

| Course | Outcome Title | Outcome Description |
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| ACCT 102 Basic Accounting | SLO #1 | Accurately complete an accounting cycle preparing journal entries; posting to the general ledger; and preparing a worksheet, financial statements, adjusting and closing entries and post closing trial balance. |
| ACCT 116A Financial Accounting | SLO #1 | Analyze and record business transactions using double entry accounting method and in accordance with GAAP. |
| ACCT 116A Financial Accounting | SLO #2 | Prepare an Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows for one accounting cycle. |
| ACCT 116B Managerial Accounting | SLO #1 | Prepare and analyze information using various costing methods: Job Order Costing, Process Costing, and Activity Based Costing |
| ACCT 116B Managerial Accounting | SLO #2 | Construct and evaluate accounting information for the purpose of making business decisions. |
| ACCT 120 Federal Income Tax | SLO 1 | Understand the expanded tax formula and the components of the major sections of an Individual Tax Return, Form 1040. Compute federal tax liability, calculate various credits, explain current tax topics, and apply rules for determining how income and expenses from a self-employed individual are recognized and reported. |
| ACCT 120 Federal Income Tax | SLO 2 | Prepare a variety of federal income tax returns in proper form according to current federal tax rules and regulations. |
| ACCT 121 California Income Tax | SLO#1 California Individual Taxes | Demonstrate proficient knowledge of Individual California income tax and its differences from federal tax law. |
| ACCT 135 Principles of Auditing | SLO 1: Types of Audit Reports | Understand the various types of audit reports and auditors |
| ACCT 135 Principles of Auditing | SLO 2: Professional Standards and Ethics | Possess a working knowledge of the various professional standards and professional ethics |
| ACCT 135 Principles of Auditing | SLO 3: Audit Planning and Risk Assessment | Demonstrate the manner in which auditors plan an audit and assess risks |
| ACCT 150 Computer Accounting Applications | SLO 2: Income Statement and Balance Sheet | Complete an income statement and balance sheet using current accounting software |

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| ACCT 150 Computer Accounting Applications | SLO#1 Computer Accounting Applications | Complete the accounting cycle for a business using current accounting software |
| ACCT 201A Intermediate Accounting I | SLO #1 Intermediate Financial Accounting | Understanding the GAAP measurement requirements of specific financial statement accounts |
| ACCT 201A Intermediate Accounting I | SLO #2 Intermediate Financial Accounting | Preparation and reporting of corporate financial statements based on GAAP requirements |
| ACCT 201A Intermediate Accounting I | SLO #3 Intermediate Financial Accounting | Understanding IFRS changes and how they affect GAAP and financial reporting |
| ACCT 201B Intermediate Accounting II | Outcome 1: Leases | Understand and apply the guidelines for leases from the perspectives of the lessee and the lessor, including the operating and capitalization methods of recording leases and their disclosure requirements. |
| ACCT 201B Intermediate Accounting II | Outcome 2: Changes | Identify the types and effects of accounting changes, including the correction of errors, and demonstrate an understanding of the full disclosure principle's application to financial statement notes, reporting of business segments, interim reports, and auditor's and management's letters. |
| ACCT 210 Partnerships, Gift Tax, and Estate and Trusts Tax for Enrolled Agents | SLO 1 | Complete a Federal Partnership tax return (Form 1065). |
| ACCT 211 Corporate Taxation for Enrolled Agents | SLO 1 | Complete a Federal Corporation tax return (Form 1120). |
| ACCT 212 Representation, Practices, and Procedures for Enrolled Agents | SLO 1: Representation | Apply and understand the practices and procedures when representing a client before the IRS. |
| ACCT 212 Representation, Practices, and Procedures for Enrolled Agents | SLO 2: Penalties | Understand the penalties for tax filers and tax preparers when filing a tax return. |
| ADJU 101 Introduction to Administration of Justice | Course Outcome 1 | Analyze the major components of the U.S. criminal justice system. |
| ADJU 101 Introduction to Administration of Justice | Course Outcome 2 | Compare and contrast U.S. criminal court systems. |
| ADJU 101 Introduction to Administration of Justice | Course Outcome 3 | Identify the processes by which a criminal case progresses from investigation to appeal. |
| ADJU 101A Introduction to Administration of Justice I | Course Outcome 1 | Identify the significant historical events within the criminal justice system that relate to crime and victimization. |
| ADJU 101A Introduction to Administration of Justice I | Course Outcome 2 | Defines the laws of arrest and arrestable offenses involving misdemeanor and felony crimes. |

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| ADJU 101B Introduction to Administration of Justice II | Course Outcome 1 | Identify the significant crime and police problems in the field of administration of justice. |
| III | Course Ourcome 1 | Identify the role of courts and court procedures. |
| ADJU 102 Criminal Law I | Course Outcome 1 | Articulate and discuss the structural framework of criminal law. |
| ADJU 102 Criminal Law I | Course Outcome 2 | Analyze the historical origins of U.S. criminal law. |
| ADJU 102 Criminal Law I | Course Outcome 3 | Identify and apply relevant constitutional legal principles to criminal law. |
| ADJU 106 Diversity and Community Relations | Course Outcome 1 | Analyze the development and current status of issues related to police and community relations. |
| ADJU 106 Diversity and Community Relations | Course Outcome 2 | Identify and discuss programs and approaches used to develop and enhance relations between different types of communities and the police. |
| ADJU 106 Diversity and Community Relations | Course Outcome 3 | Define multi-culturalism and explain how it affects police-community relations. |
| ADJU 140 Patrol Procedures | Course Outcome 1 | Examine the history of police patrol as it relates to modern patrol techniques. |
| ADJU 140 Patrol Procedures | Course Outcome 2 | Explain the duties and responsibilities of a patrol officer as they relate to patrol operations. |
| ADJU 140 Patrol Procedures | Course Outcome 3 | Identify and apply constitutional and legal principles related to police field operations. |
| ADJU 147 Physical Conditioning | Course Outcome 1 | Identify the appropriate steps to obtain a balanced physical conditioning program. |
| ADJU 147 Physical Conditioning | Course Outcome 2 | The student will identify proper cardio-vascular conditioning techniques. |
| ADJU 148 Defensive Tactics | Course Outcome 1 | Identify the appropriate response to a combative subject. |
| ADJU 148 Defensive Tactics | Course Outcome 2 | Describe the effective and powerful use of the police baton. |
| ADJU 149 Firearms | Course Outcome 1 | Identify the legal provisions and restrictions covering the use of firearms. |
| ADJU 149 Firearms | Course Outcome 2 | Define the different types of firearms and revolvers. |
| ADJU 160 Criminal Law II | Course Outcome 1 | Describe and analyze violations of California criminal law. |
| ADJU 160 Criminal Law II | Course Outcome 2 | Compare and contrast crimes, including their underlying elements. |

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| ADJU 160 Criminal Law II | Course Outcome 3 | Explain levels of severity and defenses to crime. |
| ADJU 161 Juvenile Procedures | Course Outcome 1 | Describe the process of juvenile detention, court procedure and case disposition. |
| ADJU 161 Juvenile Procedures | Course Outcome 2 | Evaluate juvenile justice procedures and correctional policies. |
| ADJU 161 Juvenile Procedures | Course Outcome 3 | Articulate methods for juvenile delinquency prevention. |
| ADJU 162 Criminal Investigation | Course Outcome 1 | Describe and explain the sequential stages in a criminal investigation. |
| ADJU 162 Criminal Investigation | Course Outcome 2 | Identify various investigative techniques used during criminal investigations. |
| ADJU 162 Criminal Investigation | Course Outcome 3 | Distinguish ethical principles in an investigation and examine how they may play a role in the outcome of a case. |
| ADJU 167 Report Writing | Course Outcome 1 | Organize and develop a cohesive written report, synthesizing several sources, defining problems and formulating conclusions. |
| ADJU 167 Report Writing | Course Outcome 2 | Anticipate and understand the potential uses of written communication in all facets of the criminal justice system |
| ADJU 167 Report Writing | Course Outcome 3 | Identify and apply constitutional and legal principles to written communications in the criminal justice system. |
| ADJU 180 Drug Abuse and Law Enforcement | Course Outcome 1 | Classify laws specific to illegal drug possession, manufacture, and distribution. |
| ADJU 180 Drug Abuse and Law Enforcement | Course Outcome 2 | Evaluate the role that law enforcement plays in the enforcement of drug laws. |
| ADJU 180 Drug Abuse and Law Enforcement | Course Outcome 3 | Explain how drugs affect the human body and how this perpetuates drug abuse. |
| ADJU 181 Vice and Organized Crime | Course Outcome 1 | Identify and analyze the social structure and typology of organized criminal groups in fraud and white collar crimes. |
| ADJU 181 Vice and Organized Crime | Course Outcome 2 | Identify the different intelligence and management techniques used in criminal justice agencies. |
| ADJU 182 Street Gangs and Law Enforcement | Course Outcome 1 | Analyze current gang-related laws and prosecution efforts and judge how effective they are to address gang problems. |
| ADJU 182 Street Gangs and Law Enforcement | Course Outcome 2 | Determine reasons that youth join gangs and elaborate on various gang subcultures and how gang member identify themselves. |

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| ADJU 182 Street Gangs and Law Enforcement | Course Outcome 3 | Examine how law enforcement gathers street-level intelligence and classifies gang members. |
| ADJU 190 Legal Aspects of Corrections | Course Outcome 1 | Identify and analyze the differentiation among public, quasi-public, and private correctional facilities. |
| ADJU 190 Legal Aspects of Corrections | Course Outcome 2 | Define situations which do not violate provisions of the United States Constitution regarding overall of scope of duties owed to others. |
| ADJU 191 Control and Supervision in Corrections | Course Outcome 1 | Define the steps used to implement solutions to corrections problems. |
| ADJU 191 Control and Supervision in Corrections | Course Outcome 2 | Define the effects of control and supervision upon daily operations of correctional facilities. |
| ADJU 192 Correctional Interviewing and Counseling | Course Outcome 1 | Define barriers to conducting objective interviews and counseling. |
| ADJU 192 Correctional Interviewing and Counseling | Course Outcome 2 | Define barriers to conducting objective interviews and counseling. |
| ADJU 193 Concepts of Criminal Law | Course Outcome 1 | Define the principles and components that affect modern law enforcement. |
| ADJU 193 Concepts of Criminal Law | Course Outcome 2 | Define the constitutional basis of criminal law. |
| ADJU 194 Introduction to Correctional Science | Course Outcome 1 | Define and analyze the definition and use common terms used in the corrections field. |
| ADJU 194 Introduction to Correctional Science | Course Outcome 2 | Define the legal issues, general laws and general operations of corrections. |
| ADJU 201 California Criminal Procedure | Course Outcome 1 | Examine the functions of the U.S. criminal justice system from detention through release back into society |
| ADJU 201 California Criminal Procedure | Course Outcome 2 | Explain the application of constitutional principles to criminal procedure. |
| ADJU 201 California Criminal Procedure | Course Outcome 3 | Identify and analyze concepts of due process as related to criminal litigation. |
| ADJU 210 Rules of Evidence | Course Outcome 1 | Discover the historical development of the rules of evidence that apply in contemporary state and federal courts. |
| ADJU 210 Rules of Evidence | Course Outcome 2 | Describe the adversarial process in the presentation of evidence, and compare and contrast the roles of the prosecutor, defense counsel, judge and jury. |

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| ADJU 210 Rules of Evidence | Course Outcome 3 | Analyze different types of evidence and rules regarding the admissibility of testimony, documentary evidence, and real evidence. |
| ADJU 220 Law Enforcement Forensics | Course Outcome 1 | Explain and defend proper evidence collection and packaging techniques. |
| ADJU 220 Law Enforcement Forensics | Course Outcome 2 | Prioritize the steps in processing a crime scene. |
| ADJU 220 Law Enforcement Forensics | Course Outcome 3 | Develop a hand drawn crime scene sketch and elaborate with a final report describing a scene. |
| ADJU 230 Constitutional Law I | Course Outcome 1 | Analyze the separation of powers provided by the U.S. Constitution. |
| ADJU 230 Constitutional Law I | Course Outcome 2 | Explain constitutional provisions as interpreted by U.S. courts. |
| ADJU 230 Constitutional Law I | Course Outcome 3 | Discuss individual liberties protected by the U.S. Constitution. |
| ADJU 265A Corrections Officer Conversion Course | Not an Active Course | Pursuant to the requirement of the California Commission on Peace Officer Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 300 First Aid | Course Outcome 1 | Define the key components to situation assessment. |
| ADJU 300 First Aid | Course Outcome 2 | Define the legal requirements and standards for emergency care. |
| ADJU 304A Intermediate Traffic Accident Investigation | Course Outcome 1 | Identify the coefficient of friction, drag factor and speed estimates. |
| ADJU 304A Intermediate Traffic Accident Investigation | Course Outcome 2 | Define the proper methods for measuring and documenting tire marks. |
| ADJU 304A Intermediate Traffic Accident Investigation | Outcome 1 | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 305A Advanced Traffic Accident Investigation | Course Outcome 1 | Identify the key components of advanced traffic accident investigation. |
| ADJU 305A Advanced Traffic Accident Investigation | Course Outcome 2 | Define the various techniques for preparing scale diagrams. |
| ADJU 307A Traffic Enforcement Radar Certification | Course Outcome 1 | Define the legal and technical uses of moving and stationary radar. |
| ADJU 307A Traffic Enforcement Radar Certification | Course Outcome 2 | Define the state and federal laws and court decisions that relate to the use of radar and traffic enforcement. |

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| ADJU 310A Deputy Leadership Session 1: Leadership, Power, and Authority | No data is available. | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 310B Deputy Leadership Session 2: Learning, Goal Setting, and Value Systems | No data is available. | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 310C Deputy Leadership Session 3: Development, Integrity, and Ethics | No data is available. | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 310D Deputy Leadership Session 4: Principles, Preferences, and Perspectives | Outcome | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 310E Deputy Leadership Session 5: Time Management, Motives, and Discipline | Outcome | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 310F Deputy Leadership Session 6: Trends, Change, and Group Dynamics | No data is available. | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 310F Deputy Leadership Session 6: Trends, Change, and Group Dynamics | Outcome | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 310G Deputy Leadership Session 7: Future Files, Politics, and Risk Taking | No data is available. | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 310G Deputy Leadership Session 7: Future Files, Politics, and Risk Taking | Outcome | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 310H Deputy Leadership Session 8: Teams, Technology, and Program Effectiveness | No data is available. | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 310H Deputy Leadership Session 8: Teams, Technology, and Program Effectiveness | Outcome | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 312A Basic Supervisory Course | Course Outcome 1 | Define the major theories of supervision. |
| ADJU 312A Basic Supervisory Course | Course Outcome 2 | Define the basic components related to civil liability pertaining to negligence. |
| ADJU 313A Public Safety Dispatcher's Basic Course | Course Outcome 1 | Define California laws as they relate to the job requirements of a public safety dispatcher. |

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| ADJU 313A Public Safety Dispatcher's Basic Course | Course Outcome 2 | Define the components of the criminal justice system and its relevance to the public safety dispatcher. |
| ADJU 314 Officer Safety and Field Tactics | Course Outcome 1 | Identify the areas of advanced retention and recognition of new laws. |
| ADJU 316 Baton Instructor Course | No data is available. | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 316 Baton Instructor Course | Outcome | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 320 Semi-Automatic Pistol Training | Course Outcome 1 | Define the major components of the pistol. |
| ADJU 320 Semi-Automatic Pistol Training | Course Outcome 2 | Define how a self-loading semi-automatic pistol operates. |
| ADJU 322A Basic Traffic Accident Investigation | Course Outcome 1 | Define the steps to properly investigate and document traffic collisions. |
| ADJU 322A Basic Traffic Accident Investigation | Course Outcome 2 | Define the primary cause and other associated factors in a collision. |
| Course | Course Outcome 1 | Define the key components of facility operations. |
| ADJU 323A S. T. C. Certified Corrections Officer Core Course | Course Outcome 2 | Define the 21 functional areas mandated by the California State Board of Corrections. |
| Course | Course Outcome 1 | Define the role of corrections in today's society. |
| ADJU 324A S. T. C. Certified Supplemental Core Course | Course Outcome 2 | Define the 13 functional areas mandated by the California State Board of Corrections. |
| ADJU 327 Advanced Patrol Strategies | Course Outcome 1 | Define departmental procedures and the effects of psychological trauma as they apply to officer involved shootings. |
| ADJU 327 Advanced Patrol Strategies | Course Outcome 2 | Define the fundamentals of advanced police tactics as they apply to high-risk vehicle stops. |
| Course | SLO 1 | Define the field training officer role. |
| Course | SLO 2 | Define the history of the field training program. |
| ADJU 331A Advanced Officer Training/Field Operations | No data is available. | This course was not offered during the current assessment cycle. No data is available. |

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| ADJU 331A Advanced Officer Training/Field Operations | Outcome | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 332A P.O.S.T. Certified Driving Under the Influence Course | SLO 1 | Define the technical and legal issues involved in detection, apprehension and prosecution of the "under the influence driver". |
| ADJU 332A P.O.S.T. Certified Driving Under the Influence Course | SLO 2 | Define the effects of alcohol as well as the varied results obtained from the three types of chemical tests. |
| Course | SLO 1 | Define range safety procedures. |
| Course | SLO 2 | Define the safe handling of various small arms. |
| Operation | SLO 1 | Define the components of defensive driving. |
| ADJU 334 Law Enforcement Emergency Vehicle Operation | SLO 2 | Define the considerations involved in initiating and termination pursuits. |
| ADJU 334 Law Enforcement Emergency Vehicle Operation | SLO 3 | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| Affairs | SLO 1 | Define the impact of proper internal affairs investigations. |
| Affairs | SLO 2 | Define the policies of the employee representative program. |
| ADJU 343A XDA - Peace Officer's Guide to Internal Affairs | SLO 3 | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 344 Strategies for Advanced Officers | SLO 1 | Define proper barricade shooting. |
| ADJU 344 Strategies for Advanced Officers | SLO 2 | Define hostile and non-hostile targets. |
| ADJU 344 Strategies for Advanced Officers | SLO 3 | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 346 Juvenile Counselor Basic Core Course | SLO 1 | Define the 21 functional areas mandated by the California State Board of Corrections. |
| ADJU 346 Juvenile Counselor Basic Core Course | SLO 2 | Define how legislative mandates influence the area of first aide and CPR. |

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| ADJU 346 Juvenile Counselor Basic Core Course | SLO 3 | Pursuant to the requirement for the California Commission on Peace Officers Standards and Training, the student will achieve the skills necessary to perform a job or function. |
| ADJU 348A Essentials of Investigation | SLO 1 | Define the written plan to execute a search warrant. |
| ADJU 348A Essentials of Investigation | SLO 2 | Define the proper managing principals and use of informants. |
| ADJU 350A Weapons and Safety Training for Probation Officers | SLO 1 | Define the key components of legal update liability and survival skills. |
| ADJU 350A Weapons and Safety Training for Probation Officers | SLO 2 | Define the current laws regarding search and seizure. |
| ADJU 351A Chemical Agents Training for Peace Officers | SLO 1 | Define the moral and legal constraints relative to the use of chemical agents. |
| ADJU 351A Chemical Agents Training for Peace Officers | SLO 2 | Define the appropriate first aid treatment when exposed to chemical agents. |
| ADJU 356A 832 PC Laws of Arrest | SLO 1 | Define the key administration of justice components and the California court system. |
| ADJU 356A 832 PC Laws of Arrest | SLO 2 | Define the professional orientation for peace officers. |
| ADJU 357B 832 PC Firearms | SLO 1 | Define the key components for firearms safety and proficiency. |
| ADJU 357B 832 PC Firearms | SLO 2 | Define the proper hand gun care, cleaning and storage for a peace officer. |
| ADJU 359 Field Training Officer Update | SLO 1 | The student will demonstrate their knowledge of effective training techniques for newly assigned police officers |
| ADJU 359 Field Training Officer Update | SLO 2 | Student will demonstrate their knowledge of methods employed to enhance trainee feedback and evaluation, learning styles, and communication skills |
| ADJU 361D Defensive Tactics Building Searches | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 361D Defensive Tactics Building Searches | SLO 1 | Demonstrate attainment of requirements for practicing peace officers as reflected in law, policy and training standards. |
| ADJU 361L Less-Lethal Munitions Training (LLMT) | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 361L Less-Lethal Munitions Training (LLMT) | SLO 1 | Implement POST-mandated Training and Testing Specifications updates. |

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| ADJU 361M Less Lethal/ Taser Training | SLO 1 | Implement POST-mandated Training and Testing Specifications updates. |
| ADJU 361R Regional Officer Training | SLO 1 | Student will demonstrate their proficiency in regional law enforcement policies and procedures |
| ADJU 361R Regional Officer Training | SLO 2 | Define the key components to civil crisis management, custody and information systems. |
| ADJU 361S Continuing Professional Training for Sheriff Deputies | SLO 1 | Demonstrates their knowledge of current laws of arrest as sheriff deputies |
| ADJU 361S Continuing Professional Training for Sheriff Deputies | SLO 2 | Demonstrates their knowledge of current laws pertaining to the use of lethal and non-lethal force as deputy sheriffs |
| ADJU 361T Block 20: Force Options / Internal Affairs for Correctional Deputies | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 363 Narcotics Investigation | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 365 XDA - Assessment Tools Used on Adult Offender Populations | SLO 1 | Define the motivational interviewing skills needed to gather information. |
| ADJU 365 XDA - Assessment Tools Used on Adult Offender Populations | SLO 2 | Define crimingenic needs and they how the relate to recidivism. |
| ADJU 366 Radar-Laser Operator (LIDAR) | SLO 1 | Student will demonstrate their knowledge of the range and limitations of a LIDAR device. |
| ADJU 366 Radar-Laser Operator (LIDAR) | SLO 2 | Student will demonstrate their knowledge of the law, as it applies to the LIDAR device. |
| ADJU 367 Traffic Collision Computer Aided Diagramming | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 368 Critical Incidents/Tactical Commander's Course | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 369 Drug Influence: 11550 | SLO 1 | Student will demonstrate an understanding of drug laws and recognizing the major drug categories, their effects, and associated types of paraphernalia. |
| ADJU 369 Drug Influence: 11550 | SLO 2 | Student will demonstrate the knowledge of how to effectively address drug abuse issues that are encountered in law enforcement. |

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| ADJU 371 P.O.S.T Certified Regular Basic Course Module Format, Level I | SLO 1 | Define interpersonal communications. |
| ADJU 371 P.O.S.T Certified Regular Basic Course Module Format, Level I | SLO 2 | Define criminal investigations including burglary, grand theft and crime scene preservation. |
| ADJU 372 P.O.S.T Certified Regular Basic Course Module Format, Level II | SLO 1 | Define police community relations, victimology and crisis intervention. |
| ADJU 372 P.O.S.T Certified Regular Basic Course Module Format, Level II | SLO 2 | Define laws of arrest and search and seizure. |
| ADJU 373 P.O.S.T. Certified Regular Basic Course Module Format, Level III, P.C. 832 (Part 1) | SLO 1 | Define the role of the peace officer in society. |
| ADJU 373 P.O.S.T. Certified Regular Basic Course Module Format, Level III, P.C. 832 (Part 1) | SLO 2 | Define peace officer ethical / unethical conduct. |
| ADJU 374 P.O.S.T. Certified Regular Basic Course Module Format, Level III, P.C. 832 (Part 2) | SLO 1 | Define the components of the criminal justice system, their functions and civil rights. |
| ADJU 374 P.O.S.T. Certified Regular Basic Course Module Format, Level III, P.C. 832 (Part 2) | SLO 2 | Define the concepts and terminology needed to understand the California criminal justice system. |
| ADJU 375 Community Service Officer Academy | SLO 1 | Define the key components of the administration of justice system and courtroom procedures. |
| ADJU 375 Community Service Officer Academy | SLO 2 | Define the various crime prevention techniques available to reduce the likelihood of becoming a crime victim. |
| ADJU 378 Defensive Tactics Instructor | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 378 Defensive Tactics Instructor | SLO 1 | Demonstrate attainment of requirements for practicing peace officers as reflected in law, policy and training standards. |
| ADJU 379 Academy Instructor Certification Course (AICC) | SLO 1 | The student will be able to apply adult learning theory and create an interactive learning activity. |
| ADJU 381 XDA - P.O.S.T. Certified Regional Academy Module 1 | SLO 1 | Define the current role of law enforcement in society. |
| ADJU 381 XDA - P.O.S.T. Certified Regional Academy Module 1 | SLO 2 | Define the elements of California criminal law general statutes. |
| ADJU 382 XDA - P.O.S.T. Certified Regional Academy Module 2 | SLO 1 | Define the key components to civil crisis management, custody and information systems. |

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| ADJU 382 XDA - P.O.S.T. Certified Regional Academy Module 2 | SLO 2 | Define the handling of crimes against persons investigations. |
| ADJU 383 XDA - P.O.S.T. Certified Regional Academy Module 3 | SLO 1 | Define the key components to the Welfare and Institutions classifications, Alcohol Beverage Control laws. |
| ADJU 383 XDA - P.O.S.T. Certified Regional Academy Module 3 | SLO 2 | Define the principles of community oriented policing. |
| ADJU 384 XDA - P.O.S.T. Certified Regional Academy Module 4 | SLO 1 | Define the key components of officer survival, crimes in progress and combat situations. |
| ADJU 384 XDA - P.O.S.T. Certified Regional Academy Module 4 | SLO 2 | Define the steps of preliminary investigations for missing persons. |
| ADJU 392 Special Topics in Instructor Development | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 392A Special Topics in Instructor Development: Defensive Tactics Instructor Course | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 392B Special Topics in Instructor Development: Classroom Presentation | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 393 Special Topics in Field Tactics | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 393x Special Topics in Field Tactics | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 394 Special Topics in Law Enforcement Policy and Procedure | No data is available | This course was not offered during the current assessment cycle. No data is available. |
| ADJU 85 Public Safety Program | SLO 1 | Identify the principles and components that affect modern law enforcement. |
| ADJU 85 Public Safety Program | SLO 2 | The student will evaluate the damage that drugs cause to society. |
| ANTH 102 Introduction to Biological Anthropology | Human Evolution | Students are able to communicate current scientific understandings of human evolution beginning with primates through modern human origins. |
| ANTH 102 Introduction to Biological Anthropology | Modern Human Adaptation | Students understand a range of modern human adaptations and are able to communicate critical thinking about issues such as race and nutrition. |

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| ANTH 102 Introduction to Biological Anthropology | Scientific Method | Students are able to communicate how the scientific method is used to examine evolution by natural selection and how heredity works to shape populations. |
| ANTH 103 Introduction to Cultural Anthropology | Anthropological Perspective | Students are able to communicate the global perspective of cultural anthropology through issues of ethnocentrism and race, as well as the methods used to gain anthropological knowledge. |
| ANTH 103 Introduction to Cultural Anthropology | Applying Anthropology | Students understand the range of applications of cultural anthropology in a global context. |
| ANTH 103 Introduction to Cultural Anthropology | Cultural Adaptations | Students understand and think critically about human cultural adaptations such as social structure, economics, maintaining order, belief systems and family patterns. |
| ANTH 104 Laboratory in Biological Anthropology | Primate Behavior | Students will analyze and communicate an understanding of non-human primate behavior. |
| ANTH 104 Laboratory in Biological Anthropology | Problem Solving | Students use physical anthropological knowledge and techniques to solve problems, demonstrating competency in basic genetics, osteology, and primate anatomy. |
| ANTH 107 Introduction to Archaeology | Ancient Societies | Students will understand the timeline and impact of ancient societies. |
| ANTH 107 Introduction to Archaeology | Archaeological Skills | Students will select and evaluate the archaeological skills required to develop and conduct archaeological research related to artifact collection and the development of cultural models. |
| ANTH 107 Introduction to Archaeology | Archaeology Knowledge | Students will be able to communicate their knowledge of the study of archeology, including history and trends. |
| ANTH 107 Introduction to Archaeology | Critical Thinking | Students will demonstrate critical thinking by using evidence from archaeological case studies to describe and explain anthropological findings. |
| ANTH 277D Service Learning on campus | Outcome 1 Project Development | Plan, implement, and evaluate a student-led project on campus in anthropology or a related discipline. |

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| ANTH 277D Service Learning on campus | Outcome 2 Interpersonal Skills | Demonstrate effective interpersonal skills used in group settings such as leadership, judgment and decision making, accountability, consensus building, collaboration, oral and written communication, and conflict resolution. |
| ANTH 277D Service Learning on campus | Outcome 3 Understanding Social Science Research | Articulate how the project relates to the main goals of social science research and practice. |
| ARTF 100 Art Orientation | SLO #1 | Understanding of the definition of Art, the function it serves, and its effect on people's reactions and thinking. Ability to explain the Visual elements of art using appropriate Language of Art. Students will be able to describe, analyze, interpret and evaluate works of art based on the formal elements. Demonstrate ability to explain the Principles of Design. Students will be able to describe, analyze, interpret and evaluate works of art based on the formal elements. |
| ARTF 100 Art Orientation | SLO 2 | Ability to explain the form of art and describe the creation process using appropriate Language of Art. Students will be able to apply the information about the form of art in the overall analysis: describe, analyze, interpret and evaluate works of art. |
| ARTF 107 Contemporary Art | SLO #1 | Compare and contrast, in discussion as well as in written responses, specific styles and movements in contemporary art and identify their salient characteristics. |
| ARTF 107 Contemporary Art | SLO #2 | Be able to discuss and compare the style, context and meaning of works of art in written form through exam responses, reflective essays and research papers. |
| ARTF 109 History of Modern Art | SLO #1 | Ability to analyze how Modern Art developed from the mid-1800s up to 1945 |
| ARTF 109 History of Modern Art | SLO #2 | Explain the origin and development of modern sculpture and architecture from the revival of Neoclassicism to Modernist techniques. |
| ARTF 110 Art History: Prehistoric to Gothic | SLO #1 | Demonstrate ability to explain the characteristics of the art from the Prehistoric to Gothic eras. |

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| ARTF 110 Art History: Prehistoric to Gothic | SLO #2 | Demonstrate understanding of the architectural traditions during the Prehistoric to Gothic Periods. |
| ARTF 111 Art History: Renaissance to Modern | SLO #1 | Ability to explain the characteristics of art from the Renaissance to Impressionist periods |
| ARTF 111 Art History: Renaissance to Modern | SLO #2 | Ability to explain the connections of the visual arts with culture from the Renaissance to Modern periods |
| ARTF 113 Arts of Africa, Oceania, and the Americas. | SLO #1 | Demonstrate an understanding of the arts and cultures of the African continent from Prehistoric to Modern times |
| ARTF 113 Arts of Africa, Oceania, and the Americas. | SLO #2 | Demonstrate an understanding of the arts and cultures of Native America from Prehistoric to Modern times |
| ARTF 113 Arts of Africa, Oceania, and the Americas. | SLO #3 | Demonstrate an understanding of the arts and cultures of Oceania from Prehistoric to Modern times |
| ARTF 125 Art History: Arts of the Asian Continent | SLO #1 | Understanding of the arts and cultures of India from Prehistoric to Modern times |
| ARTF 125 Art History: Arts of the Asian Continent | SLO #2 | Understanding of the arts and cultures of China from Prehistoric to Modern times |
| ARTF 125 Art History: Arts of the Asian Continent | SLO #3 | Understanding of the arts and cultures of Japan from Prehistoric to Modern times. |
| ARTF 150A Two-Dimensional Design | SLO #1 | Students can successfully demonstrate the methodologies and technical skills inherent to an understanding of the elements and principles of design within a diverse conceptual, cultural and art historical framework, allowing for the formulation of aesthetically effective projects. |
| ARTF 150A Two-Dimensional Design | SLO #2 | Students demonstrate an increased awareness and understanding of contemporary trends, processes and concepts in visual art and design. They have connected this awareness, both formally and/or conceptually, to the projects and class discussions. |
| ARTF 150B XDA - Beginning Graphic Design | SLO #1 | Students will gain the skills and knowledge needed for entry level employment. |
| ARTF 150B XDA - Beginning Graphic Design | SLO #2 | Students will gain the skills and knowledge needed for career advancement |

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| ARTF 151 Three-Dimensional Design | SLO #1 | Students demonstrate that they can successfully employ a variety of traditional and alternative sculpture media and in order to develop and analyze 3-dimensional form in space. |
| ARTF 151 Three-Dimensional Design | SLO #2 | Students are able demonstrate their ability to analyze and critique visual art using a developed and sophisticated vocabulary. |
| ARTF 155A Freehand Drawing I | SLO #1 | Students demonstrate that they can successfully employ a variety of drawing media in order to analyze the technical and aesthetic potential of each medium and to investigate the elements and principles of design in projects and presentations that address the field of drawing. |
| ARTF 155A Freehand Drawing I | SLO #2 | Students demonstrate an increased awareness and application of contemporary trends, processes and concepts in the field of Drawing and have connected these, both formally and/or conceptually, to the projects and class discussions. |
| ARTF 155B Freehand Drawing II | SLO #1 | Students demonstrate that they can successfully employ a variety of traditional and experimental drawing media in order to analyze the technical and aesthetic potential of each medium and to further investigate the elements and principles of design in projects and presentations that demonstrate and intermediate level of understanding of the field of drawing. |
| ARTF 155B Freehand Drawing II | SLO #2 | Students demonstrate an intermediate level of awareness and understanding of contemporary trends, processes and concepts in visual art, and have connected these, both formally and/or conceptually, to the projects and class discussions. |
| ARTF 165A Composition in Painting I | SLO #1 | Students demonstrate the foundation-level, technical skills developed when studying the discipline of Painting, including the demonstration of a sophisticated application of the medium as well as an understanding of the elements and principles of design. |

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| ARTF 165A Composition in Painting I | SLO #2 | Students demonstrate the development of critical thinking skills regarding the evaluation of artwork in terms of formal issues, iconography, contemporary trends and cultural/historical context. |
| ARTF 165B Composition in Painting II | SLO #1 | Students demonstrate an intermediate-level, informed application of a variety of painting media in order to further analyze the physical, technical and aesthetic potential of both traditional and experimental media within the field of painting. |
| ARTF 165B Composition in Painting II | SLO #2 | Students demonstrate an intermediate level of awareness and application of contemporary trends, processes and concepts in visual art and has connected these, both formally and/or conceptually, to the projects and class discussions. |
| ARTF 165C Composition in Painting III | SLO #1 | Students demonstrate an informed and developed application of a variety of painting media in order to further analyze the physical, technical and aesthetic potential of both traditional and experimental approaches within the discipline of Painting. |
| ARTF 165C Composition in Painting III | SLO #2 | Students demonstrate a practice of conceptual development applied in conjunction with the formal development of their work and are able to recognize and connect these two approaches during analysis and critique. |
| ARTF 165D Composition in Painting IV | SLO #1 | Students further demonstrate an informed and advanced application of a variety of painting media in order to further analyze the physical, technical and aesthetic potential of both traditional and experimental approaches within the discipline of Painting. |
| ARTF 165D Composition in Painting IV | SLO #2 | Students further demonstrate an advanced and sophisticated level of conceptual development applied in conjunction with the formal development of their work and are able to recognize and connect these two approaches during analysis and critique. |
| ARTF 170A Contemporary Crafts I | SLO #1 | Apply elements and principles of visual design to craft objects using a variety of materials. |

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| ARTF 170A Contemporary Crafts I | SLO #2 | Apply problem solving experiences to improve designs, techniques and concepts using various media |
| ARTF 170B Contemporary Crafts II | SLO #1 | Apply elements and principles of visual design to craft objects using a variety of materials at an intermediate- level of understanding. |
| ARTF 170C Contemporary Crafts III | SLO #1 | Apply elements and principles of visual design to craft objects using a variety of materials at an advanced- level of understanding. |
| ARTF 195A Ceramics I | SLO #1 | Students demonstrate that they can successfully employ a variety of hand-building and wheel-throwing techniques as well as various finishing techniques including the correct use of ceramic glazes. |
| ARTF 195B Ceramics II | SLO #1 | Students further demonstrate that they can successfully employ variety of complex media-specific techniques as well as advanced wheel-work and finishing techniques including the correct use of ceramic glazes. |
| ARTF 195C Ceramics III | SLO #1 | Students demonstrate that they can successfully employ advanced ceramic techniques including the use of mixed media. |
| ARTF 195C Ceramics III | SLO #2 | Students demonstrate that they understand the complete firing process. |
| ARTF 198A XDA - Introduction to Printmaking I | SLO #1 | Description and understanding of the six processes of printmaking for production of two dimensional images in limited editions, and in sets of identical or nearly identical prints. |
| ARTF 198B XDA - Introduction to Printmaking II | SLO #1 | Intermediate understanding of the six processes of printmaking for production of two dimensional images in limited editions, and in sets |
| ARTF 198C XDA - Introduction to Printmaking III | SLO#1 | Advanced understanding of the six processes of printmaking for production of two dimensional images in limited editions, and in sets |

