary excerpts and literary guided readings.
- 4. Employ oral and written Spanish to fluently convey meaning in all tenses: Present, Past, Future and Conditional at a High-Advanced
- 5. Compose and formulate paragraphs at the advanced composition level.
• 6. Examine and analyze in a complex manner, different aspects of the current Culture present in the Spanish speaking countries exposed in this course.

• 7. Compare and contrast personal views with more global views on people, societies and cultures of the Spanish-speaking world.

**SPAN201H - Honors Inter Spanish I 5401**

• 1. The student should be able to communicate fluently

• 2. Employ oral and written Spanish to convey meaning in a near fluent manner, in all tenses.

• 3. Formulate sentences linked by relative pronouns around all tenses.

• 4. Identify and recognize relevant course vocabulary and grammar through guided short readings.

• 5. Compose higher level paragraphs structured around an introduction, several developmental paragraphs with pros and cons and a synthesis of the main idea.

• 6. Examine and analyze different aspects of the current Culture present in the Spanish speaking countries exposed in this course.

**FREN202 - Intermed. French II 2789**

• CLO 1 -- Converse in French on various topics

• CLO 2 -- Create an essay in French using various tenses

• CLO 3 -- Analyze factual and fictional written texts in French of advanced difficulty and respond in writing and orally in complex modes.

**FREN201 - Intermediate French I 2788**

• 1. Communicate with ease in French at an intermediate level. (ORAL)

• 2. Compose short essays in French to convey meaning in a near fluent manner, in all tenses. (WRITTEN)

• 3. Complete written assignments in French using various tenses by: 1. selecting correct forms of grammar; 2. Applying the appropriate vocabulary; 3. Using learned knowledge of French culture. (GRAMMAR/CULTURE/VOCAB)

• 4. Analyze factual and fictional written texts in French of intermediate difficulty and respond in writing and orally in complex modes.

• 5. Assimilate vocabulary appropriate for intermediate level.

• 6. Appropriately conjugate regular verbs into the subjunctive.

• 7. Students will appropriately use subjunctive vs indicative.

• Final Exam

**SPAN201 - Intermediate Spanish I 7171**

• 1. The student should be able to communicate with ease at an intermediate level. (ORAL)

• 2. Compose short essays in Spanish to convey meaning in a near fluent manner, in all tenses. (WRITTEN)

• 3. Complete written assignments in Spanish using various tenses by: 1. selecting correct forms of grammar; 2. Applying the appropriate vocabulary; 3. Using learned knowledge of the 21 Spanish speaking countries. (GRAMMAR/CULTURE/VOCAB)

• 3. Formulate sentences linked by relative pronouns around all tenses.

• 4. Identify and recognize relevant course vocabulary and grammar through guided short readings.

• 5. Compose higher level paragraphs structured around an introduction, several developmental paragraphs with pros and cons and a synthesis of the main idea.

• 6. Examine and analyze different aspects of the current Culture present in the Spanish speaking countries exposed in this course.

• Final Exam

**SPAN202 - Intermediate Spanish II 2801**

• 1. The student should be able to communicate at an advanced intermediate level (ORAL)

• 2. Employ oral and written Spanish to fluently convey meaning in all verb tenses at an advanced intermediate level. (IN CLASS ESSAYS)

• 3. Compose and formulate an academic essay in Spanish at an advanced intermediate level. (FINAL)

• 4. Employ the target language to compose advanced written essays and papers on course related subjects.

• 5. Identify and recognize vocabulary and grammar taken from literary excerpts and literary guided readings.

• 6. Examine and analyze in a complex manner, different aspects of the current Culture present in the Spanish speaking countries exposed in this course.

• 7. Compare and contrast personal views with more global views on people, societies and cultures of the Spanish-speaking world.
**SPAN230 - Spanish Composition I 5337**
- 1. Explore ideas and find themes for writing tasks.
- 2. Utilize various prewriting techniques and different methods of organizing compositions.
- 3. Define the purpose of the piece to be written.
- 4. Identify the characteristics and needs of the reader for whom the piece will be written.
- 5. Create a writing plan for the writing task.
- 6. Develop a draft of the writing assignment in Spanish using the correct forms of advanced grammar.

**SPAN299 - Spec Proj: Spanish 3293**
- All 149 and 299 special topics courses will create outcomes on a case-by-case basis.

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