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| ARTF 210A Life Drawing I | SLO #1 | Students demonstrate that they can successfully employ a variety of traditional and alternative drawing media in order to analyze the technical and aesthetic potential of each medium in terms of figure drawing. |
| ARTF 210A Life Drawing I | SLO #2 | Students are able to render the figure with accuracy from observation, demonstrating a clear understanding of scale, value, proportion and mass. |
| ARTF 210B Life Drawing II | SLO #1 | Students demonstrate an intermediate-level ability to successfully utilize a variety of traditional drawing and alternative media in order to analyze the technical and aesthetic potential of each medium in terms of rendering the figure. |
| ARTF 210B Life Drawing II | SLO #2 | Students are able to render the figure with intent, sophistication and accuracy from observation, while demonstrating an awareness of contemporary trends through their ability to take risks in terms of stylization. |
| ARTF 220B Life Sculpture II | SLO #1 | Students demonstrate that they can successfully employ a variety of intermediate-level building and finishing techniques in the construction of figurative sculpture. |
| ARTF 220C Life Sculpture III | SLO#1 | Students demonstrate that they can successfully employ a variety of advanced-level building and finishing techniques in the construction of figurative sculpture. |
| ARTF 270 Work Experience | SLO 1 | Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor. |
| ARTF 280A XDA - 2-Dimensional Art Studio Lab | SLO #1 | Students will further develop their understanding of their various 2-D studio-course material through the use of additional lab time. |
| ARTF 280C XDA - Ceramics Studio Lab | SLO #1 | Students will further develop their understanding of their various 3-D studio and Ceramics course material through the use of additional lab time. |

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| ARTG 106 XDA - Typography | SLO #1 | Practical Skills Test A timed, real world test typical of current employment process. Student creates packaging for a product line according to specific written & verbal requirements in one hour. |
| ARTG 270 XDA - Work Experience | SLO 1 | Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor. |
| ASTR 101 Descriptive Astronomy | Outcome 1 Seasons and Apparent Sky Motions | Students will describe qualitatively the physical causes for the apparent motions of the sky and explain correctly the physical cause for the seasons of the Earth. |
| ASTR 111 Astronomy Laboratory | Astronomy 111 Lab | The student will demonstrate ability to apply the scientific method in analyzing an astronomy related phenomenon, and to write a scientific report of the phenomenon. |
| AUTO 051A Quick Service Lube, Pre-Delivery Inspection Technician Module I | THIS COURSE IS IN PROCESS OF DEACTIVATION | |
| AUTO 051B Quick Service Lube, Pre-Delivery Inspection Technician Module II | THIS COURSE IS IN PROCESS OF DEACTIVATION | |
| AUTO 051C Quick Service Lube, Pre-Delivery Inspection Technician Module III | THIS COURSE IS IN PROCESS OF DEACTIVATION | |
| Module I | DEACTIVATION | |
| Module II | DEACTIVATION | |
| Module III | DEACTIVATION | |
| AUTO 151T Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician | SLO # 1 | Demonstrate shop safety regarding working procedures and hazardous waste handling. |
| AUTO 151T Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician | SLO # 2 | Navigate service information website (Toyota TIS, Honda SIS). |
| AUTO 151T Honda/Toyota Quick Service Lube, Pre-Delivery Inspection Technician | SLO # 3 | Prepare inspection sheets and repair orders to industry standards. |
| AUTO 153G Introduction to Automotive Technology | Identify the function of the major automotive components within the major automotive | |
| AUTO 153G Introduction to Automotive Technology | components. | |
| AUTO 153G Introduction to Automotive Technology | Identify the major automotive systems. | |

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| AUTO 156G Engine and Related Systems | SLO #1 | C889 Remove and replace timing belt: verify correct camshaft timing. |
| AUTO 156G Engine and Related Systems | SLO #2 | C731 Assemble engine block. |
| AUTO 156G Engine and Related Systems | SLO #3 | C578 Perform cooling system pressure and dye tests to identify leaks; check coolant condition and level; inspect and test radiator, pressure cap, coolant recovery tank, and heater core and galley plugs; determine necessary action. |
| Systems | SLO #1 | Service, repair and diagnosis of engine related systems. |
| Systems | SLO # 2 | Service, repair and diagnosis of the engine assembly. |
| AUTO 161G Basic Electricity and Electrical Systems Fundamentals | SLO #1 | C818 Confirm proper battery capacity for vehicle application; perform battery capacity test; determine necessary action. |
| AUTO 161G Basic Electricity and Electrical Systems Fundamentals | SLO #2 | C309 Perform starter current draw tests; determine necessary action. |
| AUTO 161G Basic Electricity and Electrical Systems Fundamentals | SLO #3 | C315 Perform charging system output test; determine necessary action. |
| AUTO 161T Honda/Toyota Basic Electricity and Electrical Systems Fundamentals | SLO #1 | Demonstrate the proper use of a digital multi-meter (DMM). |
| AUTO 161T Honda/Toyota Basic Electricity and Electrical Systems Fundamentals | SLO #2 | Use a wiring diagram to perform circuit analysis. |
| AUTO 161T Honda/Toyota Basic Electricity and Electrical Systems Fundamentals | SLO #3 | Diagnosis of the battery, engine starting, and charging systems. |
| AUTO 162G Advanced Electrical | SLO #1 | C817 Diagnose the cause(s) of excessive key-off battery drain (parasitic draw); determine necessary action. |
| AUTO 162G Advanced Electrical | SLO #2 | C327 Diagnose (troubleshoot) causes of incorrect horn operation; perform necessary action. |
| AUTO 162G Advanced Electrical | SLO #3 | C337 Remove and reinstall door panel. |
| AUTO 162T Honda/Toyota Advanced Electrical | SLO #1 | Diagnosis of computer and control circuits. |
| AUTO 162T Honda/Toyota Advanced Electrical | SLO #2 | Service, repair or diagnosis of multiplex electrical circuits and components. |
| AUTO 162T Honda/Toyota Advanced Electrical | SLO #3 | Service, repair or diagnosis of Supplemental Restraint System (SRS) |
| AUTO 162T Honda/Toyota Advanced Electrical | SLO #4 | Familiarization with hybrid vehicle high voltage system and related safety precautions. |

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| AUTO 165G Engine Performance | SLO #1 | C709 Perform cylinder cranking and running compression tests; determine necessary action. |
| AUTO 165G Engine Performance | SLO #2 | C663 Inspect and test crankshaft and camshaft position sensor(s); perform necessary action. |
| AUTO 165G Engine Performance | SLO #3 | C842 Inspect and test fuel injectors. |
| AUTO 165G Engine Performance | SLO #4 | C870 Inspect and test components and hoses of the evaporative emissions control system; perform necessary action. |
| AUTO 165T Honda/Toyota Engine Performance | SLO #1 | Service, repair, or diagnosis of ignition systems. |
| AUTO 165T Honda/Toyota Engine Performance | SLO #2 | Diagnose Engine Control System Faults |
| AUTO 165T Honda/Toyota Engine Performance | SLO #3 | Diagnose Fuel Delivery System Operation |
| AUTO 167G Advanced Engine Performance | | C660 Diagnose the causes of emissions or driveability concerns with stored or active diagnostic trouble codes; interpret scan tool |
| AUTO 167G Advanced Engine Performance | | C668 Interpret DTC's and scan tool data related to the emissions control systems; |
| AUTO 167G Advanced Engine Performance | | C710 Diagnose engine mechanical, electrical, electronic, fuel, and ignition concerns; |
| AUTO 167T Honda/Toyota Advanced Engine Performance | SLO #1 | Service, repair, or diagnosis of enhanced On-Board Diagnostics (OBD) engine controls. |
| AUTO 167T Honda/Toyota Advanced Engine Performance | SLO #2 | Service, repair or diagnosis of A/F sensor, O2 sensor, and fuel trim. |
| Performance | SLO #3 | Service, repair or diagnosis of emission control systems. |
| Performance | SLO #4 | Repair or diagnosis of failed vehicle tailpipe emissions. |
| AUTO 169G Climate Control Systems | SLO #1 | C824 Performance test A/C system; identify problems. |
| AUTO 169G Climate Control Systems | SLO #2 | C658 Evacuate and charge A/C system; add refrigerant oil as required. |
| AUTO 169G Climate Control Systems | SLO #3 | C656 Perform correct use and maintenance of refrigerant handling equipment according to equipment manufacturer's standards. |
| AUTO 169T Honda/Toyota Climate Control Systems | SLO #1 | Use and maintenance of refrigerant handling equipment. |
| AUTO 169T Honda/Toyota Climate Control Systems | SLO #2 | Service, repair, or diagnosis of climate systems' hydraulics. |

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| AUTO 169T Honda/Toyota Climate Control Systems | SLO #3 | Service, repair, or diagnosis of airflow and temperature controls. |
| AUTO 172G Manual Drive Train and Axles | SLO #1 | C105 Drain and refill manual transmission/transaxle and final drive unit. |
| AUTO 172G Manual Drive Train and Axles | SLO #2 | C111 Bleed clutch hydraulic system. |
| AUTO 172G Manual Drive Train and Axles | SLO #3 | C849 Inspect, service, and replace shafts, yokes, boots, and universal/CV joints. |
| AUTO 172G Manual Drive Train and Axles | SLO #4 | C155 Remove and replace drive axle shafts. |
| Axles | SLO #1 | Service, repair or diagnosis of clutch systems. |
| Axles | SLO #2 | Service, repair or diagnosis of drive shafts and axle shafts. |
| Axles | SLO #3 | Service, repair, or diagnosis of front wheel drive transaxles. |
| AUTO 174G Automatic Transmissions/Axles | SLO #1 | C902 Check fluid level in a transmission or a transaxle equipped with a dip-stick. |
| AUTO 174G Automatic Transmissions/Axles | SLO #2 | C907 Drain and replace fluid and filter(s). |
| AUTO 174G Automatic Transmissions/Axles | SLO #3 | C689 Measure transmission/transaxle end play or preload; determine necessary action. |
| Transmissions/Axles | SLO #1 | Service, repair, or diagnosis of transmission hydraulic system. |
| Transmissions/Axles | SLO #2 | Service, repair, or diagnosis of FWD and RWD transmissions. |
| Transmissions/Axles | SLO #3 | Service, repair, or diagnosis of transmission electronic controls. |
| AUTO 176G Automotive Brake Systems | SLO #1 | C705 Bleed and/or flush brake system. |
| AUTO 176G Automotive Brake Systems | SLO #2 | C248 Remove, clean, and inspect brake shoes, springs, pins, clips, levers, adjusters/self-adjusters, other related brake hardware, and backing support plates; lubricate and reassemble. |
| AUTO 176G Automotive Brake Systems | SLO #3 | C628 Clean and inspect rotor, measure rotor thickness, thickness variation, and lateral runout; determine necessary action. |
| AUTO 176G Automotive Brake Systems | SLO #4 | C275 Remove and reinstall sealed wheel bearing assembly. |
| Systems | SLO #1 | Service, repair, or diagnosis of disk brake systems. |
| Systems | SLO #2 | Service, repair, or diagnosis of drum brake systems. |
| Systems | SLO #3 | Service, repair, or diagnosis of brake systems' hydraulics. |
| Systems | SLO #4 | Service, repair, or diagnosis of brake boosters. |

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| AUTO 176T Honda/Toyota Automotive Brake Systems | SLO #5 | Service, repair, or diagnosis of brake systems' electronic controls. |
| AUTO 178G Suspension, Steering and Handling | SLO #1 | C185 Inspect, replace, and adjust tie rod ends (sockets), tie rod sleeves, and clamps. |
| AUTO 178G Suspension, Steering and Handling | SLO #2 | C618 Prepare vehicle for wheel alignment on the alignment machine; perform four wheel alignment by checking and adjusting front and rear wheel caster, camber; and toe as required; center steering wheel. |
| AUTO 178G Suspension, Steering and Handling | SLO #3 | C620 Dismount, inspect, and remount tire on wheel; Balance wheel and tire assembly (static and dynamic). |
| AUTO 178G Suspension, Steering and Handling | SLO #4 | C937 Identify and test tire pressure monitoring system (indirect and direct) for operation; calibrate system; verify operation of instrument panel lamps. |
| Handling | SLO #1 | Service, repair and diagnosis of tires and wheels. |
| Handling | SLO #2 | Service, repair, or diagnosis of steering systems. |
| Handling | SLO #3 | Service, repair, or diagnosis of suspension systems. |
| AUTO 178T Honda/Toyota Suspension, Steering and Handling | SLO #4 | Service, repair, or diagnosis of vehicle handling and tire wear concerns. |
| AUTO 186 BAR Specified Diagnostic, Repair, and Level 2 Inspection Training | SLO #1 | Conduct Acceleration Simulation Mode, Two-Speed Idle tests, and OBD Systems Inspections correctly. |
| AUTO 186 BAR Specified Diagnostic, Repair, and Level 2 Inspection Training | SLO #2 | Identify and differentiate the basic functions of vehicle engines and emission controls. |
| AUTO 186 BAR Specified Diagnostic, Repair, and Level 2 Inspection Training | SLO #3 | Evaluate emission test results and diagnostic information to determine the most likely cause of test failures. |
| AUTO 186 BAR Specified Diagnostic, Repair, and Level 2 Inspection Training | SLO #4 | Interpret and understand the Smog Check Inspection Manual's laws and regulations. |
| AUTO 270 Work Experience | SLO 1 | Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor. |
| AUTO 51 Quick Service Lube, Pre-Delivery Inspection Technician | THIS COURSE IS IN PROCESS OF DEACTIVATION | |
| AUTO 85 Advanced Emission Specialist Exam Qualification Course | Conduct Acceleration Simulation Mode, Two-Speed Idle Test, and OBD Inspection System | |

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| AUTO 85 Advanced Emission Specialist Exam Qualification Course | Evaluate emission test results and diagnostic information to determine most likely cause of | |
| AUTO 85 Advanced Emission Specialist Exam Qualification Course | Identify and differentiate the basic functions of vehicle engines and emission controls. | |
| AUTO 85 Advanced Emission Specialist Exam Qualification Course | Interpret the Smog Check Inspection Manual's laws and regulations. | |
| AVIA 101 Private Pilot Ground School | AVIA 101 SLO 1 | Demonstrate preparedness to complete the FAA Private Pilot-Airplane knowledge examination. |
| AVIA 101 Private Pilot Ground School | AVIA 101 SLO 2 | Students will demonstrate FAA test taking skills and a basic understanding of how an airplane flies by: A.) Defining the three axis of flight; B.) Identifying the importance of the critical angle of attack; C.) Defining the four forces in flight; D.) Identifying the importance of the Center of Gravity (CG) location. |
| AVIA 101L Private Pilot Flight Lab | AVIA 101L SLO 1 | Demonstrate proper traffic pattern operations including takeoff, landing and go-around in the flight simulator |
| AVIA 101L Private Pilot Flight Lab | AVIA 101L SLO 2 | Students will be prepared to enroll in the Basic Instrument Flight Lab. |
| AVIA 105 Introduction to Aviation and Aerospace | AVIA 105 SLO 1 | Assess the history and current state of the aviation industry |
| AVIA 105 Introduction to Aviation and Aerospace | AVIA 105 SLO 2 | Relate government policies such as aviation regulations to industry practices |
| AVIA 105 Introduction to Aviation and Aerospace | AVIA 105 SLO 3 | Describe airline management and labor union relations and the historical patterns and regulations that influence them |
| AVIA 115 Aviation Weather | AVIA 115 SLO 1 | Describe the basic structure and composition of the atmosphere |
| AVIA 115 Aviation Weather | AVIA 115 SLO 2 | Compare and contrast the characteristics of warm fronts, cold fronts, stationary fronts, and occluded fronts |
| AVIA 115 Aviation Weather | AVIA 115 SLO 3 | Interpret aviation weather charts, briefs, reports, and forecasts and explain their application to flight |
| AVIA 125 Aviation and Airport Management | AVIA 125 SLO 1 | Examine the purpose of the national airport-airway system and its role in public transportation |
| AVIA 125 Aviation and Airport Management | AVIA 125 SLO 2 | Describe the functional, political and operational structures of public airports |

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| AVIA 128 Group Dynamics for High Risk Teams | AVIA 128 SLO 1 | Differentiate among leadership, management, and formal and informal authority in the aviation field |
| AVIA 128 Group Dynamics for High Risk Teams | AVIA 128 SLO 2 | Compare and contrast formally delegated authority, subordinate/peer-sanctioned authority, and the actual power an individual brings to his or her role |
| AVIA 128 Group Dynamics for High Risk Teams | AVIA 128 SLO 2 | Select among alternate courses of action in a given team situation by applying ethical theory to decision-making |
| AVIA 133 Human Factors in Aviation | AVIA 133 SLO 1 | Analyze an aircraft accident to determine threats to safety of flight; the role of human factors; crew decisions; and in-flight and post-flight outcomes |
| AVIA 133 Human Factors in Aviation | AVIA 133 SLO 2 | Develop personal strategies to minimize the risks of human error during flight or other high-risk activity |
| AVIA 133 Human Factors in Aviation | AVIA 133 SLO 3 | Evaluate how psychological factors such as attitudes, emotions, assertiveness, and cognitive processes affect decision-making and human error |
| AVIA 133 Human Factors in Aviation | AVIA 133 SLO 4 | Evaluate how environmental factors such as aircraft capabilities, automation, and the physical and organizational environment affect decision-making and human error |
| AVIA 151 Helicopter Pilot Ground School | AVIA 151 SLO 1 | Students will be prepared to complete the Private Pilot Rotorcraft-Helicopter FAA Knowledge Test. |
| AVIA 151 Helicopter Pilot Ground School | AVIA 151 SLO 2 | Describe the aerodynamic principles of helicopter flight |
| AVIA 151 Helicopter Pilot Ground School | AVIA 151 SLO 3 | Calculate helicopter performance and operating characteristics in order to evaluate the impact of varying environmental conditions on safe operations |
| AVIA 161 AVIA 161 Remote Pilot Ground School | AVIA 161 SLO1 | Demonstrate preparedness to complete the FAA Remote Pilot knowledge examination. |
| AVIA 161L AVIA 161L Remote Pilot Flight Lab | AVIA 161L SLO 1 | Plan and execute a UAV flight within regulatory guidelines. |
| AVIA 195 Instrument Ground School | AVIA 195 SLO 1 | Analyze the operating principles of the pitot-static, gyroscopic, magnetic, and engine instruments and their impact on IFR flight |

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| AVIA 195 Instrument Ground School | AVIA 195 SLO 2 | Successfully plan a safe and legal IFR flight by evaluating all pertinent data to include FAR; airspace restrictions; weather reports and forecasts; and navigation equipment, charts, and publications |
| AVIA 195 Instrument Ground School | AVIA 195 SLO 3 | Student will be prepared to take the FAA Instrument-Airplane Knowledge Test. |
| AVIA 195L Basic Instrument Flight Lab | AVIA 195L SLO 1 | Interpret and employ pitot-static, gyroscopic, magnetic, and engine instrument readings in IFR flight |
| AVIA 195L Basic Instrument Flight Lab | AVIA 195L SLO 2 | Evaluate the primary and secondary instruments for attitude instrument flight |
| AVIA 195L Basic Instrument Flight Lab | AVIA 195L SLO 3 | Demonstrate the procedures used for climbs, descents, turn patterns, and recovery from unusual attitudes solely by reference to instruments |
| AVIA 195L Basic Instrument Flight Lab | AVIA 195L SLO 4 | Demonstrate appropriate instrument flight techniques including scanning techniques and use of primary and secondary instruments for attitude instrument flight |
| AVIA 196L Advanced Instrument Flight Lab | AVIA 196L SLO 1 | Demonstrate the procedures used for climbs, descents, turn patterns, and recovery from unusual attitudes solely by reference to partial panel instruments |
| AVIA 196L Advanced Instrument Flight Lab | AVIA 196L SLO 2 | Evaluate and employ Very High Frequency Omnidirectional Range (VOR) and Global Positioning System (GPS) equipment indications for basic navigation by intercepting and tracking radials and bearings |
| AVIA 196L Advanced Instrument Flight Lab | AVIA 196L SLO 3 | Execute precision, non-precision, missed, and circling approach procedures |
| AVIA 199 Instrument Ground School | SLO 1 | Demonstrate FAA test taking skills and a basic understanding of instrument flight by: 1.) Defining the operational characteristics of the pitot-static system; 2.) Identifying instrument approach procedures; 3.) Identifying key factors affecting attitude instrument flying. |
| AVIA 199 Instrument Ground School | SLO 2 | Students will report feeling prepared to complete the private pilot FAA written examination. |

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| AVIA 201 Commercial Pilot Ground School | AVIA 201 SLO 1 | Analyze the principles and operations of basic and advanced aerodynamics, powerplants, and large, multi-engine aircraft systems |
| AVIA 201 Commercial Pilot Ground School | AVIA 201 SLO 2 | Describe and interpret applicable commercial pilot Federal Aviation Regulations |
| AVIA 201 Commercial Pilot Ground School | AVIA 201 SLO 3 | Calculate the weight & balance and performance of a large, multi-engine aircraft and analyze the impact on advanced aircraft performance |
| AVIA 211 Flight Instructor Ground School | AVIA 211 SLO 1 | Demonstrate FAA test taking skills and a basic understanding of aviation instructor role by: 1.) Identifying factors which effect the student learning process; 2.) Identifying barriers to learning; 3.) Identifying human behavior factors and barriers to effective communication. |
| AVIA 211 Flight Instructor Ground School | AVIA 211 SLO 2 | Demonstrate an instructor level comprehension of aviation knowledge and an understanding of teaching methods by planning an instructional activity. |
| AVIA 211L Basic Visual Flight Instructor Lab | AVIA 211L SLO 1 | Students will demonstrate FAA practical test-related skills and a basic understanding of student pilot flight instruction. |
| AVIA 211L Basic Visual Flight Instructor Lab | AVIA 211L SLO 2 | Students will feel prepared to demonstrate and instruct private pilot flight maneuvers. |
| AVIA 215L Basic Instrument Flight Instructor Lab | AVIA 215L SLO 1 | Demonstrate a basic understanding of instructing instrument flight rules (IFR) by simultaneously explaining and demonstrating: A.) Properly tuning and identifying a navigation aid; B.) Successfully tracking a radial while maintaining assigned altitude and airspeed. |
| AVIA 215L Basic Instrument Flight Instructor Lab | AVIA 215L SLO 2 | Demonstrate a basic understanding of instructing an instrument approach by simultaneously explaining and demonstrating: A.) Properly tuning, identifying and briefing an instrument approach; B.) Successfully executing assigned instrument approach; C) Safely executing a missed approach. |

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| AVIA 215L Basic Instrument Flight Instructor Lab | AVIA 215L SLO 3 | Demonstrate a basic understanding of instructing holding patterns by simultaneously explaining and demonstrating: A.) Properly tuning, identifying and briefing an instrument holding pattern; B.) Successfully entering a holding pattern; C) Successfully accounting for winds. |
| AVIA 216L Advanced Instrument Flight Instructor Lab | AVIA 216L SLO 1 | Demonstrate an advanced understanding of instructing instrument flight rules (IFR) by simultaneously explaining and demonstrating: A.) Properly tuning and identifying a navigation aid; B.) Successfully tracking a radial while maintaining assigned altitude and airspeed. |
| AVIA 216L Advanced Instrument Flight Instructor Lab | AVIA 216L SLO 2 | Demonstrate an advanced understanding of instructing an instrument approach by simultaneously explaining and demonstrating: A.) Properly tuning, identifying and briefing an instrument approach; B.) Successfully executing assigned instrument approach; C) Safely executing a missed approach. |
| AVIA 216L Advanced Instrument Flight Instructor Lab | AVIA 216L SLO 3 | Demonstrate an advanced understanding of instructing holding patterns by simultaneously explaining and demonstrating: A.) Properly tuning, identifying and briefing an instrument holding pattern; B.) Successfully entering a holding pattern; C) Successfully accounting for winds. |
| AVIA 228 Group Dynamics II | AVIA 228 SLO 1 | Demonstrate an understanding of the group dynamics of high-risk teams by identifying impact of individual, group and systemic influences on team performance. |
| AVIA 270 Work Experience | SLO 1 | Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor. |
| AVIA 277D Aviation Service Learning -- on Campus | SLO 1 | Students will complete at least 48 hours of service learning per unit. |
| AVIM 101G General Aviation Technology Theory I | AVIM 101G SLO 1 | The student will demonstrate FAA test taking skills and a basic understanding of how an airplane operates by: 1. Defining the elements of lift. 2. Describing primary and secondary flight control functions 3. Identifying major structural components. |

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| AVIM 101G General Aviation Technology Theory I | AVIM 101G SLO 2 | The student will demonstrate ability to read, comprehend, and apply information contained in FAA and manufacturers' aircraft maintenance specifications, data sheets, manuals, publications, and related Federal Aviation Regulations, Airworthiness Directives, and Advisory material. In addition, the student will show an understanding of the privileges and limitations of mechanics outlined in FAR Part 65 and of the requirements and procedures associated with weight and balance of an aircraft. |
| AVIM 101H General Aviation Technology Theory II | AVIM 101H SLO 1 | The student will demonstrate an understanding of the composition and operation of gravity and pressure feed fuel systems, along with associated tubing, lines, and fittings. In addition, the student will demonstrate an understanding of aircraft operation, position, and system monitoring instruments and their support systems. |
| AVIM 101H General Aviation Technology Theory II | AVIM 101H SLO 2 | The student will demonstrate an understanding of aircraft repair and support processes, including ferrous and non-ferrous material and heat treating processes, non-destructive testing methods, precision measuring devices, aircraft hardware systems, and corrosion control. |
| AVIM 102G General Aviation Maintenance Technology Practices I | AVIM 102G SLO 1 | The student will demonstrate the proper use of safetying devices such as safety wire and cotter keys to secure aircraft fasteners. |
| AVIM 102G General Aviation Maintenance Technology Practices I | AVIM 102G SLO 2 | The student will demonstrate the ability to research information on certified aircraft, using FAA Type Certificate Data Sheets, Airworthiness Directives, and other publications. In addition, the student will demonstrate the ability to compute a proper and legal weight and balance for a given aircraft. |
| AVIM 102G General Aviation Maintenance Technology Practices I | AVIM 102G SLO 3 | The student will demonstrate the ability to perform mathematical operations to include Fractions, Signed Numbers, Scientific Notation, Percentages, Ratios and Proportions, Powers and Roots, Area and Volume, and Trigonometric Functions. |

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| AVIM 102H General Aviation Maintenance Technology Practices II | AVIM 102H SLO 1 | The student will demonstrate the ability to fabricate a length of semi-rigid tubing that will properly install between two established fittings. Included will be: 1. Use of proper size tubing and fittings. 2. Proper preparation of each tube end, including fabrication of the required flare and proper installation of the sleeve and B-nut. 3. Incorporation of an airworthy bend which will enable the tube to line up with the established fittings. |
| AVIM 102H General Aviation Maintenance Technology Practices II | AVIM 102H SLO 2 | The student will demonstrate the ability to identify hardware and materials used in aircraft construction, using the proper coding standard. |
| AVIM 102H General Aviation Maintenance Technology Practices II | AVIM 102H SLO 3 | The student will demonstrate the ability to read and interpret information from aircraft drawings and blueprints. In addition, the student will demonstrate the ability to read and interpret information from aircraft charts and graphs. |
| AVIM 103A Aircraft Wood, Fabric, Finishing and Composite Structures | AVIM 103A SLO 1 | Identify aircraft wood structural defects in accordance with accepted specifications. |
| AVIM 103A Aircraft Wood, Fabric, Finishing and Composite Structures | AVIM 103A SLO 2 | Select appropriate materials and determine the best options necessary to repair and maintain bonded and laminated composite structures. |
| AVIM 103B Aircraft Welding and Sheetmetal Structures | AVIM 103B SLO 1 | Collect and compare information on welding tubular steel aircraft structures. |
| AVIM 103B Aircraft Welding and Sheetmetal Structures | AVIM 103B SLO 2 | Analyze and compile numerical data to solve sheetmetal bend allowance problems for part construction. |
| AVIM 103C Aircraft Hydraulic Systems | AVIM 103C SLO 1 | Choose the correct hydraulic fluid for a specific aircraft. |
| AVIM 103C Aircraft Hydraulic Systems | AVIM 103C SLO 2 | Identify appropriate hydraulic seals and appropriate fluids. |
| AVIM 103D Aircraft Landing Gear Systems | AVIM 103D SLO 1 | Compose written reports about aircraft wheels and tires and brake systems. |
| AVIM 103D Aircraft Landing Gear Systems | AVIM 103D SLO 2 | Describe various types of aircraft landing gear configurations. |
| AVIM 104A Applied Aircraft Wood, Fabric, Finishing and Composite Structures | AVIM 104A SLO 1 | Compose a written report and logbook entry for an assigned wooden structure. |
| AVIM 104A Applied Aircraft Wood, Fabric, Finishing and Composite Structures | AVIM 104A SLO 2 | Construct, maintain and repair assigned composite structures using lab prepared documentation and drawings. |

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| AVIM 104B Applied Aircraft Welding and Sheetmetal Structures | AVIM 104B SLO 1 | Comprehend and interpret lab project blueprints and drawings. |
| AVIM 104B Applied Aircraft Welding and Sheetmetal Structures | AVIM 104B SLO 2 | Analyze numerical data and complete assigned sheetmetal lab project. |
| AVIM 104C Applied Aircraft Hydraulic Systems | AVIM 104C SLO 1 | Describe the function of the aircraft hydraulic and pneumatic systems. |
| AVIM 104C Applied Aircraft Hydraulic Systems | AVIM 104C SLO 2 | Describe the function of the hydraulic pressure regulator. |
| AVIM 104D Applied Aircraft Landing Gear Systems | AVIM 104D SLO 1 | Collect information about aircraft shock strut servicing. |
| AVIM 104D Applied Aircraft Landing Gear Systems | AVIM 104D SLO 2 | Identify proper landing gear retraction, position indicating and warning systems operation. |
| AVIM 105A Aircraft Cabin Atmosphere Control | AVIM 105A SLO 1 | Describe the role of various aircraft pressurization system components. |
| AVIM 105A Aircraft Cabin Atmosphere Control | AVIM 105A SLO 2 | Compare and contrast aircraft heating and cooling systems. |
| AVIM 105B Aircraft Assembly, Rigging and Inspection | AVIM 105B SLO 1 | Identify proper procedures to assemble and rig fixed and rotary wing aircraft. |
| AVIM 105B Aircraft Assembly, Rigging and Inspection | AVIM 105B SLO 2 | Identify appropriate data to perform a 100-hour inspection of aircraft for conformity and airworthiness. |
| AVIM 106A Aircraft Cabin Atmosphere Control | AVIM 106A SLO 1 | Describe the operation of an aircraft outflow valve. |
| AVIM 106A Aircraft Cabin Atmosphere Control | AVIM 106A SLO 2 | Differentiate between aircraft anti-icing and de-icing systems. |
| AVIM 106B Applied Aircraft Assembly, Rigging and Inspection | AVIM 106B SLO 1 | Construct a written 100-hour inspection report for an assigned aircraft noting conformity and airworthiness from FAA documentation. |
| AVIM 106B Applied Aircraft Assembly, Rigging and Inspection | AVIM 106B SLO 2 | Organize and compose a sketch of an aircraft flight control system. |
| AVIM 107B Turbine Engines | AVIM 107B SLO 1 | Identify the basic operation of a gas turbine engine. |
| AVIM 107B Turbine Engines | AVIM 107B SLO 2 | Identify various types of gas turbine engine fuel control systems. |
| AVIM 108B Applied Turbine Engines | AVIM 108B SLO 1 | Properly inspect turbine engine components for airworthiness. |
| AVIM 108B Applied Turbine Engines | AVIM 108B SLO 2 | Properly operate an aircraft turbine engine. |
| AVIM 109A Airframe Electrical Systems | AVIM 109A SLO 1 | Identify and analyze aircraft electrical system components. |
| AVIM 109B Powerplant Ignition Systems | AVIM 109B SLO 1 | Identify and analyze powerplant ignition components. |
| AVIM 109B Powerplant Ignition Systems | AVIM 109B SLO 2 | Inspect and check magnetos. |

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| AVIM 109C Powerplant Electrical Systems | AVIM 109C SLO 1 | Identify and analyze powerplant electrical system components. |
| AVIM 109C Powerplant Electrical Systems | AVIM 109C SLO 2 | Inspect and check direct and alternating current powerplant electrical systems. |
| AVIM 109D Aircraft Fire Protection and Digital Logic | AVIM 109D SLO 1 | Identify logic flow in an assigned schematic. |
| AVIM 109D Aircraft Fire Protection and Digital Logic | AVIM 109D SLO 2 | Draw and explain the operation of an assigned aircraft fire detection system. |
| AVIM 110A Applied Airframe Electrical Systems | AVIM 110A SLO 1 | Identify and analyze aircraft electrical system components. |
| AVIM 110B Applied Powerplant Ignition Systems | AVIM 110B SLO 1 | Identify and analyze powerplant ignition system components. |
| AVIM 110B Applied Powerplant Ignition Systems | AVIM 110B SLO 2 | Inspect, check, service, troubleshoot, and repair magnetos. |
| AVIM 110C Applied Powerplant Electrical Systems | AVIM 110C SLO 1 | Identify and analyze aircraft electrical system components. |
| AVIM 110C Applied Powerplant Electrical Systems | AVIM 110C SLO 2 | Inspect, check, troubleshoot, and repair direct and alternating current electrical systems. |
| AVIM 111C Reciprocating Engines I | AVIM 111C SLO 1 | Explain the theory and operation of a four-stroke reciprocating engine. |
| AVIM 111C Reciprocating Engines I | AVIM 111C SLO 2 | Identify various reciprocating engine components. |
| AVIM 111D Reciprocating Engines II | AVIM 111D SLO 1 | Identify proper safety procedures for operating an aircraft reciprocating engine. |
| AVIM 111D Reciprocating Engines II | AVIM 111D SLO 2 | Develop a checklist for conducting a 100 hour inspection on an aircraft reciprocating engine. |
| AVIM 112C Applied Reciprocating Engines I | AVIM 112C SLO 1 | Analyze, organize, and apply information from various sources and evaluate reciprocating engine components for airworthiness. |
| AVIM 112C Applied Reciprocating Engines I | AVIM 112C SLO 2 | Overhaul an aircraft reciprocating engine. |
| AVIM 112D Applied Reciprocating Engines II | AVIM 112D SLO 1 | Analyze, organize, and apply information from various sources and demonstrate reciprocating engine safety practices. |
| AVIM 112D Applied Reciprocating Engines II | AVIM 112D SLO 2 | Operate an aircraft reciprocating engine through a complete test cycle. |
| AVIM 120 Basic D.C. Electronics Theory | AVIM 120 SLO 1 | Obtain and analyze information from multiple sources on direct current and alternating current theory then calculate current, voltage, resistance, power and energy in complex circuits. |

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| AVIM 120 Basic D.C. Electronics Theory | AVIM 120 SLO 2 | Gather, organize, and analyze information from multiple sources then apply Kirchoff's Voltage and current laws. |
| AVIM 120 Basic D.C. Electronics Theory | AVIM 120 SLO 3 | Analyze and compile descriptive data to compare and contrast the relationship among voltage, resistance, and current. |
| AVIM 121A Applied Basic D.C. Electronics | AVIM 121A SLO 1 | Analyze, organize, and apply information from various sources and demonstrate knowledge by performing test projects with Analog and Digital Multimeters. |
| AVIM 121A Applied Basic D.C. Electronics | AVIM 121A SLO 2 | Gather, organize, and apply information from multiple sources, then identify and draw schematic symbols. |
| AVIM 121A Applied Basic D.C. Electronics | AVIM 121A SLO 3 | Obtain, analyze and apply information from multiple sources and use approved procedures to analyze and compare electrical circuits and systems for proper operation. |
| AVIM 203 Advanced Composites | AVIM 203 SLO 1 | The student will demonstrate an understanding of the makeup and characteristics of composite materials as they relate to aircraft construction, including methods used for fabrication of composite parts. |
| AVIM 204 Advanced Composites Laboratory | AVIM 204 SLO 1 | The student will demonstrate the ability to successfully fabricate a part to FAA specifications from aircraft composite materials and perform acceptable field repairs on a composite part. |
| AVIM 205 Advanced Aircraft Metal Forming and Welding | AVIM 205 SLO 1 | The student will demonstrate an understanding of the mechanics of forming complex shapes from aluminum sheets and the processes used to weld aluminum. |
| AVIM 206 Advanced Sheetmetal Forming and Welding Laboratory | AVIM 206 SLO 1 | The student will demonstrate the ability to hand-form a piece of aluminum sheet metal into a complex shape. |
| AVIM 241 Aircraft Propeller Systems | AVIM 241 SLO 1 | Identify various types of aircraft propellers. |
| AVIM 241 Aircraft Propeller Systems | AVIM 241 SLO 2 | Describe the operation of an aircraft propeller governor. |
| AVIM 242 Applied Aircraft Propeller Systems | AVIM 242 SLO 1 | Properly install an aircraft propeller. |
| AVIM 242 Applied Aircraft Propeller Systems | AVIM 242 SLO 2 | Properly configure and install an aircraft governor. |
| AVIM 249 Induction and Fuel Metering | AVIM 249 SLO 1 | Describe and evaluate basic induction/fuel metering theory. |
| AVIM 250 Applied Induction and Fuel Metering | AVIM 250 SLO 1 | Inspect and evaluate basic induction/fuel metering systems. |

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| AVIM 253 Lubrication, Cooling, and Exhaust | AVIM 253 SLO 1 | Explain the operation of aircraft wet and dry sump lubrication systems. |
| AVIM 253 Lubrication, Cooling, and Exhaust | AVIM 253 SLO 2 | Identify proper application of various aircraft lubricants. |
| AVIM 254 Applied Lubrication, Cooling, and Exhaust | AVIM 254 SLO 1 | Inspect and describe the operation of wet and dry sump aircraft lubrication systems. |
| AVIM 254 Applied Lubrication, Cooling, and Exhaust | AVIM 254 SLO 2 | Inspect and describe the operation of aircraft engine exhaust and cooling systems. |
| AVIM 270 Work Experience | SLO 1 | Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor. |
| BANK 100 Introduction to Financial Services | SLO 1: Financial Markets and Institutions | Explain the role of financial markets and institutions in the U.S. economy. |
| BANK 100 Introduction to Financial Services | SLO 2: Banking Regulation | Describe the regulatory structure of the U.S. banking system, including the Federal Reserve System. |
| BANK 100 Introduction to Financial Services | SLO 3: Features | Differentiate among the features of various financial markets and institutions. |
| BANK 102 Mortgage Brokerage and Banking | SLO 1: Terminology | Learn and understand the language (terminology) of real estate finance. |
| BANK 102 Mortgage Brokerage and Banking | SLO 2: Mathematics | Learn and understand the 'math' of real estate finance. |
| BANK 103 Introduction to Investments | Investment Returns | Estimate investment returns using various quantitative methods, including the Capital Asset Pricing Model (CAPM). |
| BANK 103 Introduction to Investments | Investment Vehicles | Explain the basic features of various investment vehicles, including stocks and bonds |
| BANK 103 Introduction to Investments | Time Value of Money | Understand the concept of the time value of money and utilize time-value calculations to select among various investment alternatives. |
| BANK 104 Principles of Loan Processing | SLO 1: Origination and Underwriting | Demonstrate a basic understanding of the loan origination process and underwriting guidelines for Conventional, VA and FHA loans. |
| BANK 104 Principles of Loan Processing | SLO 2: Loan file | Demonstrate ability to input a loan file into loan processing software and produce a completed file and disclosures. |

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| BANK 104 Principles of Loan Processing | SLO 3: Analysis | Demonstrate ability to analyze income, asset and credit documentation and perform math calculations including loan to value ratios, qualifying ratios and sufficient assets to close. |
| BANK 104 Principles of Loan Processing | SLO 4: Law and ethics | Demonstrate an understanding of Federal and State Laws and the importance of ethics pertaining to real estate lending. |
| BANK 106 Loan Underwriting | SLO 1: Underwriting and investor guidelines | Demonstrate an understanding of underwriting and investor guidelines for Conventional, VA and FHA loans and guidelines from Fannie Mae, Freddie Mac, VA, FHA, HUD, and Mortgage Insurance Companies. |
| BANK 106 Loan Underwriting | SLO 2: Loan analysis | Analyze and underwrite sample loan files to include an analysis of income, assets, credit history and the appraisal report. |
| BANK 106 Loan Underwriting | SLO 3: Risk and ethics | Explain the areas of risks associated with underwriting loan files, and the importance of ethics, fraud detection and qualify control responsibilities. |
| BANK 106 Loan Underwriting | SLO 4: Lending laws | Demonstrate an understanding of Federal and State Laws pertaining to real estate lending. |
| BANK 108 Principles of Loan Closing | SLO 1: Loan flow | Explain the flow of a loan from origination to processing to underwriting and to closing, using accurate terminology. |
| BANK 108 Principles of Loan Closing | SLO 2: Functions | Explain functions of the Escrow Company and the Title Insurance Company, and the reports and forms issued by each party. |
| BANK 108 Principles of Loan Closing | SLO 3: Loan preparation | Use industry related software to input, prepare and close sample Conventional, VA and FHA loans. |
| BANK 108 Principles of Loan Closing | SLO 4: Warehousing and shipping | Describe the warehousing and shipping functions, and the how the underwriting and processing functions affects the closing of a loan. |
| BANK 108 Principles of Loan Closing | SLO 5: Law and ethics | Demonstrate an ability to explain the fundamental importance of ethics, the Federal and State Laws pertaining to real estate lending and the ramifications of fraud as they pertain to loan closing. |

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| BIOL 100 Natural History - Environmental Biology | Course Outcome 1 | Students will be able to identify the major biotic communities of San Diego County and name several dominant plants and animals of each. |
| BIOL 100 Natural History - Environmental Biology | Course Outcome 2 | Students will be able to diagram the trophic structure of typical ecosystems and the energy flow and nutrient recycling in each. |
| BIOL 107 General Biology-Lecture and Laboratory | Course Outcome 1 | Students will demonstrate basic understanding of the scientific method and its application in solving everyday problems. |
| BIOL 107 General Biology-Lecture and Laboratory | Course Outcome 2 | Students will demonstrate understanding of the cell as the unit of structure and biological function. |
| BIOL 107 General Biology-Lecture and Laboratory | Course Outcome 3 | Students will demonstrate understanding of the principles of heredity. |
| BIOL 115 Marine Biology | Course Outcome 1 | Students will demonstrate ability to access, synthesize, and communicate understanding of information from no less than 5 current and relevant public resources on marine biology topics of organismal diversity, and ecological or economic factors impacting marine ecosystems. |
| BIOL 130 Human Heredity | Course Outcome 1 | Students will communicate understanding of the distinct structures and roles of DNA as the genetic material and proteins as the functional molecules carrying out the diverse cellular functions, the genetic code, and the mechanism of the flow of genetic information within a cell: transcription and translation. Students will apply understanding of gamete formation and Mendelian inheritance to pedigree analysis by designating the genotypes and phenotypes of family members of different generations inheriting dominant and recessive autosomal, X-linked, Y-linked, and mitochondrial traits, and by calculating the odds that offspring of a mating would be normal or affected, using Punnett square analysis . |

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| BIOL 130 Human Heredity | Course Outcome 2 | Students will apply understanding of gamete formation and Mendelian inheritance to pedigree analysis by designating the genotypes and phenotypes of family members of different generations inheriting dominant and recessive autosomal, X-linked, Y-linked, and mitochondrial traits, and by calculating the odds that offspring of a mating would be normal or affected, using Punnett square analysis . |
| BIOL 131 Introduction to Biotechnology | Course Outcome 1 | Students will be able to apply knowledge of biology to the field of biotechnology, including basic concepts, understanding of experiments, data analysis, and science based math concepts. |
| BIOL 132 Applied Biotechnology I | Course Outcome 1 | Students will be able to apply knowledge of biotechnology practice of documentation and follow industry standards for specified criteria to maintain a lab notebook to record and communicate daily activities. |
| BIOL 133 Applied Biotechnology II | Course Outcome 1 | Students will demonstrate ability to apply and follow industry standards and specified criteria to maintain a lab notebook to record and communicate daily activities. |
| BIOL 134 Introduction to the Biotechnology Lab | Course Outcome 1 | Students will be able to apply knowledge of biology to the field of biotechnology, including basic concepts, understanding of experiments, data analysis, and science based math concepts. |
| BIOL 135 Biology of Human Nutrition | Course Outcome 1 | Students will demonstrate the ability to evaluate the impact of balanced diet in terms of food groups, vitamins, and minerals on health and the long-term health effect of imbalanced diet. |
| BIOL 160 Elements of Human Anatomy and Physiology | Course Outcome 1 | Students will be able to recognize and use terminology, specific facts, and general principles associated with the structure and function of human body systems. |
| BIOL 160 Elements of Human Anatomy and Physiology | Course Outcome 2 | Student will be able to describe the role of homeostasis in maintaining physiologic systems. |
| BIOL 180 Plants and People | Course Outcome 1 | Students will be able to recognize and evaluate the basic characteristics of life and explore those characteristics that are unique to plants. |
| BIOL 180 Plants and People | Course Outcome 2 | Students will be able to differentiate between the major plant groups based on their anatomy, morphology and physiology. |

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| BIOL 205 General Microbiology | Outcome 1: Critical thinking and application | Student will be able to properly utilize and analyze results of common physiological, biochemical, medical and immunological assays and present these results to identify unknown bacteria. |
| BIOL 205 General Microbiology | Outcome 2 | Students will be able to apply mathematical concepts to solve biological problems. |
| BIOL 210A Introduction to the Biological Sciences I | Course Outcome 1 | Students will apply the scientific method as the means for acquiring knowledge about Biology and will communicate data and findings in appropriate formats in written scientific reports. |
| BIOL 210A Introduction to the Biological Sciences I | Course Outcome 2 | Students will communicate understanding of the universality of DNA as the genetic material in living cells, and the intra-cellular processes of the flow of genetic information, transcription and translation: their components, steps, and sub-cellular locations. |
| BIOL 210A Introduction to the Biological Sciences I | Course Outcome 3 | Students will compare and contrast biological entities and living cells (viruses and prions, bacteria, plant and human cells) in terms of: relative size, nature of genetic material, sub-cellular structures, order of appearance on earth, independent reproduction, energy conversion, and response and adaptation to environmental changes. |
| BIOL 210A Introduction to the Biological Sciences I | Course Outcome 4 | Student will demonstrate knowledge and understanding of common molecular tools and techniques of biotechnology and their scientific basis. |
| BIOL 210A Introduction to the Biological Sciences I | Course Outcome 5 | Students will retrieve and evaluate information about the cellular and molecular basis of a biotechnology or a contemporary biological topic of personal, public, or ethical relevance, and they will communicate the novel information to classmate orally using information technology media. |
| BIOL 210B Introduction to the Biological Sciences II | Course Outcome 1 | Student will demonstrate understanding of biological diversity by identifying the evolutionary adaptations of the major groups of living organisms. |

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| BIOL 210B Introduction to the Biological Sciences II | Course Outcome 2 | Students will be able to demonstrate ability to apply and follow specified criteria to maintain a lab notebook to record and communicate daily activities. |
| BIOL 230 Human Anatomy | Course Outcome 1 | Student will be able to describe and identify the structure and function of the four primary tissues of the human body. |
| BIOL 231 Media Experiences in Human Anatomy | Course Outcome 1 | Students enrolled in this course should be able to achieve a total of 16 hours increasing their experience with anatomy media (i.e. models, histology, charts) to enhance their knowledge in the subject area. |
| BIOL 232 Experience in Human Dissection | Course Outcome 1 | Student will be able to demonstrate techniques for the handling, storage, and disposal of preserved human specimens. |
| BIOL 232 Experience in Human Dissection | Course Outcome 2 | Student will be able to observe and interpret structures of the human body, including developing an appreciation of the interrelationship of body structures from a regional anatomic perspective. |
| BIOL 232 Experience in Human Dissection | Course Outcome 3 | Student will develop the understanding that the human body does not always conform to textbook illustrations. |
| BIOL 232 Experience in Human Dissection | Course Outcome 4 | Student will develop the understanding that anatomy varies from specimen to specimen. |
| BIOL 235 Human Physiology | Course Outcome 1 | Apply the concept of by feedback loops to maintain homeostasis in specific physiological systems. |
| BIOL 277D Service Learning -- on Campus | SLO 1 | Students completing at least 48 hours of service learning will be able to interact effectively with students enrolled in various other biology courses in order to enhance appreciation and understanding of material previously studied in biology; and acquiring organizational and effective time management skills. |
| BIOL 285 Tropical Biology Field Experience | Course Outcome 1 | Students will maintain a notebook of field observations to: 1. Organize and synthesize field notes in regard to concepts of tropical ecology. 2. Summarize key plant and animal species found in the tropical forest. |

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| BLAS 140A History of the U.S., Black Perspectives | SLO #1 | Describe and analyze African American contributions in shaping the American experience, especially through historical, social, and cultural expressions. |
| BLAS 140A History of the U.S., Black Perspectives | SLO #2 | Describe the role of African Americans in the development and history of the United States. |
| BLAS 140B History of the U.S, Black Perspectives | SLO #1 | Describe and analyze, using a critical historical viewpoint, how struggles around social, economic, and political forces have shaped the traditional and contemporary African American experience and American culture. |
| BLAS 140B History of the U.S, Black Perspectives | SLO #2 | Articulate an enhanced awareness of the socioeconomic and political implications and consequences of a multiracial world. |
| BUSE 100 Introduction to Business | SLO 1: Type of organization | Compare and contrast private vs. public enterprise, ownerships, and interrelationships among businesses, government, and society with emphasis upon multi-cultural and ethical environs. |
| BUSE 100 Introduction to Business | SLO 2: Management Functions and Legal Role | Analyze and examine management functions, styles, processes and the role of law in business |
| BUSE 100 Introduction to Business | SLO 3: The Role of Technology in Business | Debate and examine the role of the internet, e-commerce and emerging technologies and their influence in today's business. |
| BUSE 101 Business Mathematics | SLO 1: Problem Solving | Calculate and solve problems involving payroll, discounts, mark-ups, mark-downs, depreciation, interest, annuities, stocks, bonds, taxes and insurance. |
| BUSE 101 Business Mathematics | SLO 2: Loans | Differentiate and analyze varied business and consumer loans. |
| BUSE 101 Business Mathematics | SLO 3: Accounts | Prepare entries into checking accounts and check registers, and compile a bank reconciliation. |
| BUSE 102 Customer Service | SLO 1: Communication | Identify and analyze the needs of a customer or customer group and use effective communication skills in providing excellent service |
| BUSE 102 Customer Service | SLO 2: Customer Service | Implement principles and practices to deliver exceptional customer service to internal and external customers |
| BUSE 102 Customer Service | SLO 3: Customer Retention | Evaluate the effectiveness of customer retention programs through measurement of satisfaction |

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| BUSE 115 Statistics for Business | SLO 1: Descriptive statistics | Use descriptive statistics to summarize and present business-related data in numerical and graphic formats. |
| BUSE 115 Statistics for Business | SLO 2: Probability | Calculate the probability that an event will occur. |
| BUSE 115 Statistics for Business | SLO 3: Normal distributions | Employ standard normal distributions in the calculation of confidence intervals and hypothesis testing. |
| BUSE 115 Statistics for Business | SLO 4: Population sampling | Use business-related sample data to estimate the mathematical properties of populations. |
| BUSE 119 Business Communications | SLO 1: Business Messages | Plan, organize, write, and revise business letters, memos, and emails suitable for a variety of business purposes such as communicating good or bad news; making routine requests; or persuading others. |
| BUSE 119 Business Communications | SLO 2: Business Report | Create an analytical business report that includes: 1) a title page; 2) a table of contents; 3) an executive summary; 4) an introduction, including a problem/question statement; 5) a main body of collected information, including appropriate graphics; 6) an analysis of the information, including conclusions and recommendations; and 7) a list of references. |
| BUSE 119 Business Communications | SLO 3: Resume | Create a résumé targeted to a particular job or occupation. |
| BUSE 119 Business Communications | SLO 4: Presentation | Create and deliver a business-related oral presentation. |
| BUSE 120 Principles of Money Management | SLO 1: Financial goal-setting | Develop specific strategies for moving from their present financial situation to the achievement of their goals. |
| BUSE 120 Principles of Money Management | SLO 2: Financial plan | Create an effective financial plan with necessary daily decisions and transactions in areas including taxes, insurance, investments, and retirement planning. |
| BUSE 120 Principles of Money Management | SLO 3: Consumer awareness | Demonstrate sufficient understanding of basic consumer economic issues leading to a more productive, positive and community-oriented lifestyle. |
| BUSE 120 Principles of Money Management | SLO 4: Personal budget | Use spreadsheet software on a personal computer to develop a one-month operating personal budget. |
| BUSE 129 Introduction to Entrepreneurship | SLO 1: Opportunities | Evaluate opportunities in terms of potential impact and feasibility. |
| BUSE 129 Introduction to Entrepreneurship | SLO 2: Ideas | Identify, articulate and critique business ideas. |
| BUSE 129 Introduction to Entrepreneurship | SLO 3: Business Model | Examine core components of a business model. |

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| BUSE 140 Business Law and the Legal Environment | SLO 1: Law Pertaining to Legal Environment | Distinguish and analyze the law that affects the legal environment of business the most (e.g. anti-trust, labor relations, securities regulations, consumer protection, environmental law) and other matters encountered in various business transactions. |
| BUSE 140 Business Law and the Legal Environment | SLO 2: Organizations | Inspect the sources and divisions of law, structure of the courts, and general practice and procedures of the courts and governmental agencies, and differentiate profit and/ or non-profit organizations as they pertain to the economic and legal environment. |
| BUSE 140 Business Law and the Legal Environment | SLO 3: Legal System | Debate the development of the American legal system and resolutions to case situations pertaining to American business activities. |
| BUSE 150 Human Relations in Business | SLO 1: Techniques | Describe techniques of self-motivation, goal setting, problem solving, creativity, and leadership within the context of organizations. |
| BUSE 150 Human Relations in Business | SLO 2: Interpersonal Skill | Apply interpersonal relationship skills needed to work successfully with managers, co-workers, and customers. |
| BUSE 155 Managing the Small Business | SLO 1: Human Resources | Develop effective, ethical, and legally compliant human resource management policies and procedures for a small business. |
| BUSE 155 Managing the Small Business | SLO 2: Marketing | Identify marketing strategies for product, price, promotion and distribution. |
| BUSE 155 Managing the Small Business | SLO 3: Finance and legal | Evaluate financial and legal issues related to small businesses. |
| BUSE 155 Managing the Small Business | SLO 4: Business Model | Describe the components of a business model. |
| BUSE 157 Developing a Plan for the Small Business | Business Plan | Create a comprehensive business plan. |
| BUSE 157 Developing a Plan for the Small Business | Business Plan Alternatives | Evaluate alternatives to the traditional business plan. |
| BUSE 157 Developing a Plan for the Small Business | Secondary Research | Conduct secondary research on an industry, market, and target customer. |
| BUSE 201 Business Organization and Management | SLO 1: Ethics | Evaluate different managerial decisions and courses of action by applying principles of business ethics and social responsibility. |

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| BUSE 201 Business Organization and Management | SLO 2: Planning | Illustrate the relationships among mission, vision, strategy, goals, and objectives in organizational planning. |
| BUSE 201 Business Organization and Management | SLO 3: Organizing | Explain the roles of organizational structure, change, culture, and group dynamics in business organizations. |
| BUSE 201 Business Organization and Management | SLO 4: Leading | Relate the leadership traits, behavior, and style of an actual leader in an organization to that person's managerial effectiveness. |
| BUSE 201 Business Organization and Management | SLO 5: Controlling | Identify common methods used by managers to control organizational and individual performance. |
| BUSE 205 Leadership Theory and Practice | SLO 1: Theories and Concepts | Compare and contrast various psychological and sociological leadership theories and concepts. |
| BUSE 205 Leadership Theory and Practice | SLO 2: Leadership Philosophy | Construct a personal philosophy of leadership through the integration of psychological, sociological, cultural, and physiological aspects of leadership. |
| BUSE 229A Gazelle Path Business Incubator I | SLO 1 | Create and implement a digital marketing campaign. |
| BUSE 229A Gazelle Path Business Incubator I | SLO 2 | Create and improve internal business operations systems, policies, and procedures, in the form of operations manuals, org charts, financial statements, etc. |
| BUSE 229A Gazelle Path Business Incubator I | SLO 3 | Work with internal and external stakeholders including mentors, REC and startup team, to continually improve offering (product, service, and/or technology). |
| BUSE 229A Gazelle Path Business Incubator I | SLO 4 | Build a combination of marketing channels and messages and begin to design an appropriate minimally viable product (MVP). |
| BUSE 229B Gazelle Path Business Incubator II | SLO 1 | Create and implement a digital marketing campaign. |
| BUSE 229B Gazelle Path Business Incubator II | SLO 2 | Create and improve internal business operations systems, policies, and procedures, in the form of operations manuals, org charts, financial statements, etc. |
| BUSE 229B Gazelle Path Business Incubator II | SLO 3 | Work with internal and external stakeholders including mentors, REC and startup team, to continually improve offering (product, service, and/or technology). |

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| BUSE 229B Gazelle Path Business Incubator II | SLO 4 | Design, build, and test a combination of marketing channels and messages, an appropriate payment method and a minimally viable product (MVP). |
| BUSE 229C Gazelle Path Business Incubator III | SLO 1 | Create and implement a digital marketing campaign. |
| BUSE 229C Gazelle Path Business Incubator III | SLO 2 | Create and improve internal business operations systems, policies, and procedures, in the form of operations manuals, org charts, financial statements, etc. |
| BUSE 229C Gazelle Path Business Incubator III | SLO 3 | Work with internal and external stakeholders including mentors, REC and startup team, to continually improve offering (product, service, and/or technology). |
| BUSE 229C Gazelle Path Business Incubator III | SLO 4 | Design, build, and test an appropriate minimally viable product (MVP) and use it to measure customer lifetime value (CLV) and/or a viral coefficient. |
| BUSE 229D Gazelle Path Business Incubator IV | SLO 1 | Create and implement a digital marketing campaign. |
| BUSE 229D Gazelle Path Business Incubator IV | SLO 2 | Create and improve internal business operations systems, policies, and procedures, in the form of operations manuals, org charts, financial statements, etc. |
| BUSE 229D Gazelle Path Business Incubator IV | SLO 3 | Work with internal and external stakeholders including mentors, REC and startup team, to continually improve offering (product, service, and/or technology). |
| BUSE 229D Gazelle Path Business Incubator IV | SLO 4 | Use measurement metrics such as response rate, conversion rate, CLV, or viral coefficient to evaluate scalability effectiveness and product-market fit. |
| BUSE 270 Business Internship/Work Experience | SLO 1 | Demonstrate competencies for successful employment through actual on-the-job experiences. |
| CBTE 114 Introduction to Microsoft Windows | SLO#1 | Demonstrate ability to use Microsoft Windows to manage organize, customize, retrieve and manipulate files and folders stored on a computer, and to apply the fundamental concepts of Windows to manage programs. |
| CBTE 120 Beginning Microsoft Word | SLO#1 | Demonstrate ability to use the Microsoft Word tools to design, edit, and format basic Microsoft Word documents and professional templates that include graphics and tables. |

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| CBTE 122 Intermediate Microsoft Word | SLO#1 | Demonstrate mastery of intermediate Microsoft Word processing techniques and skills by: Creating new business letters using various styles, formats and templates. Incorporating visual elements, graphic objects, and tables. |
| CBTE 127 Introduction to PowerPoint | SLO 1 | Demonstrate an understanding of PowerPoint development by preparing and delivering PowerPoint presentations to include: Themes, graphics, special effects, animation, and Venn smart graphic. |
| CBTE 128 XDA - Comprehensive Presentations with Powerpoint | SLO 1 | Create a presentation using common formatting and editing commands. |
| Powerpoint | SLO 2 | Add transitions, animations, and sound to a presentation. |
| CBTE 128 XDA - Comprehensive Presentations with Powerpoint | SLO 3 | Integrate information from other applications into a presentation. |
| CBTE 140 Microsoft Excel | SLO#1 | Demonstrate ability to use the Microsoft Excel tools to create basic formulas and simple charts that contains appropriate formatting. |
| CBTE 143 Intermediate Microsoft Excel | SLO 1 | Demonstrate ability to manipulate and analyze data using various functions, customize and enhance workbooks, identify and apply the most appropriate skills, tools and features of Excel to efficiently solve the problem. |
| CBTE 152 Beginning Microsoft Access | SLO 1 | Demonstrate ability to maintain a database by manipulating data in Access to develop basic professional reports, forms, and queries. |
| CBTE 153 XDA - Database Development with Access | SLO 1 | Demonstrate an understanding of proper creation of an Intermediate level database that includes: • Table structure • Table relationships • Forms and report • Advanced query features |
| CBTE 162 XDA - Web Page Creation | SLO 1 | Demonstrate an understanding of the major web design concepts by creating a simple web page using HTML that includes hyperlinks, multimedia objects, and cascading style sheets. |

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| CBTE 165 Webpage Creation with Dreamweaver | SLO 1 | Demonstrate the use of Dreamweaver software features to create attractive, usable, and accessible Web content that includes various templates and style sheets for the intended audience. |
| CBTE 170 XDA - Desktop Publishing | SLO 1 | Demonstrate an understanding of Desktop Publishing development by preparing and delivering flyers, brochures, by using color schemes, font styles, and graphic formatting. |
| CBTE 180 Microsoft Office | SLO 1 | Demonstrate the ability to create word processing documents using text and formatting, special functions, save, print, and retrieve document functions. |
| CBTE 180 Microsoft Office | SLO 2 | Create spreadsheet files using special functions, data manipulation, charts, and templates. |
| CBTE 180 Microsoft Office | SLO 3 | Build database structure using data formatting, querying, forms, and reports. |
| CBTE 180 Microsoft Office | SLO 4 | Produce professional presentations using text editing, text formatting, objects, slide transitions, and graphics. |
| CBTE 205 XDA - Records Management | SLO 1 | Demonstrate an understanding of Records Management by: A.) Defining various records management terminologies B.) Identifying and comparing the major types of filing systems C.) Applying alphabetic indexing rules to computer software programs |
| CBTE 210 Computers in Business | SLO 1 | Demonstrate an understanding to identify, describe, and compare various operating systems, application software, and utility software in which can be used in operation, management, and security and privacy in various business industries. |
| CBTE 221 Legal Secretary Skills and Procedures | SLO 1: Terminology | Define and explain legal terminology used in a variety of legal specialty areas. |
| CBTE 221 Legal Secretary Skills and Procedures | SLO 2: Correspondence | Compose and correctly prepare correspondence to the court, other attorneys, and court related agencies with mailable accuracy. |
| CBTE 221 Legal Secretary Skills and Procedures | SLO 3: Documents | Correctly organize and format legal documents including a complaint, a summons, a motion, and a will. |

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| CBTE XDA - 270 Work Experience | SLO 1 | Demonstrate competencies for successful employment through actual on-the-job experiences. |
| CHEM 100 Fundamentals of Chemistry | Outcome 1.1 Recognize IMF | Students should recognize the type of intermolecular forces a chemical possesses |
| CHEM 100L Fundamentals of Chemistry Laboratory | Outcome 1 | Demonstrate an understanding of proper: (a) safety awareness, (b) lab equipment use, (c) research note taking and reporting. |
| CHEM 103 General, Organic and Biological Chemistry | SLO 1 Chem 103 GOB Chemistry | Outcome 1. Students will demonstrate an understanding of the relationships between quantities and the calculations to interconvert them |
| CHEM 103 General, Organic and Biological Chemistry | SLO 2 Chem 103 GOB Chemistry | Outcome 2. Students will demonstrate an understanding of the relationship between physical properties such as boiling point and/or solubility and the structures of organic compounds with differing functional groups based on intermolecular forces |
| CHEM 103 General, Organic and Biological Chemistry | SLO 3 Chem 103 GOB Chemistry | Outcome 3. Students will demonstrate an understanding of the behavior of solutions, including concentration and dilutions |
| CHEM 103 General, Organic and Biological Chemistry | SLO 4 Chem 103 GOB Chemistry | Outcome 4. Students will demonstrate an understanding of the concepts of acid and base and how buffers behave |
| CHEM 103 General, Organic and Biological Chemistry | SLO 5 Chem 103 GOB Chemistry | 5. Students will recognize the major metabolic pathways and metabolites |

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| CHEM 111 Chemistry in Society | Outcome 1.1 Identify chemicals and their application to every day life. | 1. Students should be able to identify, & describe the composition of the atom & various types of matter. 2. Students should be able to describe the relationship between the microscopic, macroscopic, and symbolic representations of matter and its changes. 3. Students should be able to name common household chemicals as well a express proper chemical formulas / names and the role they play in our daily lives. 4. Students should be able to express the role of energy in: the changes of matter, the determination of the chemical structure, and the reactivity of molecules. 5. Students will demonstrate an awareness of the impact of chemistry on the environment, health, society, and other cultures outside the scientific community. |
| CHEM 111L XDA - Chemistry in Society Laboratory | Course Outcome 1 | Students will be able to identify different substances and classify these as either homogeneous mixture, heterogeneous mixture, substances, compounds, or elements. |
| CHEM 130 Introduction to Organic and Biological Chemistry | Course Outcome #1 | Student will be able to provide a name from organic structures and draw structures when organic compound names are given. Demonstrate an understanding of the relationship between boiling point for organic compounds with different functional groups and its relationship with intermolecular force. Demonstrate an understanding of synthesis by providing chemical conversions from a given reactant to a product. |
| CHEM 130 Introduction to Organic and Biological Chemistry | Course Outcome #2 | Demonstrate an understanding of the relationship between boiling point for organic compounds with different functional groups and its relationship with intermolecular force. |
| CHEM 130 Introduction to Organic and Biological Chemistry | Course Outcome #3 | Demonstrate an understanding of synthesis by providing chemical conversions from a given reactant to a product |
| CHEM 130L Introduction to Organic and Biological Chemistry Laboratory | Perform a laboratory practical with techniques learned in Chemistry 130L | Demonstrate an understanding of proper: A. Safety awareness; B. Laboratory equipment use; C. Waste disposal. |

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| CHEM 152 Introduction to General Chemistry | Course Outcome 1 | After completing Chemistry 152, students will be able to demonstrate an understanding of the dimensional analysis method to perform a stoichiometric calculation from a balanced equation to find the number of grams of product formed, with the correct number of significant figures, given the volume and concentration of a reactant. |
| CHEM 152 Introduction to General Chemistry | Course Outcome 2 | After completing Chemistry 152, students will be able to write formulas for ionic compounds, covalent compounds, and acids from names and names of compounds from formulas. |
| CHEM 152 Introduction to General Chemistry | Course Outcome 3 | After completing Chemistry 152, students will be able to write balanced chemical equations from words and predict products of double- and single-replacement, hydrocarbon combustion, and ionic equations. |
| CHEM 152L Introduction to General Chemistry Laboratory | Course Outcome 1 | Upon successful completion of Chemistry 152L, students will be able to use a graduated cylinder, balance, ruler, and thermometer to make proper measurements and record the data to the proper number of significant figures. |
| CHEM 160 Introductory Biochemistry | Outcome to be developed in the 2021-2024 | This course was just offered in Fall 2019 and development of the SLO was to commence in the Spring 2020 semester. However with COVID adjustments to course offerings in Spring 2020 and the class moving remote. It was decided to move this SLO development to the 2021-2024 cycle. |
| CHEM 200 General Chemistry I - Lecture | Course Outcome 1 | After completing Chemistry 200, students will be proficient in the concepts and problem-solving techniques common to any first-semester general chemistry course as demonstrated by their performance on a standardized national exam. |
| CHEM 200L General Chemistry I - Laboratory | Course Outcome 1 | Upon successful completion of Chemistry 200L, students will be able to communicate scientific information through a properly-formatted written lab report. |
| CHEM 201 General Chemistry II - Lecture | Chem 201 Outcomres, Jan 2018 | "After completing Chemistry 201, students will be proficient in the concepts and problem-solving techniques common to any second-semester general chemistry course as demonstrated by their performance on a standardized national exam. |

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| CHEM 201 General Chemistry II - Lecture | Course Outcome 1 | After completing Chem 201, students will be competent in all topics of General Chemistry 2: Students will take the ACS 2nd Semester Exam for General Chemistry as their final exam. |
| CHEM 201L General Chemistry II - Laboratory | Course Outcome 1 | Upon successful completion of Chemistry 201L, students will be able to perform high-level laboratory experiments, analyze and interpret collected data, perform necessary calculations, formulate valid conclusions, and submit complete lab reports detailing their work. |
| CHEM 231 Organic Chemistry I - Lecture | Course Outcome 1 | After completing Chemistry 231, students will be proficient in the concepts and problem solving techniques common to any first semester organic chemistry course as demonstrated by their performances on the standardized national exam. |
| CHEM 231L Organic Chemistry I - Laboratory | Course Outcome 1 Midterm | After completing Chemistry 231L, students will be proficient in the laboratory techniques common to any first semester organic chemistry course as demonstrated by their performances on the laboratory midterm. Topics on the midterm include, but are not limited to: recrystallization, melting point analysis, infrared spectroscopy, and distillation. |
| CHEM 231L Organic Chemistry I - Laboratory | Course Outcome 2 Final Exam | After completing Chemistry 231L, students will be proficient in the concepts and techniques common to any first semester organic chemistry course as demonstrated by their performances on the final examination. Topics on the final exam include, but are not limited to: extraction, chromatography, and reactions/synthesis. |
| CHEM 233 Organic Chemistry II - Lecture | Competitive Students | After completing Chemistry 233, students will be proficient in the concepts and problem solving techniques common to any first year organic chemistry course as demonstrated by their performances on the standardized national exam. |
| CHEM 233L Organic Chemistry II - Laboratory | Course Outcome 2 Final Exam | After completing Chemistry 233L, students will be proficient in the concepts and laboratory techniques common to any second semester organic chemistry course as demonstrated by their performances on the final examination. |

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| CHEM 251 Quantitative Analytical Chemistry | Outcome 1: Calibration Curve | Demonstrate the ability to construct a calibration curve from experimental data using a spreadsheet program like Microsoft Excel and then use that calibration curve to determine the concentration and uncertainty of an unknown solution. |
| CHEM 277D Service Learning -- on Campus | SLO 1 | Students will complete at least 48 hours of service learning per unit. |
| CHIL 101 Human Growth and Development | Outcome #1 | Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains. |
| CHIL 101 Human Growth and Development | Outcome #2 | Identify cultural, economic, political, and historical contexts that impact children's development. |
| CHIL 101 Human Growth and Development | Outcome #3 | Apply knowledge of development and major theoretical frameworks to child observations. |
| CHIL 103 Lifespan Growth and Development | SLO # 2 - Observation | Observe and compare two different stages of development. |
| CHIL 103 Lifespan Growth and Development | SLO #1 - Developmental Theories | Demonstrate an understanding of the major developmental theories through completion of a quiz on the developmental theorists. |
| CHIL 111 Curriculum: Music/Motor Skills | SLO 1 | Be able to write two activity plans, one that includes a behavioral objective for Music and one that includes a behavioral objective for Motor/movement Skills. Both activity plans must be implemented in a licensed child development center or a licensed home child care center serving children 5 and under |
| CHIL 111 Curriculum: Music/Motor Skills | SLO 2 | Be able to plan one group activity either within class or lab center (example: Curriculum Party, Music and Motor Skills Fair, Field Trip) |
| CHIL 121 Creative Art | SLO #1 - Lesson Plans | Be able to write two activity plans that include a behavioral objective. Each of these Lesson Plans must be implemented with children five years of age or younger in a licensed early childhood education program or a licensed home child care center serving children 5 and under. |
| CHIL 121 Creative Art | SLO 3 | Be able to plan one group activity either within class or lab center (example: Curriculum Party, Art Fair, Field Trip) |

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| CHIL 121 Creative Art | SLO# 2 - Notebook | Complete an Art Activity Notebook with 15 color samples, 15 collage samples, 5 manipulative samples, and 5 samples of sculpture all of which are age appropriate for preschool children . |
| CHIL 131 Curriculum: Language/Science | SLO # 1- Behavioral Lesson Plans | Be able to write two activity plans that includes a behavioral objective in one of the following areas: Science, Math or Language and implement with children 5 or under in a preschool child development program or a licensed home child care center. |
| CHIL 131 Curriculum: Language/Science | SLO# 2 | Be able to plan one group activity either within class, lab center (example: Curriculum Party, Science, Math or Language Fair, Field Trip) |
| CHIL 133 XDA - Language and Literature | SLO # 1 Language | Plan and implement one lesson plan for preschool age children that includes a behavioral objective in the area of Language. Implement in a licensed Preschool program. |
| CHIL 133 XDA - Language and Literature | SLO # 2 Literacy | Plan and implement one lesson plan for preschool age children that includes a behavioral objective in the area of Literacy. Implement in a licensed Preschool program. |
| CHIL 133 XDA - Language and Literature | SLO # 3 Literature | Selection and categorization of age appropriate quality children's literature |
| CHIL 135 XDA - Curriculum: Science and Math | SLO # 1- Lesson Plan/Math | Plan and implement one lesson plan for preschool age children that includes a behavioral objective in the area of Math. Implement in a licensed preschool program. |
| CHIL 135 XDA - Curriculum: Science and Math | SLO # 2 - Lesson Plan/Science | Plan and implement one lesson plan for preschool age children that includes a behavioral objective in the area of Science. Implement in a licensed preschool program. |
| CHIL 141 The Child, Family and Community | Outcome #1 | Describe socialization of the child focusing on the interrelationship of family, school, and community. |
| CHIL 141 The Child, Family and Community | Outcome #2 | Identify the educational, political, and socioeconomic impacts on children and families. |
| CHIL 141 The Child, Family and Community | Outcome #3: Strategies to Empower Families | Describe strategies that empower families and encourage family involvement in children's development. |

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| CHIL 151 Program Planning | SLO # 1- Five Day Lesson Plan | Design a developmentally appropriate five- day lesson plan for preschool age children around a curriculum area, theme or concept. 1. Identify the goals and objectives for each activity. 2. Identify the materials and supplies needed. 3. Identify the method of presentation for each activity. |
| CHIL 151 Program Planning | SLO # 2- Parent Education | Design a bulletin board or poster on a topic around parent education. |
| CHIL 153 Techniques of Teaching Using the Reggio Emilia Approach | SLO 1 | Be able to design a documentation board. |
| CHIL 160 Observing and Understanding Children | CHIL 160 | SLO Recognize the role of observation in interpreting children's behavior. Measurement Method Be able to identify four reasons why it is important to observe children. |
| CHIL 161 Observations and Issues in Child Development | SLO 1 | Examine and present a current issue facing children and their families. |
| CHIL 162 Observing and Guiding Child Behavior | SLO 1 | Write a Behavior Management Plan including Observation, Implement and Evaluate and present orally implemented in a licensed preschool program. |
| CHIL 165 Children With Special Needs | SLO #1 | Be able to identify and discuss atypical development (social, emotional, physical, cognitive, communicative, and behavioral) and support services. |
| CHIL 166 Special Needs Curriculum | SLO #1 | Be able to design a lesson plan for children with special needs. |
| CHIL 166 Special Needs Curriculum | SLO #2 | Be able to implement a lesson plan for children with special needs implemented in a licensed preschool program. |
| CHIL 175 Infant-Toddler Growth and Development | SLO #1 | Be able to identify principles of caregiving for infants and toddlers. |
| CHIL 176 Principles of Infant/Toddler Caregiving | SLO #1 | Be able to observe an infant and share developmental domains of learning and strategies for observation. |
| CHIL 180 Nutrition, Health and Safety for Children | SLO # 1 - Lesson Plans | Plan and implement two lesson plans to include a behavioral objective in two of the following; Nutrition and Health/Safety. The lesson plans must be designed for preschool age children and implemented in a licensed preschool program. |
| CHIL 188 Violence in the Lives of Children and Families | SLO #1 Identify and analyze the causes, environments, physical and emotional | |

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| CHIL 188 Violence in the Lives of Children and Families | SLO #2 Demonstrate how to complete a child abuse report and name agencies to which | |
| CHIL 202 Administration of Early Childhood Programs | SLO # 1- Preschool Brochure | Design a program brochure for a preschool program. |
| CHIL 210 Supervision of Early Childhood Programs | SLO # 1- Interview/Observe | Interview and Observe a Director of a Licensed Child Development Center. |
| CHIL 215 Adult Supervision and Mentoring in Early Childhood Settings | SLO # 1- Facilitate Communication | Facilitate positive interactions between student teachers, children, parents and other adults in the program. 1. Prepare a welcome plan for new staff and student teachers. 2. Complete a written report based on a journal article related to effective communication. |
| CHIL 215 Adult Supervision and Mentoring in Early Childhood Settings | SLO # 2 - Classroom Assessment | Evaluate a preschool classroom based on developmentally appropriate practices. |
| CHIL 270 Work Experience | SLO 1 | Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor. |
| CHIL 275 Supervised Field Study | SLO # 1- Best Practices | Demonstrate an understanding of the best practices for teaching young children in a preschool setting. 1. Implement two lead teaching days at an approved child development center. 2. Implement a circle time at an approved child development center. 3. Complete 96 hours of training, some of which must be at an approved child development program. |
| CHIL 275 Supervised Field Study | SLO # 2- Teaching Style | Develop a personal teaching style that incorporates the needs of the children in the program. 1. Implement two lead teaching days at an approved child development center. 2. Implement a circle time at an approved child development center. 3. Complete 96 hours of training, some of which must be at an approved child development program. |
| CHIL 280 Environmental Rating Scale | SLO 1:CHILD 280 | Evaluate the quality of programs based on Environmental Ratings Scale (ECERS) standards. |
| CHIL 291 Child Development Lab Practicum | SLO 1 | Be able to complete one assigned goal in the campus lab. |
| CHIL 291A Child Development Center Practicum | campus lab | Be able to complete one assigned goal in the campus lab |
| CHIL 291B Child Development Center Practicum | SLO 1 | Student will be able to complete one assigned goal in the campus lab. |

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| CHIL 291B Child Development Center Practicum | SLO 2 | Student will be able to complete one project in the campus lab that relates to curriculum guidance, observation and child growth and development |
| CHIL 291B Child Development Center Practicum | SLO 2 | Student will be able to complete one project in the campus lab that relates to curriculum guidance, observation and child growth and development |
| CHIL 291C Child Development Center Practicum | SLO 1 | Be able to complete one assigned goal in the campus lab |
| CHIL 291D Child Development Center Practicum | SLO 1 | Be able to complete one assigned goal in the campus lab. |
| CHIL 89 Childcare as a Business | SLO 1 | Be able to identify the essential components of running a successful childcare business |
| CHIL 89 Childcare as a Business | SLO 2 | Be able to articulate a program philosophy that. incorporates state and local requirements. |
| CISC 071 Microcontroller Programming | SLO 1: Specifications | Demonstrate an ability to successfully follow a specification. |
| CISC 071 Microcontroller Programming | SLO 2: Electronic Documents | Demonstrate an ability to successfully create electronic documents. |
| CISC 179 Python Programming | Outcome 1 - Specifications | Demonstrate and ability to successfully follow a specification |
| CISC 179 Python Programming | Outcome 2 - Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| CISC 181 Principles of Information Systems | Outcome 1 - Specifications | Demonstrate an ability to successfully follow a specification |
| CISC 181 Principles of Information Systems | Outcome 2 - Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| CISC 186 Visual Basic Programming | Outcome 1 - Specifications | Demonstrate an ability to successfully follow a specification |
| CISC 186 Visual Basic Programming | Outcome 2 - Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| CISC 187 Data Structures in C++ | Outcome 1 - Specifications | Demonstrate and ability to successfully follow a specification |
| CISC 187 Data Structures in C++ | Outcome 2 - Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| CISC 190 Java Programming | Outcome 1 - Specifications | Demonstrate an ability to successfully follow a specification |
| CISC 190 Java Programming | Outcome 2 - Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| CISC 191 Intermediate Java Programming | Outcome 1 - Specifications | Demonstrate and ability to successfully follow a specification |

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| CISC 191 Intermediate Java Programming | Outcome 2 - Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| CISC 192 C/C++ Programming | Outcome 1 - Specifications | Demonstrate an ability to successfully follow a specification |
| CISC 192 C/C++ Programming | Outcome 2 - Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| Language | SLO 1: Specifications | Demonstrate an ability to successfully follow a specification |
| CISC 211 Computer Organization and Assembly Language | SLO 2: Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| Science | Outcome 1 - Specifications | Demonstrate and ability to successfully follow a specification |
| CISC 246 Discrete Mathematics for Computer Science | Outcome 2 - Electronic Documents | Demonstrate an ability to successfully create electronic documents |
| COMS 103 Oral Communication | SLO 1 | Students will be able to locate, analyze, and select information to tailor a presentation to a specific audience: assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments. |
| COMS 103 Oral Communication | SLO 2 | Organize thoughts and ideas effectively and express them clearly and correctly in writing and/or presentations. |
| COMS 103 Oral Communication | SLO 3 | Construct a well structured speech by properly identifying an introduction, body and conclusion; assessment will include collection of working and/or formal outlines, in class activities, quizzes and exams and/or assignments. |
| COMS 103 Oral Communication | SLO 4 | Demonstrate improvement in verbal and nonverbal delivery in a prepared presentation; assessment will include evaluation of impromptu and formal speeches. |
| COMS 135 Interpersonal Communication | SLO 1 | Explain how their self concept impacts their communication in relationships |
| COMS 135 Interpersonal Communication | SLO 2 | Analyze how their listening skills affect what they hear and how they hear messages |
| COMS 135 Interpersonal Communication | SLO 3 | Describe their conflict management style they use in relationships and explain how that style affects conflict in the relationship |
| COMS 135 Interpersonal Communication | SLO 4 | Identify which behaviors negatively impact relationships they are in and alter those behaviors to improve a relationship |

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| COMS 160 Argumentation | SLO 1 | Assess the different elements of an argument. |
| COMS 160 Argumentation | SLO 2 | Demonstrate logical reasoning when developing arguments. |
| COMS 160 Argumentation | SLO 3 | Develop arguments that demonstrate sensitivity to the information, audience, and positions of others. |
| COMS 160 Argumentation | SLO 4 | Demonstrate balanced partiality without resorting to adversarial or defensive argumentation techniques when engaging in an argument. |
| COMS 170 Small Group Communication | Compare and contrast the linear, interactive, and transactional models of communication | |
| COMS 170 Small Group Communication | Describe various career fields related to the discipline of communication studies, including those in research; education; the nonprofit sec | |
| COMS 170 Small Group Communication | Explain how communication influences human relationships in various contexts, including personal identity; personal relationships; | |
| COMS 170 Small Group Communication | Identify, describe, and evaluate the various subjects of communication studies | |
| COMS 170 Small Group Communication | Summarize the areas of research in communication studies and differentiate among quantitative research, qualitative | |
| COMS 170 Small Group Communication | communications studies | |
| COMS 180 Intercultural Communication | SLO 1 | Explain how culture impacts our perception of how we see the world |
| COMS 180 Intercultural Communication | SLO 2 | Analyze how individualized cultural identities influence communication strategies |
| COMS 180 Intercultural Communication | SLO 3 | Identify the role pop culture plays in the evolution of culture around the world |
| COMS 180 Intercultural Communication | SLO 4 | Describe the role culture plays in conflict management strategies |
| COMS 180 Intercultural Communication | SLO 5 | Develop skills to research, observe, and analyze how the understanding of intercultural competence helps build society |
| COMS 201 Communication and Community | Appreciate the role of communication in shaping our individual identities and society as | |

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| COMS 201 Communication and Community | Compare and contrast the linear, interactive, and transactional models of communication | |
| COMS 201 Communication and Community | Describe various career fields related to the discipline of communication studies, including those in research; education; the nonprofit sec | |
| COMS 201 Communication and Community | Explain how communication influences human relationships in various contexts, including personal identity; personal relationships; | |
| COMS 201 Communication and Community | Identify, describe, and evaluate the various subjects of communication studies | |
| COMS 201 Communication and Community | Investigate and develop one's own communication processes and skills, including | |
| COMS 201 Communication and Community | Summarize the areas of research in communication studies and differentiate among quantitative research, qualitative | |
| COMS 201 Communication and Community | Summarize the history of the discipline of communication studies | |
| COMS 99 Voice and Diction for Non-Native Speakers of English | SLO | SLOs for this course are yet to be determined. COMS 99 has not been offered in several years, but will be offered in either Fall 2018 or Spring 2019. SLOs will be determined at that time. |
| CONF 110 Personal Financial Management | SLO 1 | Student will complete a personal financial plan which projects anticipated income, expenditures and savings for a period of one year. |
| DEMO- PR/SLOAC Committee | Analyze Primary and Secondary Sources | Students will be able to analyze primary and secondary sources. |
| DFLM 101 Introduction to Film | SLO #1 | Articulate the connections between a movie and the society in which they were created. |
| DFLM 101 Introduction to Film | SLO #2 | Analyze and discuss the effectiveness of a take, a shot, a scene, and a sequence of a film. |
| DFLM 102 The American Cinema | SLO #1 | Explain major historical events in motion picture history and how they influenced American culture. |
| DFLM 102 The American Cinema | SLO #2 | Explain the impact of Hollywood movies on society. |

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| DIES 100 Introduction to Diesel Technology | Course Outcome #1 | The student will: Demonstrate a basic understanding of diesel shop safety: a. Personal safety. b. Safe tool usage. c. Shop safety. |
| DIES 100 Introduction to Diesel Technology | Course Outcome #2 | The student will: Demonstrate a basic understanding of hydraulic fittings: a. Identification. b. Classification. c. Size. |
| DIES 100 Introduction to Diesel Technology | Course Outcome #3 | The student will: Demonstrate a basic understanding of Industrial Fasteners. a. Identification. b. Classification. c. Size. |
| DIES 101 Heavy Duty Truck, Advanced Transportation, Equipment Preventive Maintenance and Inspections | Course Outcome 1 | Students will demonstrate a basic understanding of commercial vehicle inspections and maintenance procedures by: a. Demonstrating knowledge and understanding of commercial vehicle components. b. Demonstrating knowledge and an understanding of preventive maintenance procedures c. Demonstrating knowledge and an understanding of hazardous material handling and disposal |
| DIES 101 Heavy Duty Truck, Advanced Transportation, Equipment Preventive Maintenance and Inspections | Course Outcome 2 | Student will demonstrate the ability to use shop equipment to: a. Change oil in a diesel engine b. Change oil in a manual transmission c. Change oil in a differential |
| DIES 101 Heavy Duty Truck, Advanced Transportation, Equipment Preventive Maintenance and Inspections | Course Outcome 3 | Student will demonstrate the ability to perform the following inspections a. California Bit inspection b. Driver daily inspection c. A, B, C type inspection |
| DIES 102 Heavy Duty Truck and Heavy Equipment Heating and Air Conditioning | Course Outcome #1 | The student will demonstrate a basic understanding of mobile HVAC systems by: a. Identifying major HVAC system components. b. Identifying the function of major HVAC system components. c. Identifying basic laws of thermodynamics. |
| DIES 102 Heavy Duty Truck and Heavy Equipment Heating and Air Conditioning | Course Outcome #2 | The student will demonstrate the ability to: a. Perform tests to determine the operating condition of a HVAC system. b. Reclaim, Recover, and recharge an air conditioning system. c. Diagnose an operator environment heating system. |
| DIES 105 Measuring Tools and Applied Mathematics | Course Outcome #1 | The student will: Demonstrate the ability to perform basic mathematical functions as they relate to the diesel industry: a. Addition of whole numbers. b. Subtraction of whole numbers. c. Multiplication of whole numbers. d. Division of whole numbers. |

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| DIES 105 Measuring Tools and Applied Mathematics | Course Outcome #2 | The student will: Demonstrate the ability to read and use standard micrometers. a. Outside. b. Inside. c. Depth. d. Dial Indicators. |
| DIES 105 Measuring Tools and Applied Mathematics | Course Outcome #3 | The student will: Demonstrate the ability to read and use metric micrometers. a. Outside. b. Inside. c. Depth. d. Dial Indicators. |
| DIES 121 Diesel Engines A | Course Outcome #1 | The student will: Demonstrate a basic understanding Detroit Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components. |
| DIES 121 Diesel Engines A | Course Outcome #2 | The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability. |
| DIES 121 Diesel Engines A | Course Outcome #3 | The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests. |
| DIES 122 Diesel Engines B | Cours Outcome #1 | The student will: Demonstrate a basic understanding Caterpillar Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components. |
| DIES 122 Diesel Engines B | Course Outcome #2 | The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability. |
| DIES 122 Diesel Engines B | Course Outcome #3 | The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests. |
| DIES 123 Diesel Engines C | Course Outcome #1 | The student will: Demonstrate a basic understanding of diesel engine component repair by: a. Identifying the major diesel engine systems. b. Identifying diesel engine system function. c. Identifying the function of major Diesel engine components within the engine system. |

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| DIES 123 Diesel Engines C | Course Outcome #2 | The student will demonstrate the ability to work in a shop environment by: a. Using service literature (Paper & Electronic). b. Inspecting the major components for serviceability. c. Working in the lab safely. |
| DIES 123 Diesel Engines C | Course Outcome #3 | The student will demonstrate the ability to overhaul engine components by: a. Successfully disassembling an engine component. b. Successfully inspecting components for wear. c. Successfully reassembling engine component. |
| DIES 124 Diesel Engines D | Course Outcome #1 | The student will: Demonstrate a basic understanding Cummins Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components. |
| DIES 124 Diesel Engines D | Course Outcome #2 | The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability. |
| DIES 124 Diesel Engines D | Course Outcome #3 | The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests. |
| DIES 125 Diesel Engines I | Course Outcome #1 | The student will: Demonstrate a basic understanding Detroit Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components. |
| DIES 125 Diesel Engines I | Course Outcome #2 | The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability. |
| DIES 125 Diesel Engines I | Course Outcome #3 | The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests. |
| DIES 126 Diesel Engines II | Course Outcome #1 | The student will: Demonstrate a basic understanding Caterpillar Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components. |

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| DIES 126 Diesel Engines II | Course Outcome #2 | The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability. |
| DIES 126 Diesel Engines II | Course Outcome #3 | The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests. |
| DIES 128 Diesel Engines III | Course Outcome #1 | The student will: Demonstrate a basic understanding Cummins Diesel engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components. |
| DIES 128 Diesel Engines III | Course Outcome #2 | The student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability. |
| DIES 128 Diesel Engines III | Course Outcome #3 | The student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests. |
| DIES 131 Alternative-Fueled Engine Overhaul | Course Outcome #1 | Student will demonstrate a basic understanding Large bore natural gas engines by: a. Identifying the major engine systems. b. Identifying the location of major engine components. c. Identifying the function of major engine components. |
| DIES 131 Alternative-Fueled Engine Overhaul | Course Outcome #2 | Student will demonstrate the ability to: a. Use service literature (Paper & Electronic). b. Disassemble the diesel engine. c. Inspect the major components for serviceability. |
| DIES 131 Alternative-Fueled Engine Overhaul | Course Outcome #3 | Student will demonstrate the ability to: a. Reassemble the diesel engine. b. Run the engine for performance. c. Perform engine run-in tests |
| DIES 135 Applied Failure Analysis | Outcome 1 | The student will: Demonstrate a basic understanding metallurgy. |
| DIES 135 Applied Failure Analysis | Outcome 2 | The student will: Demonstrate a basic understanding wear. |
| DIES 135 Applied Failure Analysis | Outcome 3 | The student will: Demonstrate a basic understanding fractures. |

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| DIES 137 Diesel Fuel Injection Systems | Course Outcome #1 | The student will: Demonstrate a basic understanding of the diesel fuel systems by: a. Identifying the major fuel system Components. b. Identifying the location of major Fuel system components. c. Identifying the function of fuel System components. |
| DIES 137 Diesel Fuel Injection Systems | Course Outcome #2 | The student will: Demonstrate the ability to: a. Adjust the Valves and injectors on one of several models of diesel engines. b. Remove and re-install the injectors on one of several models of diesel engines. |
| DIES 137 Diesel Fuel Injection Systems | Course Outcome #3 | The student will: Demonstrate the ability to: a. Perform basic system tests on a diesel fuel system. b. Use a computer to perform cylinder cutout test on one of several models of diesel engines. |
| DIES 137A Advanced Diesel Fuel Injection Systems | Course Outcome #1 | The student will: Demonstrate an advanced understanding of the diesel fuel systems by: a. Identifying the major fuel system Components. b. Identifying the location of major Fuel system components. c. Identifying the function of fuel System components. |
| DIES 137A Advanced Diesel Fuel Injection Systems | Course Outcome #2 | The student will: Demonstrate the ability to: a. Demonstrate the ability hook up and run a diesel engine. b. Hook up and bleed air out of the fuel system. c. Hook up electronic control systems. |
| DIES 137A Advanced Diesel Fuel Injection Systems | Course Outcome #3 | The student will: Demonstrate the ability to: a. Hook up electronic testing tools to any one of many electronically controlled diesel engines, and perform diagnostic testing. |
| DIES 138 Electrical Systems | Outcome 1 | The student will: Demonstrate a basic understanding of basic heavy duty diesel electrical systems by: a. Demonstrating knowledge and an understanding of batteries. b. Demonstrating knowledge and an understanding of charging system operation. c. Demonstrating knowledge and an understanding of starting system operation. |

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| DIES 138 Electrical Systems | Outcome 2 | The student will demonstrate the ability to use shop electrical test equipment to test the following: a. Batteries. b. Charging systems. c. Starting systems. |
| DIES 138 Electrical Systems | Outcome 3 | The student will demonstrate the ability to service the following: a. Batteries. b. Charging systems. c. Starting systems. |
| DIES 144 Electronics for Diesel Technology | Outcome 1 | The student will: Demonstrate a basic understanding of basic electrical theory: a. AC & DC electricity. |
| DIES 144 Electronics for Diesel Technology | Outcome 2 | The student will: Demonstrate a basic understanding of basic circuit theory: a. Series circuits. b. Parallel circuits. c. Series/ Parallel circuits. |
| DIES 144 Electronics for Diesel Technology | Outcome 3 | The student will: Demonstrate a basic understanding of basic electronics theory: a. Semi-conductor theory |
| DIES 155 Air Brake Systems | Outcome 1 | The student will: Demonstrate a basic understanding of Truck Air Brake Systems by: a. Identifying the major system components. b. Identifying the function of foundation brake components. c. Identifying the function of air brake control components. |
| DIES 155 Air Brake Systems | Outcome 2 | The student will: Demonstrate the ability to: a. Perform foundation brake Overhauls. |
| DIES 155 Air Brake Systems | Outcome 3 | The student will: Demonstrate the ability to: a. Perform repairs air brake Control components. |
| DIES 160 Heavy Duty Manual Transmissions | Outcome 1 | The student will: Demonstrate a basic understanding of automotive transmissions by: a. Identifying the major transmission components. b. Identifying the function of major transmission components. c. Understanding the power-flow of single and twin countershaft Transmissions. |
| DIES 160 Heavy Duty Manual Transmissions | Outcome 2 | The student will: Demonstrate the ability to overhaul a single-countershaft transmission. Measurement |
| DIES 160 Heavy Duty Manual Transmissions | Outcome 3 | The student will: Demonstrate the ability to overhaul a twin-countershaft transmission. |

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| DIES 165 Truck Automatic Transmissions | Outcome 1 | The student will: Demonstrate a basic understanding of automotive construction by: a. Identifying the major automotive systems. b. Identifying the location of major automotive components. c. Identifying the function of major automotive components within the major automotive systems. |
| DIES 165 Truck Automatic Transmissions | Outcome 2 | Demonstrate the ability to disassemble an automatic transmission. |
| DIES 165 Truck Automatic Transmissions | Outcome 3 | Demonstrate the ability to reassemble an automatic transmission. |
| DIES 170 Truck Drive Axles and Specifications | Outcome 1 | The student will: Demonstrate a basic understanding of truck drive-axles by: a. Identifying the major components of a single and tandem drive-axle. b. Identifying the location of major differential components. c. Identifying the function of major differential components. |
| DIES 170 Truck Drive Axles and Specifications | Outcome 2 | The student will demonstrate the ability to disassemble & reassemble a single reduction differential. |
| DIES 170 Truck Drive Axles and Specifications | Outcome 3 | The student will demonstrate the ability to disassemble & reassemble a tandem axle differential. |
| DIES 175 Truck Chassis R&R | Outcome 1 | The student will demonstrate a basic understanding of heavy duty trucks by: a. Identifying different types of trucks, and truck classifications. b. Understanding safe shop working procedures. c. Clutch function and operation. |
| DIES 175 Truck Chassis R&R | Outcome 2 | Demonstrate the ability to safely remove and install common truck components. |
| DIES 175 Truck Chassis R&R | Outcome 3 | Demonstrate the ability to service heavy duty multiple disc clutches. |
| DIES 180 Steering, Suspension, and Driveline Systems | Outcome 1 | The student will: Demonstrate a basic understanding of truck suspensions systems by: a. Identifying the major suspension system components. b. Identifying the operation of major truck suspension components. c. Identifying the function of major truck suspension components. |

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| DIES 180 Steering, Suspension, and Driveline Systems | Outcome 2 | The student will: Demonstrate the ability to overhaul the front suspension on a commercial truck. |
| DIES 180 Steering, Suspension, and Driveline Systems | Outcome 3 | The student will: Demonstrate the ability to overhaul the rear suspension on a commercial truck. |
| DIES 200 Mobile Hydraulic Systems | Outcome 1 | The student will: Demonstrate a basic understanding of mobile hydraulic systems by: a. Identifying major hydraulic system Components. b. Identifying the function of major Hydraulic system components. c. Identifying basic hydraulic laws. |
| DIES 200 Mobile Hydraulic Systems | Outcome 2 | The student will: Demonstrate the ability to: a. Perform repairs on hydraulic components. 1. Pumps. 2. Actuators. 3. Valves. |
| DIES 200 Mobile Hydraulic Systems | Outcome 3 | The student will: Demonstrate the ability to: a. Perform basic hydraulic tests, Cycle time Pressure. Flow. |
| DIES 210 Brakes, Final Drives and Steering Systems | Outcome 1 | The student will: Demonstrate a basic understanding of Brakes, Final Drives, and steering systems by: a. Identifying the major system Components. b. Identifying the location of major system components. c. Identifying the function of major system components. |
| DIES 210 Brakes, Final Drives and Steering Systems | Outcome 2 | The student will: Demonstrate the ability to overhaul Brakes, final drives, steering system Components. |
| DIES 210 Brakes, Final Drives and Steering Systems | Outcome 3 | The student will: Demonstrate the ability to remove and Reinstall system components. |
| DIES 220 Undercarriage | Course Outcome #1 | The student will: Demonstrate a basic understanding of undercarriage systems by: a. Identifying the major undercarriage system components. b. Identifying the location of major undercarriage system components. c. Identifying the function of major undercarriage system components. |
| DIES 220 Undercarriage | Course Outcome #2 | The student will: Demonstrate the ability to Remove and reinstall tracks on a Track-type tractor. |
| DIES 220 Undercarriage | Course Outcome #3 | The student will: Demonstrate the ability to remove and Reinstall track system components. |

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| DIES 230 Heavy Equipment Transmissions | Outcome 1 | The student will: Demonstrate a basic understanding of heavy equipment powershift transmissions by: a. Identifying major system components. b. System operation. c. Transmission maintenance. |
| DIES 230 Heavy Equipment Transmissions | Outcome 2 | Demonstrate the ability to disassemble a Powershift transmission. |
| DIES 230 Heavy Equipment Transmissions | Outcome 3 | Demonstrate the ability to reassemble a Powershift transmission. |
| DIES 240 Equipment Chassis R&R | Outcome 1 | The student will demonstrate a basic understanding of heavy equipment by: a. Identifying different types of equipment. b. Understanding safe shop working procedures. c. Clutch function and operation. |
| DIES 240 Equipment Chassis R&R | Outcome 2 | Demonstrate the ability to safely remove and install common heavy equipment components. |
| DIES 240 Equipment Chassis R&R | Outcome 3 | Demonstrate the ability to service heavy duty multiple disc clutches. |
| DIES 90 Forklift Operation | Course Outcome #1 | Student will demonstrate a basic understanding of safe forklift operating procedures. |
| DIES 90 Forklift Operation | Course Outcome #2 | Student will perform a pre-operational forklift safety inspection. |
| DIES 90 Forklift Operation | Course Outcome #3 | Student will demonstrate the ability to safely operate a forklift in a simulated warehouse condition. |
| DSPS 20 Introduction to Accessible Computers | Outcome 1 | |
| DSPS 21 Accessible Computing Lab | DSPS 21 SLO # 1 | Use critical thinking and problem solving skills to identify the basic components of the computer |
| DSPS 21 Accessible Computing Lab | DSPS 21 SLO # 2 | Use critical thinking and problem solving skills to utilize personalized procedures for access to internet, email, tutorial programs, and Microsoft applications software |
| DSPS 21 Accessible Computing Lab | DSPS 21 SLO # 3 | Use information management skills to utilize appropriate technology to manage information, solve problems, and communicate effectively |

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| DSPS 21 Accessible Computing Lab | DSPS 21 SLO # 4 | Use of personal and professional skills to understand the information, resources, and options necessary to achieve academic, personal, and professional goals |
| ECON 120 Principles of Macroeconomics | Course Outcome #1 | Apply, evaluate, and relate macro-economic concepts to theoretical constructs, economies, policies, and current events. |
| ECON 120 Principles of Macroeconomics | Course Outcome #2 | Analyze and formulate graphical and numerical data. |
| ECON 120 Principles of Macroeconomics | Course Outcome #3 | Solve problems utilizing reasoning to arrive at logical solutions. |
| ECON 121 Principles of Microeconomics | Outcome #1: | Analyze how the basic market model performs, utilizing the forces of supply and demand. |
| ECON 121 Principles of Microeconomics | Outcome #2: | Distinguish between different industry structures (perfect and imperfect competition) and associate the characteristics of these structures with real world analysis. |
| ECON 121 Principles of Microeconomics | Outcome #3: | State the strengths of markets in allocating resources and explain the various reasons that markets will not perform efficiently. |
| EDUC 100 Tutor Training | SLO 1 | Demonstrate the ability to foster independent learning. |
| EDUC 100 Tutor Training | SLO 2 | Demonstrate competence in the effective implementation of the tutoring cycle. |
| EDUC 100 Tutor Training | SLO 3 | Demonstrate a working knowledge of basic study skills, informal diagnostic techniques, and strategies for learning in the tutor's discipline |
| EDUC 200 Teaching as a Profession | SLO 1 | Orally present a critical review of a current issue in education. |
| EDUC 200 Teaching as a Profession | SLO 2 | Write critical reflections on classroom observations. |
| EDUC 200 Teaching as a Profession | SLO 3 | Compose a career plan to become a certified teacher |
| EDUC 203 Service Learning for Prospective Teachers | SLO 1 | In this lab class, the students will be expected to comprehend: -- the issues of methodologies used in education as well as pedagogical styles. --through observation see these methodologies and pedagogical styles in action --through observation develop their own methodologies and pedagogy using the knowledge learned in the lectures and through observation --be able to provide a detailed lesson plan using proper education pedagogy and methodologies. |

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| Communication | SLO 1 | Writing |
| Communication | SLO 2 | Listening and Speaking |
| ELAC 023 Academic Listening and Speaking I | SLO 1 | Listening and Speaking 1 |
| ELAC 023 Academic Listening and Speaking I | SLO 2 | Listening & Speaking 2 |
| I | SLO 1 | Writing |
| I | SLO 2 | Reading comprehension |
| ELAC 033 Academic Listening and Speaking II | SLO 1 | Speaking |
| ELAC 033 Academic Listening and Speaking II | SLO 2 | Listening |
| II | SLO 1 | Writing |
| II | SLO 2 | Reading |
| III | SLO 1 | Writing |
| III | SLO 2 | Reading |
| EMGM 105A Emergency Medical Technician - National Registry | SLO 1 | Demonstrates an understanding of scene size-up to include safety, mechanism of injury vs nature of illness, number of patients, additional resources and the need for spinal stabilization. |
| EMGM 105A Emergency Medical Technician - National Registry | SLO 2 | Demonstrate a basic understanding of the components of primary assessment and recognizes the need for immediate intervention. |
| EMGM 105A Emergency Medical Technician - National Registry | SLO 3 | Demonstrate the ability to determine patient priority and form transport decision. |
| EMGM 105A Emergency Medical Technician - National Registry | SLO 4 | Demonstrates critical thinking in differentiating the need for a modified secondary or a rapid secondary assessment. |
| EMGM 105A Emergency Medical Technician - National Registry | SLO 5 | Demonstrates the ability to form a field impression and make treatment decisions. |
| EMGM 105A Emergency Medical Technician - National Registry | SLO 6 | Demonstrates the ability to perform timely reassessments and adjustment of prehospital emergency care. |
| EMGM 106 Emergency Medical Technician - Defibrillation/Combitude | Learning Outcome: Use of Automated External Defibrillator | Students will demonstrate their ability to use an automated external defibrillator (AED) in the management an adult, child, and infant cardiac arrest patient. Skill competency will include stating AED indications, contraindications, proper placement, and knowledge of local cardiac arrest protocols. |

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| EMGM 106 Emergency Medical Technician - Defibrillation/Combitude | Learning Outcomes for Basic Life Support Training | Students will demonstrate proficiency in Basic Life Support by determining scene safety, evaluating an initial assessment, managing airway, breathing and circulation to provide effective resuscitation efforts in cardiac or respiratory arrest patients. |
| EMGM 106 Emergency Medical Technician - Defibrillation/Combitude | Learning Outcomes for Perilaryngeal Airway Adjunct Training | The students will demonstrate their ability to assess and treat a patient using a Perilaryngeal Airway Adjunct (PAA) by determining the need for placement of a PAA, proper insertion, verification of placement, and ongoing monitoring of the device to ensure a protected airway. |
| EMGM 106 Emergency Medical Technician - Defibrillation/Combitude | Student Learning Outcome for EMT Expanded Scope Skills | Students will demonstrate proficiency in the State of California expanded scope of practice EMT skills by demonstrating, through three psycho-motor skills tests, their ability to properly assess and treat patients with the following conditions: (1) anaphylactic shock patients by administering intramuscular epinephrine auto-injector; (2) patients exhibiting an opioid drug overdose by administering naloxone hydrochloride through an intranasal route, and (3) assessing diabetic emergency patients by demonstrating the ability to correctly use a glucometer to measure patients' blood glucose levels. |
| EMGM 350 Recertification Course for San Diego County EMT | 1. Determining scene safety | Students will demonstrate their ability to understand the need for scene safety and be able to apply a dynamic on-going process to ensure their safety. |
| EMGM 350 Recertification Course for San Diego County EMT | 2 Performing an appropriate patient assessment | The students will demonstrate their ability to perform a complete situation-driven patient assessment, including; scene size-up, primary assessment, secondary assessment, and perform an on-going re-assessment based upon the patient's acuity. |
| EMGM 350 Recertification Course for San Diego County EMT | 3 Demonstrating effective management of life threats | Students will demonstrate their ability to perform an effective primary assessment, looking for, and begin treating, immediate life threats related to the patient's airway, breathing and circulation status |

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| EMGM 350 Recertification Course for San Diego County EMT | 4 Understanding mechanism of injury | Students will demonstrate their ability to apply kinematics of trauma to a scene assessment |
| EMGM 350 Recertification Course for San Diego County EMT | 5 Demonstrating proper use of prehospital care equipment and supplies | The student will demonstrate their ability to know when and how to use various types of patient care equipment, and understand the need for an ongoing training process to limit skills degradation. |
| EMGM 350 Recertification Course for San Diego County EMT | 6 Verifying patient status by performing an ongoing assessment | Student will demonstrate their ability to perform an on-going patient assessment by reassessing the primary and secondary assessment, reassessing vital signs and ensuring the effectiveness of any interventions. |
| EMGM 351 Advanced Cardiac Life Support Inservice | SLO 1 | Demonstrate an understanding of patient assessment and treatment of the patient presenting with acute coronary syndrome and cardiac arrest by: 1. applying the ECC approach to the assessment and treatment of patients presenting with acute coronary syndromes and cardiac arrest; 2. recognizing and treating dysrhythmias with electrical therapy and/or pharmacologic agents; 3. demonstrating the techniques of cardiopulmonary resuscitation and use of the automated external defibrillator; 4. demonstrating basic and advanced airway management techniques; 5. demonstrating a collaborative approach in treating the cardiac patient. |
| EMGM 353 Prehospital Trauma Life Support Inservice | SLO 1 | Demonstrate an understanding of patient assessment and care of the trauma patient within the prehospital setting by: 1. identifying threats to the patient, bystanders and emergency personnel; 2. integrating analysis of kinematics and physical findings; 3. differentiating between critical and noncritical patients; 4. recognizing and treating life threats in the primary and secondary surveys; 5. differentiating need for expeditious packaging and transport versus care at scene; 6. demonstrating skills utilized in the care of the trauma patient. |

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| EMGM 50 CPR for Health Care Providers | SLO 1 Recognition of Common Life-threatening Emergencies | The students of this video-driven American Heart Association Basic Life Support (BLS) for Healthcare Providers Course will demonstrate their ability to recognize common life-threatening emergencies, including stroke, cardiac arrest, and choking. |
| EMGM 50 CPR for Health Care Providers | SLO2 Cardiopulmonary Resuscitation Skills | The students of this video-driven American Heart Association Basic Life Support (BLS) for Healthcare Providers Course will demonstrate their ability to provide effective, timely cardiopulmonary resuscitation on neonates, infants, children, and adult |
| EMGM 50 CPR for Health Care Providers | SLO3 Automatic External Defibrillator (AED) Skills | The students of this video-driven American Heart Association Basic Life Support (BLS) for Healthcare Providers Course will demonstrate their ability to effectively use an automatic external defibrillator (AED) on all cardiac arrest victims |
| EMGM 50 CPR for Health Care Providers | SLO4 Airway Obstruction in a Choking Patient | The students of this video-driven American Heart Association Basic Life Support (BLS) for Healthcare Providers Course will demonstrate their ability to relieve an airway obstruction in a choking patient safely, timely, and effectively. |
| ENGL 101 Reading and Composition | SLO 1 | The student will write an analytical or argumentative essay consisting of at least 1000 words. |
| ENGL 105 Composition and Literature | SLO #1 | The student will write an expository or argumentative essay consisting of at least 1000 words that interprets literary contexts such as socio-historical moment. The paper should be organized and clearly written, utilizing the grammatical conventions of the English language. 1. The paper will have an arguable thesis/or plan of development and persuasive support. 2. The paper will be organized correctly with an introduction, supporting body paragraphs and conclusion. 3. The paper will analyze, interpret, and evaluate outside sources, including on-line information. Subsequently, the students will demonstrate proficiency in formatting paper to compliance with MLA (Modern Language Association) guidelines. |
| ENGL 205 Critical Thinking and Intermediate Composition | SLO 1 | The student will construct an effective, research-based argumentative essay consisting of at least 1500 words. |

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| ENGL 208 Introduction to Literature | SLO 1 | Students can interpret common figures of speech and/or symbols and devise a defensible theme for a work. |
| ENGL 209 Literary Approaches to Film | SLO 1 | Ability to argue, in writing, an original claim/thesis and provide persuasive support. |
| ENGL 210 American Literature I | SLO #1 | Ability to argue, in writing, an original claim/thesis and provide persuasive support. |
| ENGL 210 American Literature I | SLO#2 Apply Interpretative Strategies to a Literary Work | Student will demonstrate the ability to interpret a representative work of literature from the course by analyzing its theme, symbols, style, characterization or other significant component. This outcome can be part of the written work used to assess SLO#1. |
| ENGL 211 American Literature II | SLO 1 | The student will construct an effective, research-based argumentative essay consisting of at least 1500 words on American Literature from 1865 to the present. |
| ENGL 215 English Literature I: 800-1799 | SLO #1 | Ability to argue, in writing, an original claim/thesis and provide persuasive support. |
| ENGL 216 English Literature II: 1800 - Present | SLO #1 | Ability to argue, in writing, an original claim/thesis and provide persuasive support. |
| ENGL 220 Masterpieces of World Literature I: 1500 BCE - 1600 CE | SLO 1 | Ability to argue, in writing, an original claim/thesis and provide persuasive support. |
| ENGL 221 Masterpieces of World Literature II: 1600 - Present | SLO 1 | Research-based analytical/argumentative essay on world literature (sequence 1), written independently out of class, consisting of at least 1500 words. |
| ENGL 230 Asian American Literature | SLO 1 | Ability to argue, in writing, an original claim/thesis and provide persuasive support. |
| ENGL 237 Women in Literature | SLO 1 | Ability to identify, in writing, a female archetype or stereotype in a literary work and critically analyze its cultural representation. |
| ENGL 249A XDA - Introduction to Creative Writing | SLO 1 | The student will produce a minimum of 5 (five) submission ready poems/narratives. The creative work should be presented in a portfolio/chapbook form. |

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| ENGL 265C Accelerated English | SLO 1 | Students can identify an author's position, reasons, and support in an argument as well as the opposition's argument if it is included in the essay. |
| ENGL 265C Accelerated English | SLO 2 | Students can write a well-organized, coherent and adequately supported multi-paragraph essay. |
| ENGL 36 Basic Creative Writing Workshop | SLO #1 | The student will demonstrate basic understanding of poetry and fiction elements in a short portfolio of original work. The contents will include at least one poem and one short story. 1. The poetry will demonstrate use of imagery, point of view, theme, and form. 2. The fiction will demonstrate adequate use of plot, setting, and point of view. |
| ENGL 42 College Reading and Study Skills I | SLO 1 | SLO #1 The student can demonstrate comprehension of academic text materials at the 10th grade level by identifying topics, stated main ideas, supporting details, patterns of organization, and vocabulary in context. |
| ENGL 43 English Review | SLO 1 | Demonstrate ability to formulate an on-topic topic sentence that establishes a clear direction for the paragraph. |
| ENGL 43 English Review | SLO 2 | Demonstrate ability to write a paragraph with logical organization. |
| ENGL 43 English Review | SLO 3 | Demonstrate ability to write a paragraph with sufficient and clear support, including major and minor details that are directly related to the topic sentence. |
| ENGL 43 English Review | SLO 4 | Demonstrate proficiency with sentence structure, with no more than a minimal number of distracting errors. |
| ENGL 48 College Reading and Study Skills II | SLO 1 | The student can demonstrate comprehension of academic text material by identifying topics, stated and unstated main ideas, supporting details, and patterns of organization. |
| ENGL 49 Basic Composition | Development | 2. Demonstrate ability to write a multi-paragraph essay with appropriate development. |
| ENGL 49 Basic Composition | Organization | 1. Demonstrate ability to write a multi-paragraph essay with appropriate organization. |
| ENGL 49 Basic Composition | Sentence Skills | 4. Demonstrate ability to write a multi-paragraph essay with appropriate sentence skills. |

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| ENGL 49 Basic Composition | Thesis | 3. Demonstrate ability to write a multi-paragraph essay with an appropriate thesis. |
| ESOL 19A Transitional English For ESOL Students | SLO 1: Main Idea Sentence | Topic sentence relates directly to the prompt |
| ESOL 19A Transitional English For ESOL Students | SLO 2: Support | At least 9 supporting sentences. |
| ESOL 19A Transitional English For ESOL Students | SLO 3: Organization | Directly related to the TS and supporting sentences are organized logically |
| ESOL 19A Transitional English For ESOL Students | SLO 4: Grammar | Control over subjects and verbs and simple sentences (attempts compound sentences) |
| ESOL 20 XDA - Writing for Non-native Speakers of English I | SLO 1: Topic Sentence | Topic Sentence: In a paragraph, written in response to a written prompt, the student will write a topic sentence that is appropriately focused and directly answers the prompt. |
| ESOL 20 XDA - Writing for Non-native Speakers of English I | SLO 2: Supporting Sentences | Supporting Sentences: In a paragraph, written in response to a prompt, the student will write supporting sentences that directly relate to the topic sentence, even if the topic sentence is off-topic. Most sentences must be correctly constructed. |
| ESOL 20 XDA - Writing for Non-native Speakers of English I | SLO 3: Organization/Transitions | Organization/Transitions: In a paragraph, written in response to a prompt, the student will write supporting sentences that are organized so that meaning is clear and with proper use of transitions. |
| ESOL 20 XDA - Writing for Non-native Speakers of English I | SLO 4: Grammar | In a paragraph written in response to a prompt, the student will show satisfactory control over all simple verb tenses and forms (i.e., simple past, present, and future). |
| ESOL 21 XDA - Reading for Non-native Speakers of English I | SLO 1: Main Idea | A timed in-class exam, consisting of a short reading, followed by multiple choice and/or short answer questions |
| ESOL 21 XDA - Reading for Non-native Speakers of English I | SLO 2: Supporting Details | A timed in-class exam, consisting of a short reading, followed by multiple choice and/or short answer questions. |
| ESOL 21 XDA - Reading for Non-native Speakers of English I | SLO 3: Drawing Inferences | A timed in-class exam consisting of a short reading followed by multiple choice and/or short answer questions. Reading may be an unfamiliar text or an excerpt from a familiar text. |
| ESOL 21 XDA - Reading for Non-native Speakers of English I | SLO 4: Vocabulary in Context | A sentence with context clues. Students can choose the meaning from a list of multiple choice answers. |
| ESOL 21 XDA - Reading for Non-native Speakers of English I | SLO 5: Vocabulary: Part of Speech | A sentence with an unfamiliar vocabulary word. The student can choose the part of speech from a multiple-choice list. |

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| ESOL 22 XDA - Listening and Speaking for Non-native Speakers of English I | SLO 1: Listening Comprehension - Main Idea and Supporting Details | Using a multiple choice test, the student will score 70 or higher to demonstrate sufficient listening comprehension. In a written assessment, the student must correctly restate the main idea and supporting details in his/her own words. |
| English II | SLO 1: Main Idea | Details to follow. |
| English II | SLO 2: Support | At least two major and minor details |
| English II | SLO 3: Grammar | Demonstrates control over verb tenses and forms. |
| ESOL 30 XDA - Writing for Non-native Speakers of English II | SLO 4: Organization | Organizes the composition effectively with unity and coherence. |
| ESOL 31 XDA - Reading for Non-native Speakers of English II | SLO 1: Main Idea | Given an academic text of 500-1000 words, the student will demonstrate comprehension by identifying the main idea of the reading, and differentiate it from the supporting details. |
| ESOL 31 XDA - Reading for Non-native Speakers of English II | SLO 2: Vocabulary 1 | The student will demonstrate ability to correctly use selected words in original sentences that show clear understanding of the word's contextual definition and part of speech. |
| ESOL 31 XDA - Reading for Non-native Speakers of English II | SLO 3: Vocabulary 2 | Given an academic word list the student will demonstrate understanding of a selected word's definition. |
| ESOL 31 XDA - Reading for Non-native Speakers of English II | SLO 4: Summary/Organization | Given a familiar academic text of 500- 1000 words, the student will demonstrate the ability to summarize and/or organize key points in the text in the form of an outline or graphic organizer. |
| ESOL 31 XDA - Reading for Non-native Speakers of English II | SLO 5: | Given a familiar academic text of 500- 1000 words, the student will be able to make inferences about the main idea of a text. |
| ESOL 32 Listening and Speaking for Non-Native Speakers of English II | SLO 1: Presenting an opinion | In a prepared speech, the student will demonstrate the ability to present an opinion about a selected class topic. |
| ESOL 40 Reading and Writing for Non-Native Speakers of English III | SLO 1: Thesis Statement | In an essay, written in response to a prompt, the student will write a thesis statement that is clear, on-topic, and contains minimal grammatical errors. |
| ESOL 40 Reading and Writing for Non-Native Speakers of English III | SLO 2: Support | Within the first body paragraph of the essay, the student provides 2-3 points of support related to the thesis statement |
| ESOL 40 Reading and Writing for Non-Native Speakers of English III | SLO 3: Organization | The essay shows unity and coherence |
| ESOL 40 Reading and Writing for Non-Native Speakers of English III | SLO 4: Grammar | The essay has a variety of complex grammatical and sentence structures with minimal errors. |

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| EXSC 113A SWIMMING 1 | SLO 1 | 1. Define the physical principles of basic swimming propulsion. |
| EXSC 113A SWIMMING 1 | SLO 2 | 2. Identify, apply and execute the basic swim stroke mechanics. |
| EXSC 113A SWIMMING 1 | SLO 3 | 3. Perform the different types of entries, turns and finishes. |
| EXSC 113A SWIMMING 1 | SLO 4 | 4. List and define physiological principles of a conditioning program. |
| EXSC 113A SWIMMING 1 | SLO 5 | 5. Compare and contrast different swim workout programs. |
| EXSC 113A SWIMMING 1 | SLO 6 | 6. Analyze and evaluate individual swimming technique. |
| EXSC 113A SWIMMING 1 | SLO 7 | 7. Identify and apply safety principles and guidelines in an aquatic environment. |
| EXSC 113A SWIMMING 1 | SLO 8 | 8. Design a personal swimming program for out of class use. |
| EXSC 113A SWIMMING 1 | SLO 9 | 9. Demonstrate improved stroke technique and cardiovascular endurance through practice of swim sets. |
| EXSC 113B SWIMMING 11 | SLO 1 | 1. Identify and apply intermediate water entry techniques. |
| EXSC 113B SWIMMING 11 | SLO 2 | 2. Define and apply movement concepts and proper body mechanics through the performance of swimming skills at an intermediate level. |
| EXSC 113B SWIMMING 11 | SLO 3 | 3. Identify, apply and execute the stroke mechanics for the elementary backstroke, sidestroke and front crawl. |
| EXSC 113B SWIMMING 11 | SLO 4 | 4. Perform open turns for the front crawl, sidestroke and elementary backstroke. |
| EXSC 113B SWIMMING 11 | SLO 5 | 5. List emergency situations and demonstrate rescue techniques. |
| EXSC 113B SWIMMING 11 | SLO 6 | 6. Evaluate skill development of strokes through observation and practical testing. |
| EXSC 113C SWIMMING III | SLO 1 | 1. Identify and apply safe head first entry techniques. |
| EXSC 113C SWIMMING III | SLO 2 | 2. Define and apply movement concepts and proper body mechanics through the performance of swimming skills at an intermediate-advanced level. |
| EXSC 113C SWIMMING III | SLO 3 | 3. Identify, apply and execute the stroke mechanics for the freestyle, backstroke, breaststroke and butterfly. |

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| EXSC 113C SWIMMING III | SLO 4 | 4. Perform open turns for the freestyle, backstroke, breaststroke and butterfly. |
| EXSC 113C SWIMMING III | SLO 5 | 5. List emergency situations and the correct responses for oceans, rivers and lakes. |
| EXSC 113D SWIMMING 1V | SLO 1 | 1. Identify and apply racing start entry techniques. |
| EXSC 113D SWIMMING 1V | SLO 2 | 2. Define and apply the basic principles of swimming propulsion. |
| EXSC 113D SWIMMING 1V | SLO 3 | 3. Define and apply movement concepts and proper body mechanics through the performance of swimming skills at an advanced level. |
| EXSC 113D SWIMMING 1V | SLO 4 | 4. Identify, apply and execute the advanced stroke mechanics for the freestyle, backstroke, breaststroke, butterfly and the underwater dolphin kick. |
| EXSC 113D SWIMMING 1V | SLO 5 | 5. Perform turns and finishes for the freestyle, backstroke, breaststroke and butterfly and individual medley. |
| EXSC 113D SWIMMING 1V | SLO 6 | 6. List emergency situations and demonstrate survival and rescue techniques. |
| EXSC 113D SWIMMING 1V | SLO 7 | 7. Analyze and evaluate individual swimming techniques through oral and written critiques. |
| EXSC 114A AQUATIC FITNESS I | SLO 1: | Observe distance per stroke. Count the number of strokes to complete 25 yd. |
| EXSC 114A AQUATIC FITNESS I | SLO 2: | Identify proper arm stroke when swimming freestyle. Observe the recovery phase of the swimmer to see distance per stroke. |
| EXSC 114A AQUATIC FITNESS I | SLO 3: | Create a swim workout that will include warm up, drill, main set and warm down. Each student will be graded on their swim workout. Grades will be given for both the midterm and final. |
| EXSC 115A WATER EXERCISE I | Identify proper body position when jogging in the water. | Identify proper amount of body lean, posture and swinging of the arms. Test will be an oral and while performing exercise. EXSC 115A, B, C, D classes included |
| EXSC 115A WATER EXERCISE I | Identify proper opposition of arms and legs while performing. | Identify proper technique when jogging across the pool. Posture, amount of lean, safety and intensity needs to be identified. Test will be an oral while performing exercise. EXSC 115A, B, C, D classes included. |

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| EXSC 124A AEROBIC AND CORE CONDITIONING I | SLO 1 | Understand the basic principles of cardiorespiratory endurance. |
| EXSC 124A AEROBIC AND CORE CONDITIONING I | SLO 2 | Understand the basic principles of weight training. |
| EXSC 125A AEROBIC DANCE I | Student outcome 1 Performance responsibility | Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from easy to elevated levels of difficulty. Students may be tested on the performance of these routines for mid-term and final grades. |
| EXSC 125A AEROBIC DANCE I | Student outcome 2 Performance responsibility | Students will be able to demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks. |
| EXSC 125A AEROBIC DANCE I | Student outcome 3 Performance responsibility | Students will be able to apply basic aerobic dance movement concepts with proper body alignment. |
| EXSC 125A AEROBIC DANCE I | Student outcome 4 Performance responsibility | Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work. |
| EXSC 125A AEROBIC DANCE I | Student outcome 5 Performance responsibility | Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention. |
| EXSC 125A AEROBIC DANCE I | Student outcome 6 Performance responsibility | Students will be able to analyze the basics of proper nutrition needed for engaging in most sports. |
| EXSC 125A AEROBIC DANCE I | Student outcome 7 Performance responsibility | Students will be able to define and apply the sound basics of light-weight training, progressing to 3-5 pound weights. |
| EXSC 125B AEROBIC DANCE II | Student outcome 1 Performance responsibility | Student outcome 1 Performance responsibility Students will be able to memorize and perform choreographed cardiovascular-based movement routines that vary from beginning to elevated levels of difficulty. Students may be tested on the performance of these routines for a mid-term and/or final grade. |
| EXSC 125B AEROBIC DANCE II | Student outcome 2 Performance responsibility | Students will be able to build and demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks. |

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| EXSC 125B AEROBIC DANCE II | Student outcome 3 Performance responsibility | Students will be able to apply beginning aerobic dance movement concepts with proper body alignment. |
| EXSC 125B AEROBIC DANCE II | Student outcome 4 Performance responsibility | Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, mat exercises, repetitions, and balance work. |
| EXSC 125B AEROBIC DANCE II | Student outcome 5 Performance responsibility | Students will be able to analyze and discuss proper techniques for utilizing cardiovascular movement as a health-based program, in terms of injury prevention. |
| EXSC 125B AEROBIC DANCE II | Student outcome 6 Performance responsibility | Students will be able to analyze the basics of proper nutrition needed for engaging in most sports. |
| EXSC 125B AEROBIC DANCE II | Student outcome 7 Performance responsibility | Students will be able to define and apply the sound basics of light-weight training, using to 3-5 pound weights. |
| EXSC 125C AEROBIC DANCE III | Student outcome 1 Performance responsibility | Students will be able to memorize and perform choreographed cardiovascular-based movement routines of an intermediate level of difficulty. Students may be tested on the performance of these routines for a mid-term and/or final grade. |
| EXSC 125C AEROBIC DANCE III | Student outcome 2 Performance responsibility | Students will be able to build and demonstrate progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks. |
| EXSC 125C AEROBIC DANCE III | Student outcome 3 Performance responsibility | Students will be able to apply intermediate aerobic dance movement concepts with proper body alignment, including turns, plyometrics, and directional changes. |
| EXSC 125C AEROBIC DANCE III | Student outcome 4 Performance responsibility | Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, intermediate-level mat exercises, repetitions, and balance work. |
| EXSC 125C AEROBIC DANCE III | Student outcome 5 Performance responsibility | Students will be able to analyze and discuss proper techniques for utilizing intermediate cardiovascular movement as a health-based program, in terms of injury prevention. |
| EXSC 125C AEROBIC DANCE III | Student outcome 6 Performance responsibility | Students will be able to analyze the basics of proper nutrition needed for engaging in most sports. |
| EXSC 125C AEROBIC DANCE III | Student outcome 7 Performance responsibility | Students will be able to define and apply the sound principles of light-weight training, using to 5-6 pound weights. |

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| EXSC 125D AEROBIC DANCE IV | Student outcome 1 Performance responsibility | Students will be able to memorize and perform choreographed, advanced-level cardiovascular-based movement routine that involve turns, added are movements, directional changes, plyometrics, and dance. Students may be tested on the performance of these routines for mid-term and final grades. |
| EXSC 125D AEROBIC DANCE IV | Student outcome 2 Performance responsibility | Students will be able to demonstrate advanced-level progress with a strength-building routine that consists of a series of exercises, including push-ups and sit-ups. Students will be tested on progress at mid-term and final weeks. |
| EXSC 125D AEROBIC DANCE IV | Student outcome 3 Performance responsibility | Students will be able to apply advanced -level aerobic dance movement concepts with proper body alignment. |
| EXSC 125D AEROBIC DANCE IV | Student outcome 4 Performance responsibility | Students will be able to demonstrate strength and flexibility increases through daily application of warm-ups, advanced mat exercises, repetitions, and balance work. |
| EXSC 125D AEROBIC DANCE IV | Student outcome 5 Performance responsibility | Students will be able to analyze and discuss proper techniques for utilizing advanced-level cardiovascular movement as a health-based program, in terms of injury prevention. |
| EXSC 125D AEROBIC DANCE IV | Student outcome 6 Performance responsibility | Students will be able to demonstrate proper form, strength gain, and technique with hand-held weights from 5-8 pounds. |
| EXSC 126A CARDIO CONDITIONING 1 | SLO #1 | Upon completion of the course, students will be able to identify fitness activities to improve cardiovascular endurance. |
| EXSC 126A CARDIO CONDITIONING 1 | SLO #2 | Upon completion of the course student will be able to determine health status based on multiple tools included in the course such as resting heart rate and rate of perceived exertion. (126B) |
| EXSC 126A CARDIO CONDITIONING 1 | SLO #3 | Upon completion of the course student will be able to create a fitness program to improve their cardiovascular fitness program. (126C) |
| EXSC 126A CARDIO CONDITIONING 1 | SLO #4 | Upon completion of the course student will be able to design and implement an advanced cardiovascular fitness program. (126D) |

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| EXSC 130A Indoor Cycling I | SLO 1 | Students will demonstrate how to adjust seat height, seat forward/back, and handlebar settings for maximum efficiency and safety. |
| EXSC 130A Indoor Cycling I | SLO 2 | Identify a series of varied exercise routines for an indoor exercise bicycle. |
| EXSC 130B Indoor Cycling II | Students will be able to develop an exercise regime using an indoor cycle. | Using a variety of techniques introduced in class and through online resources, students will develop a progressive exercise regime for an indoor cycle. |
| EXSC 134 ADAPTED WEIGHT TRAINING | SLO #1 | Understand how to set up a functioning cardiovascular program |
| EXSC 134 ADAPTED WEIGHT TRAINING | SLO #2 | Upon completion of the course, the student, within the context of the fitness center setting, will perform demonstrated or named flexibility & resistance training exercises and make performance adjustments based upon exercise cues. |
| EXSC 134 ADAPTED WEIGHT TRAINING | SLO #3 | Upon completion of the course, within the context of the student's abilities or goal, he/she will recognize the importance of baseline and end of semester fitness indicators then analyze & express reasons for observed changes. |
| EXSC 134 ADAPTED WEIGHT TRAINING | SLO #4 | Upon completion of the course, within the context of the fitness center setting, the student will exhibit appropriate athletic etiquette. |
| EXSC 135A INDIVIDUAL CONDITIONING I - FUNDAMENTALS | SLO 1 | Understand how to set up a functioning cardiovascular program EXSC 135A, B, C, D classes included |
| EXSC 135A INDIVIDUAL CONDITIONING I - FUNDAMENTALS | SLO 2 | Understand how to set up a weight training plan. EXSC 135A, B, C, D classes included |
| EXSC 135B INDIVIDUAL CONDITIONING II - BEGINNING | SLO 1 | 1. Explain the benefits of an exercise program for individual health and wellness. |
| EXSC 135B INDIVIDUAL CONDITIONING II - BEGINNING | SLO 2 | 2. Explain the components of a proper exercise session including warm-up, workout and cool-down. |
| BEGINNING | SLO 3 | 3. Identify muscle groups and their action. |
| EXSC 135B INDIVIDUAL CONDITIONING II - BEGINNING | SLO 4 | 4. Recall the 5 components of fitness: Cardio-respiratory fitness, muscular strength, muscular endurance, flexibility and body composition. |

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| EXSC 135B INDIVIDUAL CONDITIONING II - BEGINNING | SLO 5 | 5. Explain and demonstrate basic movement patterns and proper body mechanics utilizing body weight or external resistance. |
| EXSC 135B INDIVIDUAL CONDITIONING II - BEGINNING | SLO 6 | 6. Utilize target heart rate, rate of perceived exertion or the talk test to measure workout intensity. |
| EXSC 135B INDIVIDUAL CONDITIONING II - BEGINNING | SLO 7 | 7. Identify different methods and modalities used to train and explain the way each elicits a specific physiological response. |
| EXSC 135B INDIVIDUAL CONDITIONING II - BEGINNING | SLO 8 | 8. Discuss the principles and strategies associated with weight management. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 1 | 1. Discuss the benefits of an exercise program for individual health and wellness. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 10 | 10. Employ weight management techniques to either maintain current weight or promote desired weight loss or gain. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 2 | 2. Explain principles of anatomy and physiology related to exercise. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 3 | 3. Identify major and minor muscle groups and describe their action. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 4 | 4. Discuss the 5 components of fitness, how to train for desired response in each and how they are interrelated: Cardio-respiratory fitness, muscular strength, muscular endurance, flexibility and body composition. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 5 | 5. Demonstrate correct movement patterns and proper body mechanics while utilizing several strength training modalities. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 6 | 6. Record and monitor heart rate during both rest and exercise as well as discuss the acute and long term effects of exercise on heart rate. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 7 | 7. Demonstrate proper execution of intermediate level movements utilizing body resistance and or external resistance modalities. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 8 | 8. Evaluate personal fitness level through a variety of methods and interpret the results. |
| EXSC 135C INDIVIDUAL CONDITIONING III - INTERMEDIATE | SLO 9 | 9. Create a workout plan to meet individualized conditioning goals. |

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| ADVANCED | SLO 1 | 1. Explain principles of physiology related to exercise. |
| EXSC 135D INDIVIDUAL CONDITIONING IV - ADVANCED | SLO 2 | 2. Identify specific muscle groups, their function and which exercises utilize each. |
| EXSC 135D INDIVIDUAL CONDITIONING IV - ADVANCED | SLO 3 | 3. Discuss the 5 components of fitness, how to train for desired response in each and how they are interrelated: Cardio-respiratory fitness, muscular strength, muscular endurance, flexibility and body composition. |
| ADVANCED | SLO 4 | 4. Explain the performance related components of fitness. |
| EXSC 135D INDIVIDUAL CONDITIONING IV - ADVANCED | SLO 5 | 5. Demonstrate and be able to instruct another student on correct movement patterns and proper body mechanics for several strength training modalities. |
| EXSC 135D INDIVIDUAL CONDITIONING IV - ADVANCED | SLO 6 | 6. Record and monitor heart rate during both rest and exercise and discuss the acute and long term effects of exercise on heart rate. |
| EXSC 135D INDIVIDUAL CONDITIONING IV - ADVANCED | SLO 7 | 7. Demonstrate and discuss the different methods and modalities used to train a variety of desired physiological responses and modifications that can be made when necessary. |
| EXSC 135D INDIVIDUAL CONDITIONING IV - ADVANCED | SLO 8 | 8. Create an advanced workout plan to meet individualized conditioning goals. |
| ADVANCED | SLO 9 | 9. Discuss the effects of nutrition on physical performance. |
| EXSC 136A OFF-SEASON CONDITIONING FOR SPORT I | SLO #1 | Students will be able to analyze and develop diets to enhance other training methods to develop sport specific capabilities. |
| EXSC 136A OFF-SEASON CONDITIONING FOR SPORT I | SLO #2 | Students will develop an individualized conditioning program that includes cardio-vascular, weight, plyometric, speed and agility training. |
| EXSC 136B OFF-SEASON CONDITIONING FOR SPORT II | SLO #1 | Upon completion of the course the student will be able to construct and execute a strength and training program. |
| EXSC 139A WEIGHT TRAINING I | SLO 1 | Identify proper lifting techniques when performing a bench press. |
| EXSC 139A WEIGHT TRAINING I | SLO 2 | Identify proper lifting techniques when performing a wall and bar squat exercise. |

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| EXSC 139A WEIGHT TRAINING I | SLO 3 | Identify and complete a workout log and keep track of your class workouts. |
| EXSC 140A Boot Camp I | Properly demonstrate how to crab walk | |
| EXSC 140A Boot Camp I | crawl | |
| EXSC 145A YOGA I - FUNDAMENTALS OF YOGA | reduction. | |
| EXSC 145A YOGA I - FUNDAMENTALS OF YOGA | Identify the need for modifications for specific yoga postures relative to fitness level. | |
| EXSC 145A YOGA I - FUNDAMENTALS OF YOGA | Identify, define and execute basic yoga postures taking into consideration proper | |
| EXSC 145B YOGA II - BEGINNING YOGA | Demonstrate improved balance and increased strength through practice of yoga postures. | |
| EXSC 145B YOGA II - BEGINNING YOGA | Identify major muscles, location, stretch and exercises used in yoga activities. | |
| EXSC 145C YOGA III - INTERMEDIATE | stress reduction. | |
| EXSC 145C YOGA III - INTERMEDIATE | yoga postures. | |
| EXSC 145D YOGA IV - ADVANCED LEVEL | Demonstrate yoga routine in class. | |
| EXSC 145D YOGA IV - ADVANCED LEVEL | Identify, define and execute advanced yoga postures including advanced inversions, | |
| EXSC 147A KICKBOXING I - FUNDAMENTAL | SLO #1 | Upon completion of the course the student will be able to execute and practice fundamental warm up, breathing techniques, and heart rate monitoring for Muay Thai kickboxing. (147A) |
| EXSC 147A KICKBOXING I - FUNDAMENTAL | SLO #2 | Upon completion of the course, the student will be able to explain the relationship between Physical Fitness and Muay Thai Kickboxing. (147B) |
| EXSC 147A KICKBOXING I - FUNDAMENTAL | SLO #3 | Upon completion of the course, the student will be able to display self-esteem, respect for others, self-control, and discipline to encourage safe sparring conditions. (147C) |
| EXSC 147A KICKBOXING I - FUNDAMENTAL | SLO #4 | Upon completion of the course, the student will be able to demonstrate fundamental Muay Thai kickboxing programming and skills. (147D) |
| EXSC 148A MARTIAL ARTS I - FUNDAMENTAL | SLO 1 | Identify martial arts history, safety and etiquette. |

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| EXSC 148A MARTIAL ARTS I - FUNDAMENTAL | SLO 2 | Learn and identify fundamentals of martial arts. |
| EXSC 154A BADMINTON I | To learn basic rules and regulations. | Instructor will introduce the basic rules and regulations of badminton including scoring. |
| EXSC 154B BADMINTON II | Learn techniques of stroke production | Students will learn techniques of stroke production including racket preparation,contact point and follow through,for forehand, backhand and the serve. |
| EXSC 154B BADMINTON II | To learn badminton grips | Students will learn the two basic badminton grips,forehand and backhand.They will learn court positioning and footwork to successfully hit forehands,backhands and basic serves. |
| EXSC 154C BADMINTON III | Learn techniques of stroke production | Students will learn techniques of stroke production including racket preparation,contact point and follow through,for forehand, backhand and the serve. |
| EXSC 154D BADMINTON IV | Executing advance shots | Students will identify and execute more advanced shots in badminton including the drop shot,smash,drive and variety of placements in the serve. |
| EXSC 158A BASKETBALL I | basketball. | |
| EXSC 158A BASKETBALL I | Identify the five defensive absolutes. | |
| EXSC 158A BASKETBALL I | basketball. | |
| EXSC 174A SOCCER I | Identify proper passing techniques using both feet. | Ability to connect passes with both feet to other players on the field during exercises or game situations at the appropriate level of the class the student is enrolled in. |
| EXSC 174A SOCCER I | Identify proper technique is shooting the ball to goal. | Ability to shoot the ball on goal with proper form and the knowledge of when and where to shoot from within the field of play at the appropriate level of the class the student is enrolled in. |
| EXSC 174A SOCCER I | Properly heading a soccer ball for passing and/or shooting purposes. | Ability to head the ball in the run of an exercise or in game competition for purposes of passing or shooting on goal at the appropriate level of the class the student is enrolled in. |
| EXSC 176A SOFTBALL I | SLO #1 | Upon completion of the course the student will be able to execute throwing a softball using proper technique to maximize speed and distance. (176A) |
| EXSC 176A SOFTBALL I | SLO #2 | Upon completion of the course, the student will be able to be assess their swing technique. (176B) |

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| EXSC 176A SOFTBALL I | SLO #3 | Upon completion of the course the student will be able to construct and implement a softball specific training and conditioning program. (176C) |
| EXSC 176A SOFTBALL I | SLO #4 | Upon completion of the course the student will be able to analyze and implement defensive plays. (176D) |
| EXSC 178A TENNIS I | Identify proper techniques in performing a backhand tennis stroke. | Ability to demonstrate hitting a backhand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in. |
| EXSC 178A TENNIS I | Identify proper techniques in performing a forehand tennis stroke. | Ability to demonstrate hitting a forehand in exercises, drills and game simulations. Emphasis will be on footwork, racket control, and proper swing. Students are given 10 balls from ball machine and hitting balls into opposite court will be counted and measured in the appropriate level of the class the student is enrolled in. |
| EXSC 178A TENNIS I | Proper serving technique. | Ability to demonstrate hitting a serve in exercises, drills and game simulations. Emphasis will be on footwork, ball toss, and proper swing. Students are given 10 balls and must serve into opposite court will be counted and measured at the appropriate level of the class the student is enrolled in. |
| EXSC 182A VOLLEYBALL I | SLO 1: | Identify & apply fundamental volleyball skills in a game situation. |
| EXSC 182A VOLLEYBALL I | SLO 2: | Demonstrate and perform the 6-6 and the 4-2 offensive formations. |
| EXSC 182A VOLLEYBALL I | SLO 3: | Explain local opportunities for volleyball play at the beginning level. |
| EXSC 182A VOLLEYBALL I | SLO 4: | Utilize vocabulary and concepts appropriate to beginning volleyball. |
| EXSC 182A VOLLEYBALL I | SLO 5 | 5. Identify basic faults, understand rules of scoring and employ proper volleyball etiquette. |

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| EXSC 182A VOLLEYBALL I | SLO 6 | 6. Explain and apply safety considerations inherent to volleyball and utilize safe practices in the classroom. |
| EXSC 182B VOLLEYBALL II | SLO 1: | Identify & apply the following skills in a game situation: intermediate skills are two-player block, back set and overhand topspin serve. |
| EXSC 182B VOLLEYBALL II | SLO 2 | 2. Demonstrate and perform offensive formations at the appropriate level of play: intermediate formation is the 6-2. |
| EXSC 182B VOLLEYBALL II | SLO 3 | 3. Demonstrate back row "pipe" set attacks in an intermediate game situation. |
| EXSC 182B VOLLEYBALL II | SLO 4 | 4. Utilize 4-player and 3-player serve reception in combination with a 6-2 offense in an intermediate level game situation. |
| EXSC 182B VOLLEYBALL II | SLO 5 | 5. Explain the strategic requirements and rule adaptations for 2 and 3 player volleyball and utilize them in a game situation. |
| EXSC 182B VOLLEYBALL II | SLO 6 | 6. Comprehend and utilize vocabulary and concepts appropriate to intermediate volleyball. |
| EXSC 182B VOLLEYBALL II | SLO 7 | 7. Explain local opportunities for volleyball play at the appropriate level. |
| EXSC 182B VOLLEYBALL II | SLO 8 | 8. Identify basic faults, understand rules of scoring and employ proper volleyball etiquette. |
| EXSC 182B VOLLEYBALL II | SLO 9 | 9. Comprehend safety considerations inherent to volleyball and utilize safe practices in the classroom. |
| EXSC 182C VOLLEYBALL III | SLO 1 | 1. Identify & apply intermediate volleyball skills in a game situation. |
| EXSC 182C VOLLEYBALL III | SLO 2 | 2. Demonstrate and perform the 5-1 offensive formation. |
| EXSC 182C VOLLEYBALL III | SLO 3 | 3. Utilize 3-player serve reception in combination with a 5-1 offense in an intermediate level game situation. |
| EXSC 182C VOLLEYBALL III | SLO 4 | 4. Compare & contrast individual defensive movements. |
| EXSC 182C VOLLEYBALL III | SLO 5 | 5. Utilize vocabulary and concepts appropriate to intermediate volleyball. |
| EXSC 182C VOLLEYBALL III | SLO 6 | 6. Identify basic faults, apply rules of scoring and employ proper volleyball etiquette. |
| EXSC 182C VOLLEYBALL III | SLO 7 | 7. Apply safety considerations inherent to volleyball and utilize safe practices in the classroom. |

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| EXSC 182D VOLLEYBALL IV | SLO 1 | 1. Identify and apply advanced volleyball skills in a game situation. |
| EXSC 182D VOLLEYBALL IV | SLO 2 | 2. Demonstrate and perform the 5-1 offensive formation, including in-competition communication related to running of an offense with increased tempo sets, through verbal communication and hand signals. |
| EXSC 182D VOLLEYBALL IV | SLO 3 | 3. Utilize 3-player serve reception with specific passer responsibility in combination with a 5-1 offense in an advanced level game situation, including appropriate communication. |
| EXSC 182D VOLLEYBALL IV | SLO 4 | 4. Identify and apply concepts of visually identifying an opposing team's offense and communicating visual observations during play. |
| EXSC 182D VOLLEYBALL IV | SLO 5 | 5. Identify and apply nuances of advanced defensive play, including differing off-blocker moves, and defensive positioning differences for backcourt players. |
| EXSC 182D VOLLEYBALL IV | SLO 6 | 6. Compare and contrast playing styles and opportunities at the community college, NAIA, and NCAA levels. |
| EXSC 182D VOLLEYBALL IV | SLO 7 | 7. Identify basic faults, apply rules of scoring and employ proper volleyball etiquette. |
| EXSC 182D VOLLEYBALL IV | SLO 8 | 8. Apply safety considerations inherent to volleyball and utilize safe practices in the classroom. |
| EXSC 184A WATER POLO I | SLO 1: | Be able to demonstrate catching and throwing with one hand. |
| EXSC 184A WATER POLO I | SLO: | Demonstrate the basic set up of offense and defense. |
| EXSC 204 INTERCOLLEGIATE BASKETBALL I | SLO #1 | Upon completion of the course, the student will be able to identify and execute good shot selection based on criterion including two feet in the paint and/or an uncontested perimeter shot. |
| EXSC 205 INTERCOLLEGIATE BASKETBALL II | Identify our three systems related to intercollegiate basketball. | Ability to perform these systems in game competition and simulation—Offensive/Defensive/Communication. EXSC 204/205 classes included. |

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| EXSC 205 INTERCOLLEGIATE BASKETBALL II | Identify the five defensive absolutes. | Ability to perform and communicate these five absolutes in a simulated game and competition skills. Consisting of 1-on-1, 2-on-2, 3-on-3, 4-on-4, and 5-on-5 situations. EXSC 204/205 classes included. |
| EXSC 205 INTERCOLLEGIATE BASKETBALL II | Identifying the four principles of a good practice. | Ability to sustain the four principles of a good practice in warm-up/game situation drills/and cool down. EXSC 204/205 classes included. |
| EXSC 214 INTERCOLLEGIATE SOCCER I | Ability to perform and communicate during game competition or simulation. The three basics of defense are: 1. Pressure 2. Cover 3. | Exsc 214/215 classes included |
| EXSC 214 INTERCOLLEGIATE SOCCER I | Ability to perform these basic skills in game competition and simulation. These skills are: 1. Pass 2. Dribble 3. Trap 4. Head 5. Shoot | Exsc 214/215 classes included |
| EXSC 214 INTERCOLLEGIATE SOCCER I | Ability to understand, comprehend and perform formations during competitions and game simulation. The three formations are: 1. | EXSC 214/215 classes included |
| EXSC 215 INTERCOLLEGIATE SOCCER II | SLO 1 | Identify and perform the five basic technical skills of soccer. |
| EXSC 216 INTERCOLLEGIATE SOFTBALL I | SLO #1 | Upon completion of the course, students will execute appropriate skills at their respective positions, student will improve their footwork, glove work and accuracy of throws. |
| EXSC 220 INTERCOLLEGIATE TENNIS I | SLO #1 | Upon completion of the course the student will be able to demonstrate advanced proficiency in the physical skills necessary to compete in an intercollegiate tennis singles or doubles match. |
| EXSC 220 INTERCOLLEGIATE TENNIS I | SLO #2 | Upon completion of the course the student will be able to identify and define tennis terminology and rules. |
| EXSC 221 INTERCOLLEGIATE TENNIS II | SLO #1 | Upon completion of the course students will be able to demonstrate an increase in both muscular and cardiovascular endurance by competing in a 3 set match without compromising skill performance due to fatigue. |

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| EXSC 221 INTERCOLLEGIATE TENNIS II | SLO #2 | Upon completion of the course students will be able to demonstrate apply newly acquired skills and build on existing knowledge and abilities to compete at an intercollegiate competition. |
| EXSC 224 Intercollegiate Volleyball I | SLO 1 | Students will be able to know recognize and implement basic volleyball terminology, offenses, defenses, strategies and rules. |
| EXSC 224 Intercollegiate Volleyball I | SLO 2 | Students will be able to execute and perform the following skills correctly: pass, set, spike, serve, poke and tip, offense, defense and transition. |
| EXSC 224 Intercollegiate Volleyball I | SLO 3 | Students will be able to evaluate and describe the importance of continual exercise for the rest of their life and what they can do to keep them on track. |
| EXSC 225 Intercollegiate Volleyball II | SLO 1 | Upon completion of the course students will be able to define and explain advanced volleyball terminology, offenses, defenses, strategies and the sport's rules. |
| EXSC 225 Intercollegiate Volleyball II | SLO 2 | Students will be able to execute and perform the following skills correctly: forearm and hand pass, set, hitting to all areas of the court, jump-spin and/or jump-float serve, and digging hard-driven balls. |
| EXSC 225 Intercollegiate Volleyball II | SLO 3 | Upon completion of the course students will be able to implement the following skills correctly: pass, set, spike, serve, poke and tip, offense, defense and transition. |
| EXSC 226 INTERCOLLEGIATE WATER POLO I | SLO 1: | Understand the basic principals and design of team offense. |
| EXSC 226 INTERCOLLEGIATE WATER POLO I | SLO 2: | Understand the basic principals and design of team defense. |
| EXSC 227 INTERCOLLEGIATE WATER POLO II | SLO 1: | Understand the basic principals and design of team offense. |
| EXSC 227 INTERCOLLEGIATE WATER POLO II | SLO 2: | Understand the basic principals and design of team defense. |
| EXSC 231A THEORIE3S AND STRATEGIES OF BASKETBALL I | Identify the stages of team development. | Ability to explain forming, storming, norming, and performing. EXSC 231A/231B classes included. |
| EXSC 231A THEORIE3S AND STRATEGIES OF BASKETBALL I | Team Member Roles/Empowerment/Communication/Missio | Ability to explain role qualities, dysfunctional qualities, Team Leadership. EXSC 231A/231B classes included. |

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| EXSC 231A THEORIES AND STRATEGIES OF BASKETBALL I | Team Purpose | Ability to identify goals and objectives, common leadership, success and failures, cooperate and collaborate, membership roles. EXSC 231A/231B classes included. |
| EXSC 234A THEORIES AND STRATEGIES OF SOCCER I | Identify individual roles within the team concept and to create an environment in where the team will become successful. | Ability to explain individual roles within a team and how to deal with the long season successes and failures at the appropriate level of the class the student is enrolled in. Short Answer Essay. EXSC 234A/234B |
| EXSC 234A THEORIES AND STRATEGIES OF SOCCER I | Identify the theoretical concepts of the make-up of an intercollegiate soccer team. | Ability to identify team goals and objectives, team rules and boundaries and to create a mission statement for the team to abide by at the appropriate level of the class the student is enrolled in. Short Answer Essay. EXSC 234A/234B |
| EXSC 234A THEORIES AND STRATEGIES OF SOCCER I | To develop team unity, build team chemistry and develop individual and team leadership. | Ability to explain the importance of leadership within a team concept. Identify strengths and weakness of a team and how to build team chemistry from within at the appropriate level of the class the student is enrolled in. Short Answer Essay. EXSC 234A/234B |
| EXSC 239A Theories and Strategies of Intercollegiate Volleyball I | SLO 1 | Students will be able to discuss and apply advanced volleyball terminology, rules, and offensive & defensive theories. |
| EXSC 239A Theories and Strategies of Intercollegiate Volleyball I | SLO 2 | Students will be able to apply advanced volleyball terminology, rules, and offensive & defensive theories to opponents' video. |
| EXSC 239B Theories and Strategies of Intercollegiate Volleyball II | SLO 1 | Upon completion of the course the student will be able to identify and apply the rules of volleyball. |
| EXSC 239B Theories and Strategies of Intercollegiate Volleyball II | SLO 2 | Upon completion of the course the student will be able to explain the relationship of physical fitness and mental and emotional discipline to successful competitive performance in volleyball. |
| EXSC 241B INTRODUCTION TO KINESIOLOGY | SLO 1 | Define the basic philosophies of exercise science including the relationships between lifestyle behaviors and the importance of an exercise science professional being an effective role model for health, fitness, leadership, and ethical character. |
| EXSC 241B INTRODUCTION TO KINESIOLOGY | SLO 2 | Define the nature and scope of exercise science as a discipline and as a profession. |

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| EXSC 241B INTRODUCTION TO KINESIOLOGY | SLO 3 | Identify the sub-disciplines and allied fields within exercise science and explain their relationships to each other. |
| EXSC 241B INTRODUCTION TO KINESIOLOGY | SLO 4 | Identify and explain career opportunities available to persons with exercise science competencies and degrees. |
| EXSC 242B CARE AND PREVENTION OF INJURIES | SLO 1 | Understand how to measure vital signs, assessment by example. |
| EXSC 242B CARE AND PREVENTION OF INJURIES | SLO 2 | Understand bandaging and taping techniques. Assessment by example. |
| EXSC 270 FITNESS SPECIALIST WORK EXPERIENCE | SLO 1 | Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor. |
| EXSC 277 D Service Learning | SLO 1 | Students will complete at least 48 hours of service learning per unit. |
| EXSC 280 APPLIES EXERCISE PHYSIOLOGY | SLO 1 | Compare and contrast the three energy systems and their effectiveness under different exercise regimens and during recovery. |
| EXSC 281 APPLIED KINESIOLOGY | Learning Outcome 1 | List the bony landmarks and muscle attachments for the major muscle groups of human movement. |
| EXSC 281 APPLIED KINESIOLOGY | Learning Outcome 2 | Describe the sliding filament theory of muscle contraction and the energy sources for contraction in both aerobic and anaerobic states. |
| EXSC 281 APPLIED KINESIOLOGY | Learning Outcome 3 | Describe the muscles and joint movements involved in typical exercise programs and understand how to design comprehensive fitness programs. |
| EXSC 281 APPLIED KINESIOLOGY | Learning Outcome 4 | Integrate concepts and assess information regarding movement and exercise in the popular press as to its accuracy. |
| EXSC 282 TECHNIQUES OF WEIGHT TRAINING | SLO 1 | Properly teach the Bench Press exercise. |
| EXSC 283 EXERCISE AND FITNESS ASSESSMENT | SLO 1 | Conduct a biometric measurement of heart rate and interpret results |
| EXSC 284 FITNESS AND SPORTS NUTRITION | SLO 1 | Describe the basic principles of nutrition. |
| EXSC 285 EXERCISE FOR SPECIAL POPULATIONS | SLO 1 | Identify exercises that should be avoided in each of the three trimesters of pregnancy. |
| EXSC 286 TECHNIQUES OF EXERCISE LEADERSHIP | SLO 1 | Proper group exercise warm-up. |

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| EXSC 287 FITNESS SPECIALIST INTERNSHIP | SLO 1 | Demonstrate skills necessary for obtaining employment and marketing services. |
| EXSC 288 FITNESS SPECIALIST INTERNSHIP LECTURE | SLO 1 | Demonstrate skills necessary for obtaining employment and marketing services. |
| EXSC 288 FITNESS SPECIALIST INTERNSHIP LECTURE | SLO 2 | Evaluate the client's physical fitness level, interpret results and design a safe and effective exercise plan for an individual or group. |
| EXSC 392 Yoga Teacher Training Essentials | . List and describe the eight limbs of yoga as outlined in the Yoga Sutras of Patanjali. | This outcome is essential to Yoga Teacher Training. |
| EXSC 392 Yoga Teacher Training Essentials | Analyze students' performance in beginner level yoga poses (asanas) to ensure proper | This outcome is essential to Yoga Teacher Training Essentials. |
| EXSC 393 Yoga Teacher Training Progressive Methodologies | Demonstrate appropriate teaching methodologies and effective communication skills while leading a varied group of yoga | This is a necessary outcome for this course. |
| FILI 100 Filipino American Experience | SLO 1 | Students will demonstrate knowledge of the influence of global colonial powers on the Philippines which contribute to immigration of Filipinos to the United States. |
| FIPT 100D Candidate Physical Ability Test Preparation | SLO 1 Physical Fitness | Students will have the ability to define the principles of exercise, explain the benefits of various kinds of training programs, and identify task-specific exercise training. |
| FIPT 101 Fire Protection Organization | SLO 1 | Describe the common types of fire and emergency services facilities, equipment, and apparatus. |
| FIPT 101 Fire Protection Organization | SLO 2 | Identify fire protection and emergency service organizations and careers in both the public and private sector. |
| FIPT 101 Fire Protection Organization | SLO 3 | Describe the history and evolution of the fire service. |
| FIPT 102 Fire Prevention Technology | SLO # 3 | Identify the laws, rules, codes, and other regulations relevant to fire prevention and protection. |
| FIPT 102 Fire Prevention Technology | SLO #1 | Define the historical fire problem and progress of fire prevention in the United States. |
| FIPT 102 Fire Prevention Technology | SLO#2 | Identify the need, responsibilities, and importance of fire prevention organizations. |
| FIPT 103 Fire Protection Equipment and Systems | slo #1 | Identify and compare the common types of fire protection systems. |

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| FIPT 103 Fire Protection Equipment and Systems | SLO #2 | Identify the classes of fire extinguishers and their application. |
| FIPT 103 Fire Protection Equipment and Systems | slo #3 | Identify the classes of fire extinguishers and their application. |
| FIPT 104 Building Construction for Fire Protection | SLO 1 | Identify major types of building construction. |
| FIPT 104 Building Construction for Fire Protection | SLO 2 | Identify the indicators of potential structural failure as they relate to firefighter safety. |
| FIPT 104 Building Construction for Fire Protection | SLO 3 | Analyze the hazards and tactical considerations associated with the various types of building construction. |
| FIPT 105 Fire Behavior and Combustion | SLO#1 | Recognize basic terms and concepts related to fire behavior and chemistry. |
| FIPT 105 Fire Behavior and Combustion | SLO#2 | Describe fire suppression agents and their properties. |
| FIPT 105 Fire Behavior and Combustion | SLO#3 | Compare and contrast methods and techniques of fire extinguishment. |
| FIPT 107 Fire Fighting Tactics and Strategy | SLO 1 | Apply the fundamental principles of fire tactics and strategy to the complexities of fireground conditions utilizing the Incident Management System. |
| FIPT 107 Fire Fighting Tactics and Strategy | SLO 2 | Identify and differentiate various fire fighting apparatus and equipment; explain the duties and responsibilities of each unit. |
| FIPT 107 Fire Fighting Tactics and Strategy | SLO 3 | Demonstrate an understanding of the causes of Firefighter death and injuries and the effort to reduce and eliminate these incidents. |
| FIPT 109 Fire Service Hydraulics | SLO 1 | Describe the common types water systems available for firefighting uses. |
| FIPT 109 Fire Service Hydraulics | SLO 2 | Calculate water pump pressures and friction losses for different size hose & equipment. |
| FIPT 109 Fire Service Hydraulics | SLO 3 | Define hydraulic terms and explain the characteristics of water as they pertain to hydraulics and fire extinguishment. |
| FIPT 110A Wildland Fire Control | SLO 1 | Analyze and describe the different factors affecting wildland fire behavior. |
| FIPT 110A Wildland Fire Control | SLO 2 | Identify the Incident Management System/Fire Scope and its relationship to wildland fires. |
| FIPT 110A Wildland Fire Control | SLO 3 | Analyze and describe the overall wildland control problem as it affects firefighters and officers who deploy firefighting resources. |

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| FIPT 111 Fire Apparatus and Equipment | SLO 1 | Describe the common and specialized types of fire and emergency services apparatus and their use on emergency scenes. |
| FIPT 111 Fire Apparatus and Equipment | SLO 2 | Differentiate construction features and performance factors of pumpers, aerial ladders, elevating platforms and related specialized equipment. |
| FIPT 111 Fire Apparatus and Equipment | SLO 3 | Describe the evolution of the fire apparatus and the safety features on each apparatus. |
| FIPT 115 Low Angle Rope Rescue | SLO 1 | User appropriate terminology for rescue equipment and knots. |
| FIPT 115 Low Angle Rope Rescue | SLO 2 | Differentiate and demonstrate uses of rescue equipment and tools. |
| FIPT 115 Low Angle Rope Rescue | SLO 3 | Choose proper rescue procedures and demonstrate appropriate care of victims. |
| FIPT 120 Firefighter Safety and Survival | Outcome 1 History | Demonstrates knowledge of the basic principles and history related to the national firefighter life safety initiatives |
| FIPT 120 Firefighter Safety and Survival | Outcome 2 Fire Dangers | Demonstrates knowledge of proper assessment of fire dangers, common fire situations, risk abatement, personal preparation for unforeseen fire emergencies. |
| FIPT 120 Firefighter Safety and Survival | Outcome 3 Problem-Solving | Demonstrates knowledge of problem-solving techniques for increased situational awareness and self-reliance in an emergency |
| FIPT 121 Vertical Rescue | SLO 1 | User appropriate terminology for rescue equipment and knots. |
| FIPT 121 Vertical Rescue | SLO 2 | Differentiate and demonstrate uses of rescue equipment and tools. |
| FIPT 121 Vertical Rescue | SLO 3 | Choose proper rescue procedures and demonstrate appropriate care of victims. |
| FIPT 150A Introduction to Fire Suppression and Maintenance Manipulative Tasks (Beginning) | SLO 1 | Demonstrate the ability to perform basic firefighting manipulative tasks using fire suppression apparatus and equipment. |
| FIPT 150A Introduction to Fire Suppression and Maintenance Manipulative Tasks (Beginning) | SLO 2 | Demonstrates the ability to maintain basic rescue and fire suppression apparatus and equipment |

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| FIPT 150A Introduction to Fire Suppression and Maintenance Manipulative Tasks (Beginning) | SLO 3 | Demonstrates proper use of ropes, ladders, and other equipment during any forcible entry, search and rescue, and physical fitness training exercise. |
| FIPT 150B Introduction to Fire Suppression and Maintenance Manipulative Tasks (Intermediate) | SLO 1 | Demonstrates the proper operation of fire service equipment: Extinguishers and protective equipment |
| FIPT 150B Introduction to Fire Suppression and Maintenance Manipulative Tasks (Intermediate) | SLO 2 | Demonstrates an understanding of proper hose, nozzles, fittings, and hose evolutions |
| FIPT 150B Introduction to Fire Suppression and Maintenance Manipulative Tasks (Intermediate) | SLO 3 | Demonstrates the understanding of the service and operation of fire service ladders, salvage and overhaul procedures |
| FIPT 160 Introduction to Open Water Lifeguarding | SLO 1 | Demonstrates knowledge of lifeguarding history, training, education, standardized procedures, environmental protection, ethics, physical and biological characteristics of the beach environment |
| FIPT 160 Introduction to Open Water Lifeguarding | SLO 2 | Demonstrates the ability to apply different rescue techniques based upon facilities and equipment available |
| FIPT 160 Introduction to Open Water Lifeguarding | SLO 3 | Demonstrates the understanding for proper recordkeeping, maintaining public relations, and the consideration of legal issues |
| FIPT 167A Scuba for Emergency Services I | SLO 1 | Conduct dive operations, both with and without scuba, safely and according to industry standards. |
| FIPT 167A Scuba for Emergency Services I | SLO 2 | Organize basic underwater search operations, rescuing themselves and /or other divers. |
| FIPT 167A Scuba for Emergency Services I | SLO 3 | Analyze water-rescue operations performed under adverse conditions using dive tables. |
| FIPT 167B Scuba for Emergency Services II | SLO 1 | Conduct advanced dive operations, both with and without scuba, safely and according to industry standards. |
| FIPT 167B Scuba for Emergency Services II | SLO 2 | Organize advanced underwater search operations, rescuing themselves and /or other divers. |
| FIPT 167B Scuba for Emergency Services II | SLO 3 | Organize and conduct various advanced and complex search operations. |
| FIPT 168 XDA - Lifeguard Beach Management | SLO 1 | Describe and identify lifeguard resources, equipment, and deployment strategies |

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| FIPT 168 XDA - Lifeguard Beach Management | SLO 2 | Differentiate among various water observation and beach coverage systems and methods |
| FIPT 168 XDA - Lifeguard Beach Management | SLO 3 | Analyze lifeguard resource and personnel operations during high rescue activity |
| FIPT 200A Fire Command IA | SLO 1 | Provide communication skills appropriate for reporting on conditions and managing recourses at an emergency incident. |
| FIPT 200A Fire Command IA | SLO 2 | Interpret the common causes of firefighter deaths and injuries and appropriate safety measures to protect personnel. |
| FIPT 200A Fire Command IA | SLO 3 | Determine the different ways to size up an emergency, identify strategies, tactics and methods necessary to manage given scenarios. |
| FIPT 200B Fire Command IB | SLO 1 | Identify information in which to direct the initial operations of a multi-casualty incident. |
| FIPT 200B Fire Command IB | SLO 2 | Identify information in which to direct the initial operations of a hazardous materials incident. |
| FIPT 200B Fire Command IB | SLO 3 | Identify information in which to direct the initial operations of a wildland fire incident. |
| FIPT 200C Fire Command 1C | SLO 1 | Identify information on the three elements of a wildland fire triangle including fuel, weather and topography. |
| FIPT 200C Fire Command 1C | SLO 2 | Interpret the elements of ICS as it relates to I-Zone fire fighting, including an Incident Action Plan. |
| FIPT 200C Fire Command 1C | SLO 3 | Recognize the required information with regard to the communications process as it relates to I-Zone fire fighting. |
| FIPT 201 Fire Management I | SLO 1 | Demonstrate the information for the transition from fire fighter to fire officer by presenting the skills and responsibilities required of fire level supervisors. |
| FIPT 201 Fire Management I | SLO 2 | Describe an overview of supervision, management, and leadership concepts, practices, and theories. |
| FIPT 201 Fire Management I | SLO 3 | Recognize an overview of basic supervisory, managerial, and leadership skills requires in decision making, delegating, personnel motivation, communicating, time management, resource management, record keeping, team building and dealing with change and stress. |

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| FIPT 202A Fire Prevention IA | SLO 1 | Describe the responsibility and authority for fire prevention inspections and related activities. |
| FIPT 202A Fire Prevention IA | SLO 2 | Describe the principles and procedures used to correct fire hazards. |
| FIPT 202A Fire Prevention IA | SLO 3 | Recognize the basic means of egress requirements. |
| FIPT 202B Fire Prevention IB | SLO 1 | Describe the information to identify the classification, properties, labeling, incidental storage, handling, and use of flammable and combustible liquids and gases. |
| FIPT 202B Fire Prevention IB | SLO 2 | Describe the principles and operational requirements for portable fire extinguishers. |
| FIPT 202B Fire Prevention IB | SLO 3 | Describe the principles and operational requirements for sprinkler systems and fire pumps. |
| FIPT 202C Fire Prevention IC | SLO 1 | Identify the physical properties of flammable liquids and gases, combustible liquids and compressed gases and how they should be stored, handled and transported. |
| FIPT 202C Fire Prevention IC | SLO 2 | Interpret and apply regulations governing the transportation of flammable/combustible liquids and gases and apply the Department of Transportation labeling and placarding system to containers and vehicles. |
| FIPT 202C Fire Prevention IC | SLO 3 | Differentiate among the methods used to control ignition sources and leaks of flammable/combustible liquids and compressed and liquefied gases and the extinguishment techniques for each. |
| FIPT 206A Instructor Training 1A: Psychomotor Lesson Delivery | SLO 1 | Describe the instructional terms and concepts associated with vocational education. |
| FIPT 206A Instructor Training 1A: Psychomotor Lesson Delivery | SLO 2 | Identify a wide variety of methods and techniques for training fire fighters in accordance with the latest concepts in vocational education. |
| FIPT 206A Instructor Training 1A: Psychomotor Lesson Delivery | SLO 3 | Demonstrate major principles of learning through teaching demonstrations. |
| FIPT 206B Instructor Training 1B: Cognitive Lesson Delivery | SLO 1 | Describe the instructional terms and concepts associated with vocational education. |

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| FIPT 206B Instructor Training 1B: Cognitive Lesson Delivery | SLO 2 | Define the ways to select, develop, organize and utilize instructional materials appropriate for teaching technical lesson plans. |
| FIPT 206B Instructor Training 1B: Cognitive Lesson Delivery | SLO 3 | Demonstrate major principles of learning through teaching demonstrations. |
| FIPT 206C Training Instructor 1C: Instructional Development Techniques | SLO 1 | Interpret a variety of methods and techniques for developing lesson plans and tests in accordance with the latest concepts in career education. |
| FIPT 206C Training Instructor 1C: Instructional Development Techniques | SLO 2 | Analyze information to develop cognitive and psychomotor lesson plans and related supplemental materials. |
| FIPT 206C Training Instructor 1C: Instructional Development Techniques | SLO 3 | Employ an opportunity to develop, receive feedback, and finalize instructional materials and deliver a teaching demonstration. |
| FIPT 249 Rescue Systems II | SLO 1 | Identify safety procedures for lifting, moving and stabilizing single and multiple units of heavy objects. |
| FIPT 249 Rescue Systems II | SLO 2 | Demonstrate technical and manipulative skills appropriate large scale emergency situations. |
| FIPT 249 Rescue Systems II | SLO 3 | Plan search and rescue operations for a large scale emergency incident. |
| FIPT 270 Work Experience | SLO 1 | Complete all required paperwork accurately and on time and attend required on-campus Work Experience sessions and conferences with instructor-coordinator and supervisor. |
| FIPT 308A Confined Space Technician | SLO 1 | Describe and compare the California and Federal regulations that impact operations within confined spaces. |
| FIPT 308A Confined Space Technician | SLO 2 | Assess and describe the hazards and techniques needed for hazard mitigation. |
| FIPT 308A Confined Space Technician | SLO 3 | Choose proper rescue procedures and demonstrate appropriate care of victims including the basic operational positions and their responsibilities. |
| FIPT 309B Emergency Medical Care of the Sick and Injured | SLO 1 | Identify and describe the skills necessary to render immediate and temporary care to a victim of an accident or sudden illness until the services of a physician can be obtained |

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| FIPT 309B Emergency Medical Care of the Sick and Injured | SLO 2 | Explain and identify guidelines to follow to ensure personal safety and the safety of others at an emergency scene |
| Injured | SLO 3 | Assess physiological responses to internal organ failures |
| FIPT 311M Swiftwater Rescue Technician I | SLO 1 | Demonstrates the ability to develop self-rescue skills in swift moving water. |
| FIPT 311M Swiftwater Rescue Technician I | SLO 2 | Demonstrates the understanding of water dynamics, handling hazards and obstacles found in swift water rescue situations. |
| FIPT 311M Swiftwater Rescue Technician I | SLO 3 | Demonstrates the ability to use basic rescue equipment, setting up technical rope systems, and controlling in-water contact rescue. |
| FIPT 321D Driver Operator - Driving | SLO 1 | Recall the State Vehicle Code concerning emergency vehicle operations and identify and list the fire apparatus operating principles. |
| FIPT 321D Driver Operator - Driving | SLO 2 | Distinguish fire apparatus safety features; describe the fire apparatus engineer's responsibilities and duties. |
| FIPT 321D Driver Operator - Driving | SLO 3 | Demonstrate handling and placement of firefighting apparatus, including driving techniques, off-road procedures, handling hazardous road conditions and operation at fires. |
| FIPT 321P Driver Operator - Pumping | SLO 1 | Identify and demonstrate operating principles of fire pumpers including maintenance goals, schedules and practices. |
| FIPT 321P Driver Operator - Pumping | SLO 2 | Describe and demonstrate the fire apparatus engineer's responsibilities and duties including safe operation of pumps while drafting water and supplying hose lines. |
| FIPT 321P Driver Operator - Pumping | SLO 3 | Calculate hydraulics. |
| FIPT 322A Auto Extrication | SLO 1 | Choose appropriate auto extrication procedures and systems for various types of auto extrication incidents |
| FIPT 322A Auto Extrication | SLO 2 | Differentiate among various types of auto extrication tools |
| FIPT 322A Auto Extrication | SLO 3 | Operate various types of auto extrication tools |
| FIPT 322B Current Special Issues (Confined Space Awareness) | SLO 1 | Describe and compare the California and Federal regulations that impact operations within confined spaces. |
| FIPT 322B Current Special Issues (Confined Space Awareness) | SLO 2 | Identify and list confined spaces and permit confined spaces and describe the hazards associated with them. |

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| FIPT 322B Current Special Issues (Confined Space Awareness) | SLO 3 | Explain the basic operational positions and their responsibilities as set forth by Cal-OSHA. |
| FIPT 323B Haz Mat Emergency Response First Responder Operational | SLO 1 | Recognize a Hazardous Materials incident and describe the responsibilities of the first responder for both Responder and Public safety. |
| FIPT 323B Haz Mat Emergency Response First Responder Operational | SLO 2 | Describe identification and hazard assessment techniques using placards, labels, shipping papers, and the DOT Guide Book. |
| FIPT 323B Haz Mat Emergency Response First Responder Operational | SLO 3 | Describe a process for a safe and competent response to a hazardous materials incident including the "Risk vs. Gain" concept. |
| FIPT 323C Hazardous Materials Incident Commander | SLO 1 | Identify the steps built into the ICS design to compensate for previous incident management problems |
| FIPT 323C Hazardous Materials Incident Commander | SLO 2 | Describe the primary guidelines related to command and general staff positions |
| FIPT 323C Hazardous Materials Incident Commander | SLO 3 | Summarize principal responsibilities for each command and general staff member |
| FIPT 324A Basic Incident Command System I-200 | SLO 1 | Describe and explain the use and purpose of each of the twelve principle ICS features |
| FIPT 324A Basic Incident Command System I-200 | SLO 2 | Explain how the incident organization expands or contracts to meet operational needs of the incident or event |
| FIPT 324A Basic Incident Command System I-200 | SLO 3 | Describe the use of branches, divisions, and groups within the Operations Section and provide supervisory titles associated with each level |
| FIPT 324B Intermediate Incident Command System I-300 Standardized Emergency Management System | SLO 1 | Recognize the responsibilities of each ICS organizational element |
| FIPT 324B Intermediate Incident Command System I-300 Standardized Emergency Management System | SLO 2 | List the ICS positions and describe the roles and responsibilities of deputies and assistants |
| FIPT 324B Intermediate Incident Command System I-300 Standardized Emergency Management System | SLO 3 | Describe ICS reporting and working relationships for technical specialists and agency representatives |
| FIPT 324C Advanced Incident Command System I-400 Standardized Emergency Management System | SLO 1 | Identify the steps built into the ICS design to compensate for previous incident management problems |

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| FIPT 324C Advanced Incident Command System I-400 Standardized Emergency Management System | SLO 2 | Describe the primary guidelines related to command and general staff positions |
| FIPT 324C Advanced Incident Command System I-400 Standardized Emergency Management System | SLO 3 | Summarize principal responsibilities for each command and general staff member |
| FIPT 324D Intermediate Wildland Fire Behavior S-290 | SLO 1 | Determine basic input data of terrain, fuels, and weather required for understanding wildland fire behavior for various times of the day or night |
| FIPT 324D Intermediate Wildland Fire Behavior S-290 | SLO 2 | Identify and describe the environmental, topographic, and fuel factors that influence the behavior of\ wildland fire |
| FIPT 324D Intermediate Wildland Fire Behavior S-290 | SLO 3 | Assess fireline data and fire behavior estimations to identify areas where fire suppression limitations exist |
| FIPT 327A Fire Investigation IA | SLO 1 | Describe an overview of fire investigative practices and responsibilities associated with fire origin and cause. |
| FIPT 327A Fire Investigation IA | SLO 2 | Explain how to determine the area of ignition. |
| FIPT 327A Fire Investigation IA | SLO 3 | Identify technical information on the State's arson laws and legal aspects of fire scene investigation. |
| FIPT 327B Fire Investigation IB | SLO 1 | Differentiate among types of arson evidence, such as incendiary fire indicators, accidental ignition sources, fire behavior, and other indicators of a fireground. |
| FIPT 327B Fire Investigation IB | SLO 2 | Assess how to present arson evidence from the scene of a fire in court. |
| FIPT 327B Fire Investigation IB | SLO 3 | Evaluate how building construction, building contents, and incendiary devices affect the spread and behavior of fire. |
| FIPT 332B Rescue Systems I - Fundamentals of Heavy Rescue | SLO 1 | Analyze heavy rescue situations to determine appropriate techniques and equipment |
| FIPT 332B Rescue Systems I - Fundamentals of Heavy Rescue | SLO 2 | Demonstrate technical and manipulative skills appropriate to heavy rescue situations |
| FIPT 332B Rescue Systems I - Fundamentals of Heavy Rescue | SLO 3 | Design, construct, and use heavy rescue equipment and systems including rescue rope, anchors, safety lines, and related equipment |
| FIPT 340 Company Officer 2A: Human Resource Management for Company Officers | SLO 1 | Apply human resource policies and procedures |

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| FIPT 340 Company Officer 2A: Human Resource Management for Company Officers | SLO 2 | Create a professional development plan |
| FIPT 340 Company Officer 2A: Human Resource Management for Company Officers | SLO 3 | Demonstrate verbal and written communications during nonemergency incidents |
| FIPT 341 Company Officer 2B: General Administration Functions for Company Officers | SLO 1 | Identify federal/state laws and regulations |
| FIPT 341 Company Officer 2B: General Administration Functions for Company Officers | SLO 2 | Illustrate the organizational structure of a department |
| FIPT 341 Company Officer 2B: General Administration Functions for Company Officers | SLO 3 | Describe the role of allied agencies as they impact delivery service |
| FIPT 342 Company Officer 2C: Fire Investigation and Inspection for Company Officers | SLO 1 | Define the various occupancies according to the current California Fire Code |
| FIPT 342 Company Officer 2C: Fire Investigation and Inspection for Company Officers | SLO 2 | Conduct a fire inspection |
| FIPT 342 Company Officer 2C: Fire Investigation and Inspection for Company Officers | SLO 3 | Describe fire detection systems |
| FIPT 343 Company Officer 2D: All Risk Command Operations for Company Officers | SLO 1 | Describe principles of command |
| FIPT 343 Company Officer 2D: All Risk Command Operations for Company Officers | SLO 2 | Describe the standard operating procedures for emergency operations |
| FIPT 343 Company Officer 2D: All Risk Command Operations for Company Officers | SLO 3 | Analyze emergency scene conditions and determine tactical priorities for a variety of incidents |
| FIPT 344 Company Officer 2E: Wildland Incident Operations for Company Officers | SLO 1 | Identify wildland fire behavior elements including fuel, weather, and topography |
| FIPT 344 Company Officer 2E: Wildland Incident Operations for Company Officers | SLO 2 | Determine the jurisdictional responsibility areas in California and the relationship between the authority having jurisdiction and the assisting/cooperating agencies |
| FIPT 344 Company Officer 2E: Wildland Incident Operations for Company Officers | SLO 3 | Evaluate and demonstrate the company officer's duties and responsibilities related to wildland incident operations |
| FIPT 345 Instructor I: Instructional Methodology | SLO 1 | Compare and contrast the roles of training officers and administrators |
| FIPT 345 Instructor I: Instructional Methodology | SLO 2 | Identify desirable qualities for fire instructors |
| FIPT 345 Instructor I: Instructional Methodology | SLO 3 | Develop complete course outlines |

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| FIPT 350 Chief Fire Officer 3 | SLO 1 | Identify the human resource management duties of a Fire Officer II |
| FIPT 350 Chief Fire Officer 3 | SLO 2 | Identify the community and government relations duties of a Fire Officer III |
| FIPT 350 Chief Fire Officer 3 | SLO 3 | Identify the inspection and investigation duties of a Fire Officer II |
| FIPT 360A Advanced Open Water Lifeguard Training | SLO 1 | Evaluate the rules, regulations, and sources covering responsibilities of lifeguards and supervisors |
| FIPT 360A Advanced Open Water Lifeguard Training | SLO 2 | Interpret and apply standards of ethics as explained in the Civil Service Rules |
| FIPT 360A Advanced Open Water Lifeguard Training | SLO 3 | Describe lifeguard injury prevention and health safety practices |
| FIPT 361 XDA - Current Issues and Skills Maintenance for Professional Firefighters | SLO 1 | Identify and demonstrate proper use and maintenance of fire service tools and equipment |
| FIPT 361 XDA - Current Issues and Skills Maintenance for Professional Firefighters | SLO 2 | Compare and contrast OSHA regulations regarding respiratory protection standards |
| FIPT 361 XDA - Current Issues and Skills Maintenance for Professional Firefighters | SLO 3 | Identify and demonstrate safe practices in firefighting apparatus and equipment use |
| FIPT 362A In-service Fire Training Modules | SLO 1 | Plan a course of action to mitigate hazards in various types of fires |
| FIPT 362A In-service Fire Training Modules | SLO 2 | Demonstrate proper extinguisher techniques using appropriate extinguishing agents on various fires |
| FIPT 362A In-service Fire Training Modules | SLO 3 | Determine proper procedures and techniques of overhaul and salvage at fire incidents |
| FIPT 363 Refresher, Open Water Lifeguard | SLO 1 | Demonstrate the following rescue procedures: rescue a person using the buoy technique; bring a person in from the surf using a rescue board; enter the water from a reef, from rocks, and from a pier to rescue a person |
| FIPT 363 Refresher, Open Water Lifeguard | SLO 2 | Demonstrate how to stabilize and package a victim for a C-spine in the water |
| FIPT 363 Refresher, Open Water Lifeguard | SLO 3 | Outline the methods and procedures to follow when an emergency occurs |
| FIPT 364 Marine Firefighting | SLO 1 | Explain how and why a fire burns |

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| FIPT 364 Marine Firefighting | SLO 2 | List fire extinguishing methods applicable to boat fires |
| | | List and describe at least five fire fighting tactics that will protect firefighters, reduce injury, help prevent loss of life, and reduce property damage during boat fires |
| FIPT 364 Marine Firefighting | SLO 3 | |
| FIPT 365 All Terrain Vehicle Operations - Lifeguards | SLO 1 | Interpret laws and regulations related to safe ATV operation |
| FIPT 365 All Terrain Vehicle Operations - Lifeguards | SLO 2 | Identify ATV components |
| FIPT 365 All Terrain Vehicle Operations - Lifeguards | SLO 3 | Describe ATV safety equipment requirements |
| | | Choose and demonstrate accepted procedures in carrying out seamanship and rescue boat handling duties. |
| FIPT 366 Seamanship - Rescue Boat Handling | SLO 1 | |
| FIPT 366 Seamanship - Rescue Boat Handling | SLO 2 | Analyze causes of lifeguard rescue boat accidents using agency survey results. |
| FIPT 366 Seamanship - Rescue Boat Handling | SLO 3 | Explain state and local laws relevant to the use and operation of vessels in coastal waters. |
| | | Compare and contrast federal, state, and local boating laws and regulations |
| FIPT 366A Personal Watercraft Operations | SLO 1 | |
| FIPT 366A Personal Watercraft Operations | SLO 2 | Interpret the responsibilities of the personal water craft (PWC) crew in reference to the history of PWC use in open-water lifeguarding |
| FIPT 366A Personal Watercraft Operations | SLO 3 | Identify PWC components, equipment, and apparel using appropriate terminology |
| | | Differentiate the strategies and tactics involved with basic wildland firefighting, structural firefighting, and vehicle firefighting |
| FIPT 380W Basic Wildland Firefighter Academy | SLO 1 | |
| FIPT 380W Basic Wildland Firefighter Academy | SLO 2 | Describe and demonstrate the use of lifesaving techniques, hoses, and equipment for self survival in the event of fire over-run or other firefighting emergency |
| FIPT 380W Basic Wildland Firefighter Academy | SLO 3 | Operate hoses and specialized tools for structural firefighting and wildland clearing and digging |
| | | Students will define and demonstrate knowledge of fire department organization and culture, and the expectations of entry-level fire department personnel. |
| FIPT 381F Basic Fire Fighter 1 Academy | SLO 1 | |

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| FIPT 381F Basic Fire Fighter 1 Academy | SLO 2 | Student will demonstrate knowledge of fire department equipment through the selection and application of equipment for given firefighting tasks. |
| FIPT 381F Basic Fire Fighter 1 Academy | SLO 3 | Student will analyze and assess firefighter hazards inherent to the profession. |
| FIPT 381F Basic Fire Fighter 1 Academy | SLO 4 | Student will demonstrate the ability to communicate effectively through multiple methods of communication including: written, electronic, face to face, and radio transmitted messages. |
| FIPT 381F Basic Fire Fighter 1 Academy | SLO 5 | Student will demonstrate their knowledge of strategies, tactics and incident command through the selection and implementation of firefighting methods, and the application of the Incident Command and Emergency Management Systems. |
| FIPT 381F Basic Fire Fighter 1 Academy | SLO 6 | Student will demonstrate safe practices by using minimum standard safety procedures. |
| FIPT 381G Firefighter I Academy Skills Review and Certification | SLO 1 | Define the requirements per Authority Having Jurisdiction (AHJ) regulations in accordance with the IFSAC Firefighter 1 certification process |
| FIPT 381G Firefighter I Academy Skills Review and Certification | SLO 2 | Don, doff, and prepare structural personal protective equipment for reuse |
| FIPT 381G Firefighter I Academy Skills Review and Certification | SLO 3 | Don and doff a Self Contained Breathing Apparatus (SCBA) |
| FIPT 381S San Diego City Basic Firefighter I Academy | SLO 1 | Identify and operate the equipment carried on SDFD engines, brush units, tractor trailer trucks, and service trucks |
| FIPT 381S San Diego City Basic Firefighter I Academy | SLO 2 | Perform firefighter duties during high-rise fire operations, including identification of built-in fire protection systems and safety considerations |
| FIPT 381S San Diego City Basic Firefighter I Academy | SLO 3 | Describe, maintain, operate, and list limitations and safety practices for different types of ladders, including how to raise, extend, carry, and climb ladders safely |

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| FIPT 392L Special Topics in Fire Management | SLO 1 | Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in management, policy and training standards for the fire service. |
| FIPT 392S Special Topics in Fire Management | SLO 1 | Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in management, policy and training standards for the fire service. |
| FIPT 393L Special Topics in Hazardous Materials | SLO 1 | Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in hazardous material incidents, policy and training standards for the fire service. |
| FIPT 393S Special Topics in Hazardous Materials | SLO 1 | Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in hazardous material incidents, policy and training standards for the fire service. |
| FIPT 394L Special Topics in Firefighting Tactics | SLO 1 | Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in firefighting tactics, policy and training standards for the fire service. |
| FIPT 394S Special Topics in Firefighting Tactics | SLO#1 | Demonstrate attainment of requirements for practicing firefighters and first responders as reflected in firefighting tactics according to policy and training standards. |
| FIPT 395L Special Topics in Open Water Lifeguarding | SLO 1 | Demonstrate attainment of requirements for practicing lifeguards and first responders as reflected in life guarding tactics, policy and training standards. |
| FIPT 395S Special Topics in Open Water Lifeguarding | SLO 1 | Demonstrate attainment of requirements for practicing lifeguards and first responders as reflected in life guarding tactics, policy and training standards. |
| FIPT 63 Personal Watercraft Operations | SLO 1 | Demonstrate the following rescue procedures: rescue a person using the buoy technique; bring a person in from the surf using a rescue board; enter the water from a reef, from rocks, and from a pier to rescue a person |
| FIPT 63 Personal Watercraft Operations | SLO 1 | Demonstrate how to stabilize and package a victim for a C-spine in the water |

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| FIPT 63 Personal Watercraft Operations | SLO 3 | Outline the methods and procedures to follow when an emergency occurs |
| GEOG 101 Physical Geography | SLO #3 Climate Change | Use scientific data to compare and contrast climate change issues for two different cities in terms of dynamic atmospheric, hydrosphere, lithosphere and biosphere processes. |
| GEOG 101 Physical Geography | SLO #4 Plate Tectonics | Analyze and interpret spatial patterns associated with plate tectonics including interaction with humans and the physical environment |
| GEOG 101 Physical Geography | SLO#1 Physical Geographic Topics | Explain why physical geographic topics are relevant to understanding environmental issues in society with the assistance of maps or geospatial technology illustrations. |
| GEOG 101 Physical Geography | SLO#2 Earth and Sun Relationships | Distinguish between Earth and Sun relationship topics, such as: mass of the Sun, plane of the ecliptic, tilt of the Earth, polarity, parallelism, circle of illumination, the tropics, arctic circles, seasonality, solar zenith angle and the elliptical orbital pattern of the planet. |
| GEOG 101 Physical Geography | Theory | Develop intuitive learning methodologies to be assessed through oral and written exams |
| GEOG 101L Physical Geography Laboratory | SLO 1 | Students will apply through lab work the development of Geography 101 comprehension; this will be accomplished through oral or written exams |
| GEOG 102 Cultural Geography | SLO #1 | |
| GEOG 102 Cultural Geography | SLO #2 | |
| GEOG 102 Cultural Geography | SLO #3 | |
| GEOG 102 Cultural Geography | SLO 1 | Students will show understanding of the distinction between nation and country through completion of questions on an oral or written exam |
| GEOG 104 World Regional Geography | Country versus nation | Students will comprehend why Brazil is a "country" but Portugal is a "nation." |
| GEOG 104 World Regional Geography | SLO #1 Regions of the World | Students will be able to critically analyze current and historical cultural concepts effecting different regions of the world and the inter-relationships between these regions |

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| GEOG 104 World Regional Geography | SLO #2 Effects Homogenization & Diversification | Students will be able to assess current socio-economic, cultural and political issues resulting from the interactive and opposing forces of homogenization and diversification |
| GEOG 104 World Regional Geography | SLO #3 Geographic Factors | Students will be able to examine geographic factors that have influenced the student's life on a global, national and local level. |
| GEOG 104 World Regional Geography | SLO #4 Physical & Cultural Environments | Students will be able to analyze how varying conditions of the physical and/or cultural environment contribute to human diversity. |
| GEOG 104 World Regional Geography | SLO#5 Diverse Populations & Viewpoints | Students will be able to reflect on their developing self-awareness of diverse populations and viewpoints as well as how it impacts the way they interact with a changing world. |
| GEOL 100 Physical Geology | Outcome GEOL 100 | Differentiate among the 3 major types of plate boundaries and recognize their characteristic geologic features. |
| GEOL 101 Physical Geology Laboratory | GEOL 101 SLO | Survey of Rocks and Minerals: Correctly classify a set of hand-specimen rocks into the 3 major rock groups and correctly identify the most abundant mineral in each sample. |
| GEOL 104 Earth Science | GEOL 104 | Summarize the defining characteristics of a mineral; differentiate among igneous, sedimentary, and metamorphic rocks in terms of the rock cycle. |
| GEOL 111 The Earth Through Time | SLO 1 | Students will classify rock strata, faults and intrusions by age, using absolute and relative dating techniques. |
| GEOL 130 Field Geology of San Diego County | SLO GEOL 130 | Students will be able to explain the origin of the Peninsular Ranges Batholith. |
| GRFX 158 XDA - Survey of Graphics Technology | SLO1 | Demonstrate an understanding of the advance of technology on the business of graphics |
| GRFX 160 Vector Art 01: Illustration | SLO #1 | Students will gain the skills and knowledge needed for entry level employment and career advancement. |
| GRFX 160A Vector Art 01: Illustration Tools | | 1 Students will gain the skills and knowledge needed for entry level employment. |
| GRFX 160B Vector Art 01: Illustration Tasks | SLO #1 | "Simulation of employment test." |
| GRFX 170 Raster Art 01: Image Editing | SLO #1 | Students will gain the skills and knowledge needed for entry level employment and career advancement. |

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| GRFX 170A Raster Art 01A: Image Editing Tools | | 1 Students will gain the skills and knowledge needed for entry level employment and career advancement. |
| GRFX 170B Raster Art 01B: Image Editing Tasks | | 1 Students will gain the skills and knowledge needed for career advancement. |
| GRFX 180 XDA - Composition 01: Page Building Tools | Outcome1ArtD180 | Students will gain the skills and knowledge needed for entry level employment and career advancement. |
| GRFX 180 XDA - Composition 01: Page Building Tools | Outcome1ArtD180 | Students will gain the skills and knowledge needed for entry level employment and career advancement. |
| GRFX 181 Projects 01: Multi-modal productions | SLO #1 | Students will gain the skills and knowledge needed for entry level employment and career advancement. |
| GRFX 50 XDA - Beginning Graphics, Communicating with Computers | Outcome1.ARTD150 | Students will gain the skills and knowledge needed for entry level employment and career advancement. |
| HEAL 101 Health and Life-Style | SLO 1: Healthy Behavior Change | Students will complete a three-month project to evaluate life-style changes of one self-identified health-related behavior. |
| HEAL 101 Health and Life-Style | SLO 2: Nutrition | Students will analyze their nutritional intake and compare it with the new food guide pyramid to a healthy diet using the basic concepts of nutrition within the framework of the Dietary Guidelines for Americans. |
| HEAL 101 Health and Life-Style | SLO 3 - Fitness Program | Students will design a weekly exercise program to include both aerobic and anaerobic activity. |
| HEAL 131 Emergency Response (First Aid/CPR/AED) | SLO 1 | Display the capacity to conduct CPR alone and with a partner for an extended period of time on an adult, a child and an infant. |
| HEAL 131 Emergency Response (First Aid/CPR/AED) | SLO 2 | Display the capacity to administer First Aid for a variety of situations not limited to: burns, broken bones, severe bleeding and blunt trauma. |
| HEAL 131 Emergency Response (First Aid/CPR/AED) | SLO 3 | Use modern technology to retrieve information about the latest developments in emergency response. |
| HEAL 131 Emergency Response (First Aid/CPR/AED) | SLO 4 | Communicate information retrieved from different sources orally and in writing relating to emergency response. |
| HEAL 131 Emergency Response (First Aid/CPR/AED) | SLO 5 | Integrate concepts and assess information regarding emergency response in the popular press as to its accuracy. |

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| HIST 100 World History I | History 100 Mongol Conquest | SLO #1 Students will demonstrate an understanding of the major changes that resulted in Eurasian societies as a result of the Mongol Conquests by: a. Identifying the extent and nature of the Mongol achievement. b. Explain the social and political impact on traditional societies of China, the Middle East, India, and Europe of the conquests of Genghis Khan and his successors. c. Identify the technological changes that resulted from these conquests and which led to the European Age of Discovery. d. Describe the impact of the Mongol conquests on the Mongol people. |
| HIST 100 World History I | SLO#1 | Students will be able to establish the historical significance of an event or an individual in Early World History. |
| HIST 100 World History I | SLO#2 | Students will be able to analyze and use primary source evidence in historical context when studying Early World History |
| HIST 100 World History I | SLO#3 | Students will be able to identify continuity and change in history by comparing some point in the past (in Early World History) with the present or two points in the past. |
| HIST 100 World History I | SLO#4 | Students will be able to analyze the causes (actions, beliefs, or circumstances) that led to a historical event in Early World History and the consequences of change caused by that event. |
| HIST 100 World History I | SLO#5 | Students will be able to demonstrate knowledge in various historical periods in Early World History and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to Early World History. |
| HIST 101 World History II | SLO 1 | Students will understand, through written or oral exam, the development of industrialization in Europe |
| HIST 101 World History II | SLO#1 | Students will be able to establish the historical significance of an event or an individual in Modern World History |
| HIST 101 World History II | SLO#2 | Students will be able to analyze and use primary source evidence in historical context when studying Modern World History. |

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| HIST 101 World History II | SLO#3 | Students will be able to identify continuity and change in history by comparing some point in the past (in Modern World History) with the present or two points in the past. |
| HIST 101 World History II | SLO#4 | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Modern World History and the consequences of change caused by that event. |
| HIST 101 World History II | SLO#5 | Students will be able to demonstrate knowledge in various historical periods in Modern World History and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to Modern World History. |
| HIST 105 Introduction to Western Civilization I | SLO 1 | Students will demonstrate, through an oral or written question on an exam, an understanding of feudalism |
| HIST 105 Introduction to Western Civilization I | SLO#1 Historical Significance | Students will be able to establish the historical significance of an event or individual in Early Western Civilizations |
| HIST 105 Introduction to Western Civilization I | SLO#2 Primary Source Evidence | Students will be able to analyze and use primary source evidence in historical context when studying Early Western Civilizations. |
| HIST 105 Introduction to Western Civilization I | SLO#3 Continuity & Change | Students will be able to identify continuity and change in history by comparing some point in the past (in Early Western Civilizations) with the present or two points in the past. |
| HIST 105 Introduction to Western Civilization I | SLO#4 Cause & Effect | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Early Western Civilizations and the consequence of change caused by that event. |
| HIST 105 Introduction to Western Civilization I | SLO#5 Historical Knowledge | Students will be able to demonstrate knowledge in various historical periods in Early Western Civilizations and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to Early Western Civilizations. |
| HIST 106 Introduction to Western Civilization II | SLO | Students, through oral or written questions will comprehend the development of industrialization in Europe |
| HIST 106 Introduction to Western Civilization II | SLO#1 Historical Significance | Students will be able to establish the historical significance of an event or an individual in Modern Western Civilizations. |

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| HIST 106 Introduction to Western Civilization II | SLO#2 Primary Source Evidence | Students will be able to analyze and use primary source evidence in historical context when studying Modern Western Civilizations. |
| HIST 106 Introduction to Western Civilization II | SLO#3 Continuity & Change | Students will be able to identify continuity and change in history by comparing some point in the past (in Modern Western Civilizations) with the present or two points in the past. |
| HIST 106 Introduction to Western Civilization II | SLO#4 Cause & Effect | Student will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Modern Western Civilizations and the consequences of change caused by that event. |
| HIST 106 Introduction to Western Civilization II | SLO#5 Historical Knowledge | Students will be able to demonstrate knowledge in various historical periods in Modern Western Civilizations and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to Modern Western Civilizations. |
| HIST 109 History of the United States I | SLO 1 | Students will demonstrate an understanding of the major themes in early American history from contact between Europe and the Americas to the American Revolution by: 1. Differentiating between the different patterns of colonization by the Spanish, French, and English 2. Identifying the major factors that led to British preeminence in North America 3. Identifying key similarities and differences in the development of the Northern, Middle, and Southern Colonies 4. Identifying key individuals and groups and their respective roles in the development of British North America 5. Identify the forces the led up to the American Revolution |
| HIST 109 History of the United States I | SLO#1 | Students will be able to establish the historical significance of an event or an individual in Early US History. |
| HIST 109 History of the United States I | SLO#2 | Students will be able to analyze and use primary source evidence in historical context when studying Early US History. |
| HIST 109 History of the United States I | SLO#3 | Students will be able to identify continuity and change in history by comparing some point in the past (in Early US History) with the present or two pints in the past. |

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| HIST 109 History of the United States I | SLO#4 | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Early US History and the consequences of change caused by that event. |
| HIST 109 History of the United States I | SLO#5 | Students will be able to demonstrate knowledge in various historical periods in Early US History and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to Early US History. |
| HIST 110 History of the United States II | SLO#1 | Students will be able to establish the historical significance of an event or an individual in Modern US History. |
| HIST 110 History of the United States II | SLO#2 | Students will be able to analyze and use primary source evidence in historical context when studying Modern US History. |
| HIST 110 History of the United States II | SLO#3 | Students will be able to identify continuity and change in history by comparing some point in the past (in Modern US History) with the present or two points in the past. |
| HIST 110 History of the United States II | SLO#4 | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Modern US History and the consequences of change caused by that event.. |
| HIST 110 History of the United States II | SLO#5 | Students will be able to demonstrate knowledge in various historical periods in Modern US History and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to Modern US History. |
| HIST 115A History of the Americas I | SLO #1 | Analyze and explain similarities and differences between different civilizations throughout the Early Americas. |
| HIST 115A History of the Americas I | SLO #2 | Critically analyze primary and secondary sources and construct thesis-based, analytical essays in the study of the history of the Early Americas. |
| HIST 115A History of the Americas I | SLO#1 Historical Significance | Students will be able to establish the historical significance of an event or an individual in the Early History of the Americas. |
| HIST 115A History of the Americas I | SLO#2 Primary Source Evidence | Students will be able to analyze and use primary source evidence in historical context when studying the Early History of the Americas. |

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| HIST 115A History of the Americas I | SLO#3 Continuity & Change | Students will be able to identify continuity and change in history by comparing some point in the past (in the Early History of the Americas) with the present or two points in the past. |
| HIST 115A History of the Americas I | SLO#4 Cause & Effect | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in the Early History of the Americas and the consequences of change caused by that event. |
| HIST 115A History of the Americas I | SLO#5 Historical Knowledge | Students will be able to demonstrate knowledge in various historical periods in the Early History of the Americas and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to the Early History of the Americas. |
| HIST 115B History of the Americas II | SLO #1 | Analyze and explain similarities and differences between different civilizations in the Americas during the Modern Era. . |
| HIST 115B History of the Americas II | SLO #2 | Critically analyze primary and secondary sources and construct thesis-based, analytical essays in the study of the history of the Americas in the Modern Era. |
| HIST 115B History of the Americas II | SLO#1 Historical Significance | Students will be able to establish the historical significance of an event or an individual in the Modern History of the Americas. |
| HIST 115B History of the Americas II | SLO#2 Primary Source Evidence | Students will be able to analyze and use primary source evidence in historical context when studying the Modern History of the Americas. |
| HIST 115B History of the Americas II | SLO#3 Continuity & Change | Students will be able to identify continuity and change in history by comparing some point in the past (in Modern History of the Americas) with the present or two points in the past. |
| HIST 115B History of the Americas II | SLO#4 Cause & Effect | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in the Modern History of the Americas and the consequence of change caused by that event. |

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| HIST 115B History of the Americas II | SLO#5 Historical Knowledge | <ul style="list-style-type: none"> • Students will be able to demonstrate knowledge in various historical periods in the Modern History of the Americas and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to the Modern History of the Americas. |
| HIST 120 Introduction to Asian Civilizations | Outcome 1: Religions/Philosophies | Students will demonstrate an understanding of the major themes in Asian history from prehistory to the end of the 16th Century by: 1. Identifying key similarities and differences between the indigenous religions and philosophies of Asia |
| HIST 120 Introduction to Asian Civilizations | Outcome 2: Dynasties/Kingdoms | Students will demonstrate an understanding of the major themes in Asian history from prehistory to the end of the 16th Century by: 2. Identifying the major factors that led to the rise and fall of various socio-political entities such as dynasties, kingdoms, and periods in Asia |
| HIST 120 Introduction to Asian Civilizations | SLO#1 Historical Significance | Students will be able to establish the historical significance of an event or an individual in Asian Civilizations to approximately 1600. |
| HIST 120 Introduction to Asian Civilizations | SLO#2 Primary Source Evidence | Students will be able to analyze and use primary source evidence in historical context when studying Asian Civilizations to approximately 1600. |
| HIST 120 Introduction to Asian Civilizations | SLO#3 Continuity & Change | Students will be able to identify continuity and change in history by comparing some point in the past (in Asian Civilizations to approximately 1600) with the present or two points in the past. |
| HIST 120 Introduction to Asian Civilizations | SLO#4 Cause & Effect | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Asian civilizations to approximately 1600 and the consequences of change caused by that event. |
| HIST 120 Introduction to Asian Civilizations | SLO#5 Historical Knowledge | Students will be able to demonstrate knowledge in various historical periods in the Asian Civilizations to approximately 1600 and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to Early Asian Civilizations. |
| HIST 121 Asian Civilizations in Modern Times | SLO#1 Historical Significance | Students will be able to establish the historical significance of an event or an individual in Modern Asian Civilizations. |

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| HIST 121 Asian Civilizations in Modern Times | SLO#2 Primary Source Evidence | Students will be able to analyze and use primary source evidence in historical context when studying Modern Asian Civilizations. |
| HIST 121 Asian Civilizations in Modern Times | SLO#3 Continuity & Change | Students will be able to identify continuity and change in history by comparing some point in the past (in Modern Asian Civilizations) with the present or two points in the past. |
| HIST 121 Asian Civilizations in Modern Times | SLO#4 Cause & Effect | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Modern Asian Civilizations and the consequence of change caused by that event. |
| HIST 121 Asian Civilizations in Modern Times | SLO#5 Historical Knowledge | Students will be able to demonstrate knowledge in various historical periods in Modern Asian Civilizations and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to Modern Asian Civilizations. |
| HIST 121 Asian Civilizations in Modern Times | SLO1 | Research, identify and describe significant historic periods, movements, trends, people, and events in the study of East, South, and Southeast Asia from the sixteenth century to the modern era. |
| HIST 141 Women in United States History I | SLO 1 | Students will through oral or written exam questions the development of the movement to gain women the vote |
| HIST 141 Women in United States History I | SLO#1 Historical Significance | Students will be able to establish the historical significance of an event on an individual in Early US History with an emphasis on the experiences of women. |
| HIST 141 Women in United States History I | SLO#2 Primary Source Evidence | Students will be able to analyze and use primary source evidence in historical context when studying Early US History with an emphasis on the experiences of women. |
| HIST 141 Women in United States History I | SLO#3 Continuity & Change | Students will be able to identify continuity and change in history by comparing one point in the past (in Early US History with an emphasis on the experiences of women) with the present or two points in the past. |

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| HIST 141 Women in United States History I | SLO#4 Cause & Effect | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Early US History with an emphasis on the experiences of women and the consequences of change caused by that event. |
| HIST 141 Women in United States History I | SLO#5 Historical Knowledge | Students will be able to demonstrate knowledge in various historical periods in Early US History with an emphasis on the experiences of women and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to the History of Women in the Early United States. |
| HIST 142 Women in United States History II | SLO#1 Historical Significance | Students will be able to establish the historical significance of an event or an individual in Modern US History with an emphasis on the experiences of women. |
| HIST 142 Women in United States History II | SLO#2 Primary Source Evidence | Students will be able to analyze and use primary source evidence in historical context when studying Modern US History with an emphasis on the experiences of women. |
| HIST 142 Women in United States History II | SLO#3 Continuity & Change | Students will be able to identify continuity and change in history by comparing some point in the past (In Modern US History with an emphasis on the experiences of women) with the present or two points in the past. |
| HIST 142 Women in United States History II | SLO#4 Cause & Effect | Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Modern US History with an emphasis on the experiences of women and the consequences of change caused by that event. |
| HIST 142 Women in United States History II | SLO#5 Historical Knowledge | Students will be able to demonstrate knowledge in various historical periods in Modern US History with an emphasis on the experiences of women and analyze the impact of class, gender, ethnicity, culture, and politics as they relate to the History of Women in the Modern United States. |
| HSEC 100 Introduction to Homeland Security | SLO 1 | Distinguish and compare the roles and significance of agencies associated with Homeland Security and how they are interrelated. |
| HSEC 100 Introduction to Homeland Security | SLO 2 | Analyze various laws determining and impacting Homeland Security. |

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| HSEC 100 Introduction to Homeland Security | SLO 3 | Examine historical events to compare and contrast how they impact Homeland Security. |
| HSEC 110 Intelligence Analysis and Security Management | SLO 1 | Compare and contrast the vulnerabilities of national defense and the private sector and determine the threats to these institutions. |
| HSEC 110 Intelligence Analysis and Security Management | SLO 2 | Distinguish the value of intelligence analysis in its impact on security and risk management. |
| HSEC 110 Intelligence Analysis and Security Management | SLO 3 | Examine how the intelligence community operates and supports Homeland Security. |
| HSEC 120 Transportation and Border Security | SLO 1 | Categorize the various border and transportation security challenges and choose the most effective methods to address these challenges. |
| HSEC 120 Transportation and Border Security | SLO 2 | Compare and contrast the differences between securing the various transportation infrastructure modalities. |
| HSEC 120 Transportation and Border Security | SLO 3 | Analyze the legal, economic, political and cultural concerns of transportation and border security and determine its impact on these concerns. |
| HUMA 101 Introduction to the Humanities I | SLO #1 | Define and analyze some of the world civilizations from approximately 40,000 BCE to 1400 CE. |
| HUMA 101 Introduction to the Humanities I | SLO #2 | Assess the influence of geographical, social, and historical factors on these civilizations. |
| HUMA 101 Introduction to the Humanities I | SLO #3 | Interpret, analyze, and criticize disciplines in the arts, literature, and philosophy of these cultures, and consider what the findings imply about our present cultural climate. |
| HUMA 102 Introduction to the Humanities II | SLO #1 | Discuss defining aspects of some of the world civilizations from approximately 1400 CE to the present time. |
| HUMA 102 Introduction to the Humanities II | SLO #2 | Assess the influence of geographical, social, and historical factors on these civilizations. |
| HUMA 102 Introduction to the Humanities II | SLO #3 | Interpret, analyze, and criticize disciplines in the arts, literature, and philosophy of these cultures with regard to their prevailing world view and system of values, and consider their influence on our current cultural institutions. |

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| HUMA 106 World Religions | SLO #1 | Approach the basic differences between Eastern and Western traditions from an academic perspective keeping in mind socio-cultural diversity presented and the historical significance., and how they impact our current cultural vantage point. |
| HUMA 106 World Religions | SLO #2 | Compare/Contrast basic concepts within a religion as they pertain to differences in interpretation among sects. |
| HUMA 106 World Religions | SLO #3 | Explain key aspects of specific doctrine(s) within a particular religion that speak to its foundational core. |
| HUMA 201 Mythology | SLO #1 | Able to detail how particular mythologies inform us about cultural norms, metaphysical belief systems, prevailing foundations of knowledge and there implications of socio-political values systems. |
| HUMA 201 Mythology | SLO #2 | Consider the role of old mythologies on new mythologies, and how continued mythological structures impact our personal and cultural world views, and the collateral impacts on others. |
| JOUR 202 Introduction to Mass Communication | SLO 1 | Analyze and describe how common media forms affect society. |
| JOUR 202 Introduction to Mass Communication | SLO 2 | Explain the role different mass media played in the institutional development of the United States. |
| JOUR 202 Introduction to Mass Communication | SLO 3 | Discuss historical and current institutional influences on mass media in the United States. |
| JOUR 202 Introduction to Mass Communication | SLO 4 | Explain past and current trends in mass media ownership & control as well as the effects these have on society. |
| LIBS 101 Information Literacy and Research Skills | SLO #1 - Works Cited Page | Students will prepare a Works Cited page using the 8th edition of the MLA Handbook for Writers of Research Papers. |
| LIBS 101 Information Literacy and Research Skills | SLO #2 - Boolean Operators | Students will use nested Boolean operators to refine search results. |
| LIBS 101 Information Literacy and Research Skills | SLO #3 - Resource Reliabilty | Students will evaluate resource criteria using particular "indicators" to determine reliability. |
| MARK 100 Principles of Marketing | SLO 1: The 5P's of marketing | Organize the scope of marketing and the 5P's of business marketing in both product and service businesses, with emphasis upon multi-cultural and ethical environments in global environment. |

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| MARK 100 Principles of Marketing | SLO 2: Marketing plan | Organize marketing case studies within businesses and develop a marketing plan. |
| MARK 100 Principles of Marketing | SLO 3: Emerging technologies | Examine the role of the Internet, e-commerce, and emerging technologies and their influence on today's marketing strategically. |
| MARK 270 Work Experience | SLO 1 | Demonstrate competencies for successful employment through actual on-the-job experiences. |
| MATH 015A Prealgebra Refresher | SLO for 15A | Math 15A Prealgebra Refresher Student Learning Outcome Upon successful completion of the course, students will be able to solve math problems which use prerequisite skills for Math 119. |
| MATH 015A Prealgebra Refresher | Student Learning Outcome | Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey. |
| MATH 015B Elementary Algebra and Geometry Refresher | SLO for 15B | Math 15B Elementary Algebra and Geometry Refresher Student Learning Outcome Upon successful completion of the course, students will be able to solve math problems which use prerequisite skills for Math 96. |
| MATH 015B Elementary Algebra and Geometry Refresher | Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey. | Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey. |
| MATH 015C Intermediate Algebra and Geometry Refresher | SLO for 15C | Math 15C Intermediate Algebra and Geometry Refresher Student Learning Outcome Upon successful completion of the course, students will be able to solve math problems which use prerequisite skills for Math 116. |
| MATH 015C Intermediate Algebra and Geometry Refresher | Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey. | Student Learning Outcome: Students will achieve their personal mathematical goal with this class as identified on their entry survey. |

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| MATH 015D Geometry Refresher | We currently do not offer this course. | We currently do not offer this course. This course is intended for those students who have completed a high school geometry course or for those students who have completed Intermediate Algebra and Geometry and need to review geometric principles prior to taking Math for Elementary Teachers or Trigonometry. The course consists of personalized computer assisted instruction to refresh those concepts identified as needed for each student. Check the Online Class Schedule for information about course Prerequisites, Co-requisites, Enrollment Limitations and Advisory information. |
| MATH 015E Trigonometry Refresher | We currently do not offer this course. | We currently do not offer this course. This course is intended for those students who have completed the math assessment with a level of M50 who need to review their Trigonometry knowledge prior to taking Precalculus or Calculus. Students begin at the level of their original placement and, working at their own pace, may improve their placement up to M60 (precalculus level). The course consists of personalized computer assisted instruction to refresh those concepts identified as needed for each student. Check the Online Class Schedule for information about course Prerequisites, Co-requisites, Enrollment Limitations and Advisory information. |
| MATH 015F College Algebra Refresher | We currently do not offer this course. | We currently do not offer this course. This course is intended for those students who have completed the math assessment with a level of M50 and need to review their College Algebra skills prior to taking a Calculus sequence. The course consists of personalized computer assisted instruction to refresh those concepts identified as needed for each student. Successful completion of this course may serve as a basis for a petition to challenge a College Algebra prerequisite. Students wishing to challenge Pre-calculus must also show competence in Trigonometry. Check the Online Class Schedule for information about course Prerequisites, Co-requisites, Enrollment Limitations and Advisory information. |

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| | | We currently do not offer this course. This course is an introduction to fundamental concepts of arithmetic. Emphasis is placed on addition, subtraction, multiplication, division and exponentiation on whole numbers, fractions, and decimals. Topics also include simple percents and ratios, systems of measurement, and applications of these topics. Students learn basic study skills necessary for success in mathematics courses. This course is intended for students preparing for Prealgebra. Check the Online Class Schedule for information about course Prerequisites, Co-requisites, Enrollment Limitations and Advisory information. |
| MATH 034A Basic Mathematics and Study Skills | We currently do not offer this course. | |
| MATH 047A Beginning Algebra and Practical Descriptive Statistics | SLO 1 | Students will show proficiency in basic algebra skills and their applications. |
| MATH 047A Beginning Algebra and Practical Descriptive Statistics | SLO 2 | Students will show proficiency in statistical calculations and in representing and interpreting data. |
| MATH 104 Trigonometry | SLO 1 | Define and evaluate the trigonometric functions of angles described in right triangles or on the unit circle, in degree and radian measure. |
| MATH 104 Trigonometry | SLO 2 | Analyze and graph trigonometric and inverse trigonometric functions, including the phase shift, period, vertical shift, amplitude, asymptotes and the domain and range. |
| MATH 104 Trigonometry | SLO 3 | Derive and prove trigonometric identities. |
| MATH 104 Trigonometry | SLO 4 | Solve trigonometric equations, and solve appropriate applications and right triangle problems. |
| MATH 115 XDA - Gateway to Experimental Statistics | SLO 1 | Students will acquire skills from intermediate algebra, and successfully apply them to a variety of situations. |
| MATH 115 XDA - Gateway to Experimental Statistics | SLO 2 | Students will further their statistical knowledge and build understanding of probability fundamentals. |
| MATH 116 College and Matrix Algebra | SLO #1 | Analyze and graph polynomial, absolute value, piecewise-defined, rational, exponential and logarithmic functions, including finding zeros and determining domains and ranges. |

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| MATH 116 College and Matrix Algebra | SLO #2 | Solve applications problems that can be modeled by polynomial, absolute value, piecewise, rational, exponential or logarithmic functions. |
| MATH 116 College and Matrix Algebra | SLO #3 | Solve applications problems that can be modeled by systems of linear equations or inequalities or non-linear equations or inequalities, using various techniques, including matrices and determinants. |
| MATH 118 A Survey of Modern Mathematics | SLO 1 | Apply the tools of mathematical logic such as truth tables and Venn diagrams to solve real world applications. |
| MATH 118 A Survey of Modern Mathematics | SLO 2 | Student will utilize a variety of non-traditional problem-solving techniques to develop solutions to problems that could be solve algebraically. |
| MATH 118 A Survey of Modern Mathematics | SLO 3 | Students will observe and analyze a pattern to solve a problem that cannot be solved using a standard mathematical operation. |
| MATH 119 Elementary Statistics | SLO #2 | Evaluate probabilities using the laws of probability, the standard normal distribution, t-distribution, or X ² -distribution. Find probabilities using the binomial distribution. Interpret probabilities given data represented by a histogram. Interpret probabilities given data represented by a boxplot. |
| MATH 121 Basic Techniques of Applied Calculus I | SLO 1 | Solve problems involving computing limits of algebraic and transcendental functions and apply this concept to the ideas of continuity and differentiability of functions. |
| MATH 121 Basic Techniques of Applied Calculus I | SLO-2 | Compute derivatives of algebraic and transcendental functions using both the limit definition of derivative and the associated derivative laws, and apply these techniques to the skills of curve sketching, optimization, and business, natural, and social science applications. |

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| MATH 121 Basic Techniques of Applied Calculus I | SLO-3 | Calculate anti-derivatives of algebraic and transcendental functions using the technique of substitution where appropriate; compute definite integrals using the Fundamental Theorem of Calculus; and apply these ideas to determining the area under a curve and the area between two curves, as well as solving associated applications problems. |
| MATH 122 Basic Techniques of Calculus II | SLO 1 | Calculate antiderivatives using integration by parts and integral tables and use these techniques to set up and solve differential equations and other related applications problems. |
| MATH 122 Basic Techniques of Calculus II | SLO 2 | Define, evaluate, and graph trigonometric functions and be able to differentiate and integrate them as well as solve applications problems. |
| MATH 122 Basic Techniques of Calculus II | SLO 3 | Analyze and graph functions of several variables; compute partial derivatives and use them to solve constrained optimization problems; and evaluate and graphically interpret double integrals. |
| MATH 141 Precalculus | SLO-1 | Analyze polynomial, rational, exponential, radical, logarithmic and trigonometric functions and conic sections, and their graphs, to determine their domains, ranges, discontinuities, asymptotes, limits and graphs. |
| MATH 141 Precalculus | SLO-2 | Perform algebraic operations on polynomial, rational, radical, exponential, logarithmic and trigonometric functions, including factoring, simplifying, composition, decomposition, and finding inverses. |
| MATH 141 Precalculus | SLO-3 | Solve applications problems that can be modeled by polynomial, rational, radical, exponential, and logarithmic and trigonometric functions. |
| MATH 141 Precalculus | SLO-4 | Apply matrices, determinants, sequences, series or the binomial theorem to solve applications problems. |
| MATH 141 Precalculus | SLO-5 | Evaluate and graph trigonometric and inverse trig functions, prove trigonometric identities, and use them to solve applications problems. |

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| MATH 150 Calculus with Analytic Geometry I | SLO 1 | Analyze polynomial, rational, trigonometric, radical, exponential, logarithmic and inverse functions to graph them, indicating symmetry, asymptotes, discontinuities, limits and extrema. |
| MATH 150 Calculus with Analytic Geometry I | SLO 2 | Use the limit definition to determine the derivative of a function. |
| MATH 150 Calculus with Analytic Geometry I | SLO 3 | Determine the derivative of polynomial, rational, trigonometric, hyperbolic, radical, exponential, and logarithmic and inverse functions, and describe how the derivative relates to the function. |
| MATH 150 Calculus with Analytic Geometry I | SLO 4 | Determine the definite and indefinite integral of polynomial, rational, trigonometric, hyperbolic, radical, exponential, logarithmic and inverse functions, using formulas or numerical integration techniques, and describe how the integral relates to the function. |
| MATH 150 Calculus with Analytic Geometry I | SLO 5 | Analyze and solve physical, geometric, related rates and optimization problems using the appropriate functions, derivatives or integrals |
| MATH 150L Calculus I Laboratory | We currently do not offer this course. | We currently do not offer this course. This course is a workshop, project-oriented course dealing with exploration and development of the calculus topics introduced in Calculus and Analytic Geometry I. This course directly supports the calculus lectures by having hands-on, collaborative assignments where technology is strongly incorporated throughout all the in-class assignments. Students work individually and in small groups on explorations and applications thus extending the material presented in Mathematics 150. Topics including geometric, analytic and numeric applications of limits, derivatives and integrals as well as calculus applications found in the physical and life sciences. This course is intended for all students currently enrolled in Mathematics 150. Instructor monitors and facilitates group and individual presentations and projects. (FT) AA/AS; CSU; UC. |

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| MATH 151 Calculus with Analytic Geometry II | SLO-1 | 1. Solve applications problems involving integration and utilize integration techniques including integration by substitution, parts, partial fractions, trigonometric, tables, and computer algebra systems, and apply these techniques to the evaluation of improper integrals and the determination of their convergence or divergence properties. |
| MATH 151 Calculus with Analytic Geometry II | SLO-2 | 2. Analyze and solve single linear ordinary differential equations problems involving separation of variables and solve modeling problems involving these differential equations. |
| MATH 151 Calculus with Analytic Geometry II | SLO-3 | 3. Identify and analyze infinite sequences of real numbers and series including the geometric series, harmonic series, and telescoping sums, and determine their convergence or divergence properties using different convergence tests, including the Integral Test, the Ratio Test, the Root Test, the Comparison Test, the Limit Comparison Test, the Alternating Series Test, and the Test for Divergence. |
| MATH 151 Calculus with Analytic Geometry II | SLO-4 | Determine the radius of convergence of a power series and identify the Taylor series of a given function and use it in consultation with Taylor's Theorem to approximate values of functions. |
| MATH 210A Concepts of Elementary School Mathematics I | SLO 1 | Students will apply mathematical concepts and critical thinking skills needed to teach elementary school mathematics with emphasis on number and function theory as well as applications. |

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| MATH 210B Concepts of Elementary School Mathematics II | We currently do not offer this course. | We currently do not offer this course. This course is the second course in a one-year sequence in the study of the mathematical concepts needed for teaching elementary school mathematics with emphasis on geometry, transformational geometry, and measurement. This course also promotes an appreciation of the importance of logical thinking and applications of mathematics in problem solving and critical thinking. It studies the understanding and explanation of the basic mathematical concepts and the connections between them. It is designed especially for students preparing for credentials in elementary education. Analytical reading and problem solving are required for success in this course. Check the Online Class Schedule for information about course Prerequisites, Co-requisites, Enrollment Limitations and Advisory information. |
| MATH 212 Children's Mathematical Thinking | We currently do not offer this course. | We currently do not offer this course. This course focuses on children's mathematical thinking and includes an in-depth study of place-value, fractions and how children solve mathematical problems. Students observe children and evaluate the problem strategies that are used. This course is intended for students pursuing a Multiple Subject Credential. Check the Online Class Schedule for information about course Prerequisites, Co-requisites, Enrollment Limitations and Advisory information. |
| MATH 245 Discrete Mathematics | SLO 1 | Perform basic logical operations and generalize the rules of logic to set theory and Boolean Algebra. |
| MATH 245 Discrete Mathematics | SLO 2 | Perform basic set operations and determine set equivalence and the cardinality of sets. |
| MATH 245 Discrete Mathematics | SLO 3 | Implement various methods of proofs including proofs by induction, in proving a large selection of mathematical statements. |
| MATH 245 Discrete Mathematics | SLO 4 | Prove and apply basic theorems from number theory. |

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| MATH 245 Discrete Mathematics | SLO 5 | Determine whether a relation is a function and identify the function's properties. |
| MATH 245 Discrete Mathematics | SLO 6 | Apply methods of proofs and/or analysis to a variety of topics such as combinatorics, graph theory, sequences and series, or algorithms. |
| MATH 252 Calculus with Analytic Geometry III | SLO 1 | Calculate the critical points of a differentiable multivariable function in an open ball, and applying the second derivative test, determine if these points are relative maxima, relative minima, or saddle points. |
| MATH 252 Calculus with Analytic Geometry III | SLO 2 | Calculate double and triple integrals over rectangular and non-rectangular regions, by iterating, by changing the order of integration, or by changing variables. |
| MATH 252 Calculus with Analytic Geometry III | SLO 3 | Apply Green's, Stoke's, and the Divergence theorems, and calculate surface integrals over parametrized piecewise smooth surfaces to compute flux of a vector field. |
| MATH 254 Introduction to Linear Algebra | SLO 1 | Solve dependent systems of linear equations using Gaussian elimination and state their solutions parametrically; solve independent systems using Gaussian eliminations or the inverse of the coefficient matrix; identify systems of linear equations which are inconsistent. |
| MATH 254 Introduction to Linear Algebra | SLO 2 | Solve applications involving several variables and several linear equations by solving the corresponding system of linear equations. |
| MATH 254 Introduction to Linear Algebra | SLO 3 | Compute the eigenvalues and corresponding eigenvectors of a square matrix, and diagonalize the matrix if possible. |
| MATH 255 Differential Equations | SLO 1 | Solve various types of differential equations and initial value problems using a variety of techniques including the method of undetermined coefficients, variation of parameters, and reduction of order. |

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| MATH 255 Differential Equations | SLO 2 | Use differential equations and initial value problems to model a variety of physical phenomenon, like: motion problems, Newton's Law of Motion, variable acceleration, population models, free oscillation, damped oscillation, forced mechanical and electrical vibrations and resonance. |
| MATH 255 Differential Equations | SLO 3 | Find solutions to initial value problems using Laplace Transforms. |
| MATH 296 Individual Instruction in Mathematics | We currently do not offer this course. | We currently do not offer this course. This course employs self-paced multimedia systems to assist students to reach specific learning objectives and is intended to be supplementary to designated courses. Check the Online Class Schedule for information about course Prerequisites, Co-requisites, Enrollment Limitations and Advisory information. |
| MATH 38 Pre-Algebra and Study Skills | SLO 1 | Solve basic linear equation in one variable using the addition and multiplication rules. |
| MATH 38 Pre-Algebra and Study Skills | SLO 2 | Translate English expressions into algebraic expressions. |
| MATH 38 Pre-Algebra and Study Skills | SLO 3 | Evaluate expressions using the rules for order of operations. |
| MATH 38 Pre-Algebra and Study Skills | SLO 4 | Solve geometry problems using perimeter and area formulas. |
| MATH 41 Math Study Skills | We currently do not offer this course. | We currently do not offer this course. |
| MATH 46 Elementary Algebra and Geometry | SLO 1 | Solve simple word problems by translating them into a linear equation or inequality in one variable, solving the equation/inequality, and then stating a clear solution to the problem. |
| MATH 46 Elementary Algebra and Geometry | SLO 2 | Solve applications problems involving the relationships among geometric figures and measures by applying the appropriate geometric properties and formulas regarding lines, angles, area and perimeter. |
| MATH 46 Elementary Algebra and Geometry | SLO 3 | Simplify expressions involving operations such as addition, subtraction, multiplication, division and exponents with polynomials, and solving equations containing such expressions. |

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| MATH 46 Elementary Algebra and Geometry | SLO 4 | Analyze and solve applications problems modeled by linear equations in two variables by graphing them on the coordinate plane and interpreting the graph to determine the solutions. |
| MATH 46 Elementary Algebra and Geometry | SLO 5 | Describe and graph functions, determine their properties and apply algebraic operations. |
| Algebra | SLO 1 | 1. The student will be able to correctly order real numbers. |
| MATH 92 Applied Beginning and Intermediate Algebra | SLO 2 | 2. The student will be able to correctly graph linear equations, and identify specific points on indicated lines. |
| MATH 92 Applied Beginning and Intermediate Algebra | SLO 3 | 3. The student will be able solve linear equations using a variety of methods. |
| MATH 96 Intermediate Algebra and Geometry | SLO 1 | Upon successful completion of the course, the student will be able to: 1. Solve equations, including absolute value equations, quadratic equations, equations containing square roots, exponential equations or logarithmic equations. |
| MATH 96 Intermediate Algebra and Geometry | SLO 2 | Upon successful completion of the course, the student will be able to: 2. Solve application problems involving absolute value equations, quadratic equations, equations containing square roots, exponential equations or logarithmic equations. |
| MATH 96 Intermediate Algebra and Geometry | SLO 3 | Upon successful completion of the course, the student will be able to: 3. Solve the system by Gaussian elimination. |
| MATH 96 Intermediate Algebra and Geometry | SLO 4 | Upon successful completion of the course, the student will be able to: 4. Graph conic sections. |
| MATH 96 Intermediate Algebra and Geometry | SLO2a (equation 1) | The student will be able to solve equations including absolute value equations. |
| MATH 96 Intermediate Algebra and Geometry | SLO2b (equation 2) | The student will be able to solve equations including quadratic equations. |
| MATH 96 Intermediate Algebra and Geometry | SLO2d (equation 3) | The student will be able to solve equations including square roots equations. |
| MATH 96 Intermediate Algebra and Geometry | SLO2d (equation 4) | The student will be able to solve equations including equations containing square roots. |
| MATH 96 Intermediate Algebra and Geometry | SLO2e (equation 5) | The student will be able to solve equations including exponential equations. |

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| MATH 96 Intermediate Algebra and Geometry | SLO2e (equation 6) | The student will be able to solve equations including exponential equations. |
| MATH 96 Intermediate Algebra and Geometry | SLO2f (equation 7) | The student will be able to solve equations including logarithmic equations. |
| MATH 96 Intermediate Algebra and Geometry | SLO2f (question 8) | The student will be able to solve equations including logarithmic equations. |
| MLTT 201 Clinical Chemistry and Urinalysis | Clinical Correlations | Students will demonstrate the knowledge of the clinical correlations, analytical instrumentation and procedures used to in Clinical chemistry and urinalysis detect, identify, measure, evaluate, correlate and monitor biological specimens representative of the body and organs systems for the purposes of obtaining scientific data which may be used to as an aid to ascertain the presence, progress or source of disease or physiological conditions in human beings. |
| MLTT 201 Clinical Chemistry and Urinalysis | Comprehensive Knowledge | Students will demonstrate comprehensive knowledge of the clinical chemistry and urinalysis techniques spanning the preanalytical, analytical and postanalytical techniques and methodologies. These skills will be used in a clinical or medical research laboratory to diagnose, monitor and treat physiological and pathological conditions of patients. |
| MLTT 201 Clinical Chemistry and Urinalysis | Laboratory Knowledge and Skills | Students will demonstrate knowledge of the skills used to evaluate laboratory testing methods; describe and use clinical chemistry analytical techniques including quality control, quality assurance and safety; discuss the principles of laboratory automation, various analytical instrumentation, immunoassays and molecular theory. |
| MLTT 202 Clinical Hematology and Immunology | Apply Basic Principles | Students will be able to apply basic principles and theory of clinical hematology, immunology and blood banking in the clinical laboratory setting. |
| MLTT 202 Clinical Hematology and Immunology | Clinical Correlations | Possess ability to recognize and evaluate abnormal and inconsistent test results and determine appropriate action. |
| MLTT 202 Clinical Hematology and Immunology | Information Systems | Demonstrate working understanding of information systems and components in the clinical laboratory. |

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| MLTT 202 Clinical Hematology and Immunology | Instrumentation | Select and operate appropriate instruments used in clinical hematology and immunology. |
| MLTT 202 Clinical Hematology and Immunology | Laboratory Mathematics | Be able to perform laboratory mathematics as required and applied in the clinical hematology and immunology laboratory. |
| MLTT 202 Clinical Hematology and Immunology | Quality Assurance | Identify and describe the principles of quality control and quality assurance in the hematology/immunology laboratory. |
| MLTT 202 Clinical Hematology and Immunology | Report Results | Be able to create reports and document results obtained in clinical hematology and immunology. |
| MLTT 202 Clinical Hematology and Immunology | Safety | Have ability to apply a working knowledge of safety mandates and principles to the clinical laboratory. |
| MLTT 202 Clinical Hematology and Immunology | Specimen Collection & Processing | Demonstrate ability to follow established procedures for collecting and processing biological specimens for analysis. |
| MLTT 202 Clinical Hematology and Immunology | Working Comprehension | Students will be able to demonstrate working comprehension of the technical and procedural aspects of the laboratory tests used in clinical hematology, immunology and immuno-hematology. |
| MLTT 203 Clinical Microbiology | Abnormal Results | Be able to recognize and evaluate abnormal and inconsistent results and take appropriate action. |
| MLTT 203 Clinical Microbiology | Information Systems | Demonstrate ability to understand and use laboratory information systems and components. |
| MLTT 203 Clinical Microbiology | Instrumentation | Possess ability to select and operate instruments used in the clinical microbiology laboratory. |
| MLTT 203 Clinical Microbiology | Laboratory Mathematics | Be able to perform laboratory mathematics at the level required in the clinical microbiology laboratory. |
| MLTT 203 Clinical Microbiology | Quality Assurance | Show ability to identify and describe the principles of quality control and quality assurance. |
| MLTT 203 Clinical Microbiology | Regulations | Know and understand regulations and requirements of regulatory and accrediting agencies. |
| MLTT 203 Clinical Microbiology | Reports and Documents | Demonstrate ability to create reports and document results. |
| MLTT 203 Clinical Microbiology | Safety | Demonstrate a working knowledge of laboratory safety rules and principles. |

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| MLTT 203 Clinical Microbiology | SLO 1. Procedure and tests | Demonstrate a working comprehension of the technical and procedural aspects of the laboratory tests used in clinical microbiology |
| MLTT 203 Clinical Microbiology | SLO 2. Specimen collection & processing | Demonstrate the ability to follow established procedures established procedures for collecting and processing biological specimens for analysis |
| MLTT 203 Clinical Microbiology | SLO 3. Microorganism identification | Apply knowledge of clinically relevant microorganisms to identification testing |
| MLTT 203 Clinical Microbiology | SLO 4. Quality Assurance & Quality Control | Identify, describe and apply principles of quality assurance and quality control in the clinical microbiology laboratory. |
| MLTT 203 Clinical Microbiology | SLO 5. Apply Principles of Microbiology | Apply basic principles of clinical microbiology in a laboratory setting |
| MLTT 204 Principles of Blood Banking | Demonstrate theoretical and practical knowledge of blood banking and transfusion | |
| MLTT 51 Directed Clinical Practice in Clinical Chemistry | Calibration | Understand the process of calibration and required calibration frequencies. |
| MLTT 51 Directed Clinical Practice in Clinical Chemistry | Demonstrate Learning | Run 5 - 10 parallel patient samples with appropriate QC. Samples must agree with reported results within limits set for method comparison. |
| MLTT 51 Directed Clinical Practice in Clinical Chemistry | Flags and Alerts | Demonstrate knowledge of instrument flags, alerts, messages and warnings. Understand when samples must be retested. |
| MLTT 51 Directed Clinical Practice in Clinical Chemistry | Instruments | Demonstrate knowledge of instrument set up including daily maintenance |
| MLTT 51 Directed Clinical Practice in Clinical Chemistry | Preanalytical Variables | Demonstrate knowledge and understanding of pre analytical, analytical and post analytical variables. |
| MLTT 51 Directed Clinical Practice in Clinical Chemistry | Quality Assurance | Discuss Quality control use including frequency. Explain the QC evaluation process including corrective action when control results are out of range. |
| Chemistry | Safety | Understand and apply departmental safety procedures. |
| MLTT 51 Directed Clinical Practice in Clinical Chemistry | Test Methods | Demonstrate understanding of test methods and principles used during training. |
| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Biohazards | Demonstrate and explain the safe use and disposal of biohazardous material. |

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| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Calibration | Describe the process of calibration including why and when the instrument must be calibrated. |
| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Flags & Warnings | Demonstrate knowledge of instrument flags, alerts, messages and warnings. Explain when the samples must be retested. |
| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Instrumentation | Demonstrate knowledge of instrument set up including daily maintenance. |
| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Parallel Test | Successfully run 5 - 10 parallel samples with appropriate QC. Samples must agree with reported results within limits set for method comparison. |
| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Quality Control | Know and understand Quality Assurance and Quality Control. Explain the QC evaluation process including corrective steps necessary when results are out of range. |
| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Safety | Demonstrate and apply department safety procedures. |
| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Test Methods | Summarize test methods and principles used during training. |
| MLTT 52 Directed Clinical Practice in Clinical Hematology, Urinalysis and Coagulation | Test Variables | Know and understand pre analytical, analytical and post analytical variables and their importance. |
| MLTT 53 Directed Clinical Practice in Clinical Immunology and Immunohematology | Instrumentation | Demonstrate knowledge of instrument set up including daily maintenance. |
| MLTT 53 Directed Clinical Practice in Clinical Immunology and Immunohematology | Practicum | Run 5 - 10 patient parallel samples with appropriate QC. Samples must agree within limits set for comparison studies. |
| MLTT 53 Directed Clinical Practice in Clinical Immunology and Immunohematology | Safety | Demonstrate and apply departmental safety procedures. |
| MLTT 53 Directed Clinical Practice in Clinical Immunology and Immunohematology | Test Methods | Know and understand test methods and principles used during training. |
| MLTT 54 Directed Clinical Practice in Clinical Microbiology | Instruments | Demonstrate knowledge and understanding of instrument set up including scheduled maintenance. |
| MLTT 54 Directed Clinical Practice in Clinical Microbiology | Quality Control | Demonstrate knowledge of Quality control including use and frequency. Explain the QC evaluation process including corrective action that must be taken when controls are out of range. |
| Microbiology | Safety | Demonstrate and apply departmental safety procedures. |

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| MLTT 54 Directed Clinical Practice in Clinical Microbiology | Test Methods | Demonstrate knowledge and understanding of test methods used during training. |
| MUSI 100 Introduction to Music | SLO 1 | identify verbally (in words) and recognize aurally (in sound) the various elements and structures of music (such as rhythm, pitch, melody, harmony, timbre, and form) |
| MUSI 103 History of Rock Music | SLO 1 | In this course, you will differentiate between different Rock styles and musicians studied in class. |
| MUSI 109 World Music | SLO 1 | The student will demonstrate a basic understanding of the proper elements of music. |
| MUSI 110 XDA - Music for Elementary School Teachers | SLO 1 | Collect and compile a list of available music sources as they apply to the teaching of music to children. |
| MUSI 111 Jazz - History and Development | SLO 1 | In this course, you will identify the various styles, style periods, and artists of jazz in chronological order. |
| MUSI 116A College Piano I | SLO 1 | Students will play 5-finger major scale pattern in all keys. |
| MUSI 116B College Piano II | together | |
| MUSI 116B College Piano II | together | |
| MUSI 116B College Piano II | hands) | |
| MUSI 116B College Piano II | other musicians | |
| MUSI 120 Beginning Voice Class | SLO 1 | Describe and demonstrate diaphragmatic breath management |
| MUSI 120 Beginning Voice Class | Students demonstrate solfege names and pitches. | Students must show the instructor proper and correct use of solfege pitch singing. |
| MUSI 132A Classical Guitar I | Students will play various scales, chords, and read simple guitar pieces in the lower positions using basic classic guitar technique. | |
| MUSI 132B Classical Guitar II | Students play scales, chords, and develop repertoire in the upper positions using advanced right- and left-hand classic guitar | |
| MUSI 135A College Guitar I | slo 1 | Define and play I-IV-I-V7-I chord progressions in C, G, D, A and E major and in A, E and D minor. |
| MUSI 135B College Guitar II | slo 1 | Define and play I-IV-I-V7-I chord progressions in circle of fifths and fourths. |
| MUSI 150A Basic Musicianship | SLO 1 | Recognize, use, and analyze the elements of musical notation |

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| MUSI 158A Music Theory I | SLO 1 | Students will demonstrate knowledge of keys and chords. |
| MUSI 158B Music Theory II | SLO 1 | Demonstrate the use of harmony, rhythm, and texture in creating musical form. |
| MUSI 190 The Electronic Music Studio | SLO 1 | Locate, comprehend and interpret manuals and equipment specifications. |
| MUSI 190 The Electronic Music Studio | SLO 2 | Differentiate between and explain the equipment found in an electronic music studio. |
| MUSI 201 Recording Arts | SLO #1 | Analyze and problem solve recording situations of various instruments. |
| MUSI 201 Recording Arts | SLO #2 | Creatively apply recording technology. |
| MUSI 201 Recording Arts | SLO #3 | Determine which studio technology to use to achieve the best results in recording. |
| MUSI 202 Computer Music | SLO #2 | Students submit projects to demonstrate applied technology learned |
| MUSI 202 Computer Music | SLO 1 | Analyze and problem solve MIDI situations and networking. |
| MUSI 204 Audio System Design and Maintenance | studio equipment | |
| MUSI 205A Projects in Electronic Music | SLO 1 | Analyze and decide which technology to use in the completion of MUSIC 205A projects. |
| MUSI 205B Projects in Electronic Music | SLO 1 | To analyze and decide which technology to use in the completion of MUSIC 205B projects. |
| MUSI 209A Electronic Music Studio Internship I | SLO1 | Students through internship experience will improve their studio skills and equipment proficiency |
| MUSI 209B Electronic Music Studio Internship II | SLO 1 | Students through experience will improve studio skills and equipment usage |
| MUSI 209C Electronic Music Studio Internship III | SLO 1 | Students through experience will improve studio skills and equipment usage |
| MUSI 209D Electronic Music Studio Internship IV | SLO1 | Students through experience will improve studio skills and equipment usage |
| MUSI 216 College Piano III | SLO #1 | Read and play simple piano music |
| MUSI 216 College Piano III | SLO #2 | Transpose simple melodies |
| MUSI 216 College Piano III | SLO #3 | Understand fundamental musical terms and music theory concepts |

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| MUSI 216 College Piano III | SLO #4 | Read and write simple rhythms in common time signatures |
| MUSI 216 College Piano III | SLO #5 | Play chords and exercises in all major key five-finger positions |
| MUSI 216 College Piano III | SLO #6 | Harmonize simple melodies with I and V tones |
| MUSI 252 XDA - Concert Jazz Band | slo1 | Perform with appropriate blend and balance in a jazz ensemble |
| MUSI 258A Music Theory III | slo 1 | Notate and analyze tonicizations and modulations including secondary dominants, secondary leading tone chords, and modulations to closely related keys |
| MUSI 258B Music Theory IV | slo 1 | This course was activated in preparation for building a program. Not offered in this cycle Not offered due to lack of funding Course deactivated |
| MUSI 268A Beginning Ear Training Laboratory I | SLO 1 | Students will notate intervals, simple rhythms and melodies. |
| MUSI 268A Beginning Ear Training Laboratory I | SLO 2 | Students will sing simple melodies from notation. |
| MUSI 268B Beginning Ear Training Laboratory II | SLO 1 | Sightsing and transcribe simple melodies containing intervals from major and minor scales in treble and bass clefs |
| MUSI 269A Advanced Ear Training Laboratory III | slo1 | Sight sing, with numbers or solfege, intermediate level major, chromatic, natural minor, harmonic minor, and melodic minor scales, arpeggiated chords, inverted chords, diatonic melodies, intervals, and rhythms in simple and compound meters while conducting in patterns of 2, 3, or 4. |
| MUSI 269B Advanced Ear Training Laboratory IV | slo 1 | Sight sing, with numbers or solfege, in treble, bass, alto, tenor and soprano clefs, major, chromatic, natural minor, harmonic minor, melodic minor and modal scales, arpeggiated triads and seventh chords in all inversions, diatonic melodies, more complex chromatic melodies, intervals, and more complex rhythms in simple and compound meters while conducting in patterns of 2, 3, or 4. |
| NUTR 150 Nutrition | 1. Technological Awareness | Students will be able to utilize computer software to analyze macronutrient and micronutrient content of dietary intake. |
| NUTR 150 Nutrition | 2. Personal Actions: | Students will be able to apply scientific principles of food handling (sanitation and food safety) to food preparation and storage to reduce foodborne illnesses. |

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| NUTR 150 Nutrition | 3. Critical Thinking: | Students will be able to evaluate their eating habits based on principles learned in class. |
| NUTR 150 Nutrition | SLO# 3 Nutrient Interpretation and Evaluation | Students will be able to apply core critical thinking skills of analysis, interpretation, evaluation and explanation of different eating patterns. |
| NUTR 150 Nutrition | SLO#1: Macronutrient and Micronutrient Analysis | Students will be able to identify, define, and analyze macronutrient and micronutrient content of dietary intake. |
| NUTR 150 Nutrition | SLO#2 Food Safety | Students will be able to apply scientific principles of food safety to food preparation and storage, sustainability of food systems, and food biotechnology to reduce foodborne illnesses and food waste. |
| NUTR 150 Nutrition | SLO#4 Reliable Sourcing | Students will be able to evaluate the credibility and reliability of nutrition information. |
| NUTR 153 Cultural Foods | Critical Thinking | Students will be able evaluate the psychosocial and economic factors that influence food habits. |
| NUTR 153 Cultural Foods | Personal Actions | Students will be able to analyze the diversity of food customs among geographic regions. |
| NUTR 153 Cultural Foods | SLO# 3: Microcultures in America | Distinguish the geographic cuisine influences on America's micro-cultures. |
| NUTR 153 Cultural Foods | SLO#1: Food habits and Practices | Compare and contrast food habits and practices related to traditional foods, utensils and preparation techniques in selected micro-cultures. |
| NUTR 153 Cultural Foods | SLO#2 Food Customs | Analyze the origin, development and diversity of food customs among geographic regions and migration patterns. |
| NUTR 153 Cultural Foods | SLO#4 Food Combinations | Assess nutritional contributions made by food combinations traditionally consumed by selected ethnic groups. |
| NUTR 153 Cultural Foods | SLO#5: Psychosocial and economic | Examine the psychosocial and economic factors that influence food habits. |
| NUTR 153 Cultural Foods | SLO#6 Nutrition Challenges | Analyze nutritional problems and develop ideas for creating a better nutritionally balanced menu. |

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| NUTR 153 Cultural Foods | Technological Awareness | Students will be able to use computer software to assess nutritional contributions made by food combinations traditionally consumed by selected ethnic groups and create nutritionally balanced menus for selected ethnic groups. |
| NUTR 155 Advanced Nutrition | Critical Thinking | Students will be able to use evidence based research to critique current topics in nutrition. |
| NUTR 155 Advanced Nutrition | Personal Actions | Students will be able to identify the key roles of nutrients as well as describe health problems associated with the digestion, absorption and transportation of nutrients. |
| NUTR 155 Advanced Nutrition | SLO#1 Energy needs | Calculate energy needs based on basal metabolism and physical activity. |
| NUTR 155 Advanced Nutrition | SLO#2 Digestion, Absorption, Transport | Identify and describe the key roles of nutrients as well as health problems associated with the digestion, absorption and transportation of nutrients. |
| NUTR 155 Advanced Nutrition | SLO#4 Reliable Sources | Critique current topics in nutrition using reliable, credible sources of nutrition research. |
| NUTR 155 Advanced Nutrition | SLO#5 Impact of health | Evaluate how different health conditions impact nutrient metabolism and nutrient utilization. |
| NUTR 155 Advanced Nutrition | Technological Awareness | Students will be able to use technology to calculate energy needs based on basal metabolism and physical activity. |
| NUTR 170 Nutrition and Fitness | Critical Thinking: | Students will be able to analyze and interpret nutritional needs and concerns that affect athletes. |
| NUTR 170 Nutrition and Fitness | Personal Actions | Students will be able to analyze and evaluate macro and micro-nutrient contents of their dietary intake. |
| NUTR 170 Nutrition and Fitness | SLO#1: Basic Concepts | Describe and compare the basic concepts and terms of sports nutrition within the broader field of nutrition. |
| NUTR 170 Nutrition and Fitness | SLO#2: Types of metabolism | Compare and contrast aerobic and anaerobic metabolism and the nutrients involved as sources of energy. |
| NUTR 170 Nutrition and Fitness | SLO#3: Energy Needs | Calculate personal energy needs. |
| NUTR 170 Nutrition and Fitness | SLO#4: Challenges for Athletes | Review and analyze the nutritional problems affecting athletes. |
| NUTR 170 Nutrition and Fitness | SLO#5 | Use reliable and credible resources to survey the effectiveness of various ergogenic aids in current use. |

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| NUTR 170 Nutrition and Fitness | SLO#6 Recommendations for Exercise | Analyze and critique dietary recommendations before, during and after exercise. |
| NUTR 170 Nutrition and Fitness | SLO#7 Body Composition | Critically compare different ways of determining and attaining various body composition. |
| NUTR 170 Nutrition and Fitness | SLO#8 | Distinguish between different types of eating disorders and their treatment. |
| NUTR 170 Nutrition and Fitness | Technological Awareness: | Students will be able to use computers to research, compile, and review data for personal health. |
| NUTR 180 Nutrition and Diet Therapy | Critical Thinking | Students will be able to create a nutritional support plan and identify nutrition support products available for patients requiring oral supplements, tube-feeding, and total parenteral support. |
| NUTR 180 Nutrition and Diet Therapy | Personal Actions | Students will be able to identify the components of a nutritional assessment and assess a patient's nutritional status using medical and diet histories, anthropometric measures, and biochemical analyses. |
| NUTR 180 Nutrition and Diet Therapy | Technological Awareness | Students will be able to modify a regular diet menu to accommodate the dietary needs of patients with various diseases and/or conditions. |
| PADM 200 Introduction to Public Administration | SLO 1: Concepts | Describe and compare the basic concepts, principles, and terms used in the field of public administration and political inquiry. |
| PADM 200 Introduction to Public Administration | SLO 2: Public Institutions | Identify the structure and functions of various U.S. public institutions. |
| PADM 200 Introduction to Public Administration | SLO 3: Public Policy Evaluation | Research and evaluate a public policy by collecting and analyzing qualitative and quantitative information. |
| PADM 200 Introduction to Public Administration | SLO 4: Ethics | Apply principles of ethical decision making and core values to contemporary issues in the practice of public administration |
| PADM 270 Public Administration Internship/Work Experience | SLO 1 | Demonstrate competencies for successful employment through actual on-the-job experiences. |
| PARA 100 Legal Procedures | SLO 1 | Demonstrate writing and analysis by preparing a written brief of a given case using the IRAC method. |
| PARA 100A XDA - Introduction to Paralegalism | SLO 1: Ethics | Apply the Code of Ethics to given legal situation. |
| PARA 100B XDA - Legal Procedures | SLO 2: Brief Writing | Prepare a written brief of a given case using the IRAC method. |

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| PARA 105 Legal Research | SLO 1: Brief Writing | Locate and differentiate primary sources of law electronically based on issues presented |
| PARA 106 Computer Assisted Legal Research (CALR) | 2018. | N/A - course approved for deactivation in fall 2018. |
| PARA 110 Legal Writing & Communications | SLO 1: Legal Memoranda | Analyze and compose legal memoranda for both internal and external application. |
| PARA 115 Civil Litigation - Procedures | SLO 1 | Draft a California State Court Civil Complaint using the Civil litigation fact pattern provided |
| PARA 120 Tort Law | SLO 1 | Be able to articulate the prima facie elements of negligence, duty, breach of duty, proximate cause and damages |
| PARA 140 Law Office Management and Technology | SLO 1 | Demonstrate your ability to utilize various legal software applications. |
| PARA 145 Federal Court Practices and Procedures | SLO 1 | Interpret federal court procedures in relation to civil litigation and federal crimes. |
| PARA 150 Criminal Litigation and Procedure | SLO 1 | Analyze a variety of crimes using the IRAC format. |
| PARA 155 Employment Law | SLO 1 | Demonstrate your ability to apply employment laws to various employment actions. |
| PARA 160 Bankruptcy Law | SLO 1: Bankruptcy | Demonstrate your analytical skills to determine whether a debtor should file under Chapter 7 or Chapter 13. |
| PARA 165 Family Law | SLO 1 | Demonstrate your understanding of family law by applying the various legal sources used in a family law case. |
| PARA 170 Corporate Law | SLO 1: Business Organizations | Compare and contrast the various types of business organizations. |
| PARA 175 Estates, Trusts, and Wills | SLO 1 | Students will demonstrate their critical reading, issue spotting, and of fact application to an Estate Planning issue using the California Probate Code. |
| PARA 180 Contract Law | SLO 1 | Describe and distinguish among valid, void, voidable and unenforceable contracts |
| PARA 200 Elder Law | SLO 1: Health Issues | Interpret statutes dealing with health care issues affecting the elderly. |
| PARA 205 Environmental Law | SLO 1 | Describe the various tort actions that can be applied to an environmental disaster. |
| PARA 210 Immigration Law | SLO 1 | Summarize the ethical responsibility of the federal government with handling immigration actions. |

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| PARA 215 XDA - Administrative Law | SLO 20: Intellectual Property | Summarize federal laws governing all forms of intellectual property. |
| PARA 220 Intellectual Property Law | SLO 1 | Upon completion of this course, students will prepare an essay demonstrating an in-depth understanding of intellectual property fundamentals in the areas of patent, copyright and trademark. |
| PARA 225 Real Estate Law | SLO 1: Real estate transactions | Recognize potential ethical conflicts in real estate transactions. |
| PARA 230 Consumer Law | SLO 1 | Review of the various laws protecting consumers in California. |
| PARA 270 Paralegal Internship/Work Experience | SLO 1 | Demonstrate competencies for successful employment through actual on-the-job experiences. |
| PERG 120 College Success and Lifelong Learning | 3. Identify and demonstrate effective communication skills. | Each student/group will be required to give a 3 minute oral presentation discussing what you did and what you learned in this assignment. • You may create Powerpoint presentations (a minimum of 5 slides) that cover the details of volunteering, including photos, details etc. • A video (using programs such as youtube). A poster board with pictures and information about the visit. |
| PERG 120 College Success and Lifelong Learning | 5. Develop and educational and career plan consistent with goals. | You need to research a career that you may wish to pursue. You may find research information on the Internet or in the library. I want you to make the project as visual as possible. No matter what you intend to do I want detailed and specific plans. This assignment includes a 4-7 minute oral presentation. Be sure to follow directions on time minimums and maximums for your presentation. Include information on the career that you have selected: • What are the educational or degree requirements • Describe your job and what you are responsible for doing • Where do you work? • How much do you earn? • Why you chose this career? |
| PERG 120 College Success and Lifelong Learning | 8. Apply and Practice decision making and problem solving skills | Resume Writing Assignment Example: TYPES OF RESUMES http://careerweb.georgetown.edu/prepare/resumes/6637.htm I Do your research to determine the appropriate resume and follow the job description carefully. Must be submitted in class and using Microsoft Word formatting. |

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| PERG 120 College Success and Lifelong Learning | Demonstrate self-awareness | Student will be able to identify personal awareness through identification of barriers that may hinder him/her towards goal |
| PERG 120 College Success and Lifelong Learning | Demonstrate self-motivation | Student will be able to identify at least 3 action steps towards their target goals |
| PERG 120 College Success and Lifelong Learning | Demonstrate self-motivation | |
| PERG 120 College Success and Lifelong Learning | Develop and evaluate meaningful goals | Student will utilize learned techniques to develop meaningful goals and identify how to evaluate them. |
| PERG 127 College Success Skills | SLO 1 | Construct an educational plan that includes a course of study that will result in the completion of academic and professional goals. |
| PERG 127 College Success Skills | SLO 2 | Identify resources available on the campus, in the community, and on the internet that will improve academic performance, health, personal relationships, and finances. |
| PERG 127 College Success Skills | SLO 3 | Demonstrate comprehension of academic skills such as note taking and test taking in order to manage information, solve problems and communicate effectively. |
| PERG 130 Career - Life Planning | Career Development information | Explore and apply career development information through the use of technology |
| PERG 130 Career - Life Planning | Job search | Identify and utilize specific job search techniques |
| PERG 130 Career - Life Planning | Personal characteristics | Assess personal characteristics such as values, skills, interests |
| PERG 140 Life Skills and Personal Adjustment | Goal setting | Plan, draft, and write and goal-setting and goal-achievement project aimed at any personal goal to achieve aspirational development and balance. |
| PERG 140 Life Skills and Personal Adjustment | Group setting behaviors | Identify and demonstrate self-responsible, collaborative workplace, and group setting behaviors through classroom exercises. |
| PERG 140 Life Skills and Personal Adjustment | Identifying obstacles | Identify obstacles that thwart emotional development and mental growth using compassion and observational exercises. |
| PHIL 100 Logic and Critical Thinking | SLO #1 | Demonstrate an ability to assess the soundness of the argument by assessing deductive validity and truth value using appropriate logic techniques. |

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| PHIL 100 Logic and Critical Thinking | SLO #2 | Demonstrate an ability to assess the cogency of the argument by assessing inductive strength and truth value using appropriate logic techniques. |
| PHIL 100 Logic and Critical Thinking | SLO #3 | Demonstrate an understanding of role of rhetoric in constructing arguments, and the practical impact that language has on diverse groups and their likelihood approach and accept logical positions based on historical relationships to subject matter. |
| PHIL 101 Symbolic Logic | SLO #1 | To recognize and understand proper uses of Basic Inference rules. |
| PHIL 101 Symbolic Logic | SLO #2 | To learn and apply proper Truth Table functions. |
| PHIL 101 Symbolic Logic | SLO #3 | To be able to perform both direct and indirect proofs. |
| PHIL 102A Introduction To Philosophy: Reality and Knowledge | SLO #1 | Demonstrate an understanding of the difference between Empiricism and Rationalism. |
| PHIL 102A Introduction To Philosophy: Reality and Knowledge | SLO #2 | Demonstrate an understanding of key theorists, being able to articulate particular positions and discern potential implications therein. |
| PHIL 102A Introduction To Philosophy: Reality and Knowledge | SLO #3 | Demonstrate an understanding concerning foundational metaphysical and/or epistemological concepts and discuss their centrality to philosophical inquiry, and how the study of such abstract topics helps influence and develop our critical thinking with regard to more practical and diverse real world issues. |
| PHIL 102B Introduction To Philosophy: Values | SLO #1 | Demonstrate understanding of fundamental ethical theories. |
| PHIL 102B Introduction To Philosophy: Values | SLO #2 | Demonstrate an understanding of personal, cultural and rational ethical inquiry, and how they impact decision making, and the continued applications of each impacts the socio-cultural climate of the present day on personal and institutional levels. |
| PHIL 102B Introduction To Philosophy: Values | SLO #3 | Articulate a coherent argument in support of an ethical position and discuss potential rebuttals/weaknesses. |
| PHIL 104A History of Western Philosophy: Ancient to Medieval | SLO #1 | Explain and analyze an argument from classical philosophy and discuss aspects that are indicative of that era. |

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| PHIL 104A History of Western Philosophy: Ancient to Medieval | SLO #2 | Explain and analyze a Medieval philosophical argument and discuss aspects that are indicative of that era. |
| PHIL 104A History of Western Philosophy: Ancient to Medieval | SLO #3 | Critically evaluate the influence that early philosophy has on our world views via current arguments, issues/beliefs, and institutions. |
| PHIL 107 Reflections on Human Nature | SLO #1 | Demonstrate an understanding of the major philosophical issues and their contemporary critiques that continue to apply to a wide variety of human endeavors. |
| PHIL 107 Reflections on Human Nature | SLO #2 | Demonstrate the ability to evaluate philosophical positions critically and systematically. |
| PHIL 107 Reflections on Human Nature | SLO #3 | Demonstrate an understanding of some of the diverse assumptions and values that shape our experiences and attitudes towards our selves and others. |
| PHIL 205 Critical Thinking and Writing in Philosophy | SLO #1 | Demonstrate an understanding of the difference between deductive and inductive logic. |
| PHIL 205 Critical Thinking and Writing in Philosophy | SLO #2 | Demonstrate an understanding of, and ability to critically approach, some basic aspects of metaphysical and axiological inquiry, and articulate the utility of such exercises in addressing present day issues. |
| PHIL 205 Critical Thinking and Writing in Philosophy | SLO #3 | Demonstrate an understanding of foundational elements of academic writing concerning philosophical topics ranging from thesis development, research processes, writing techniques or essay structure. |
| PHYN 100 Survey of Physical Science | Physical Science 100 | Describe the scientific method; distinguish among scientific observations, hypotheses, theories, and laws. |
| PHYN 101 XDA - Survey of Physical Science Laboratory | PHYN 101 | Describe the scientific method; distinguish among scientific observations, hypotheses, theories, and laws. |
| PHYN 114 Weather and Climate | PHYN 114 SLO | Students will be able to explain the Greenhouse Effect. |
| PHYN 120 Physical Oceanography | phyn 120 | Identify the name and general outline of at least 5 tectonics plates on a world map and correctly list and describe the major sea floor features associated with the 3 major types of plate boundaries. |

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| PHYS 125 General Physics | physics 125 | Sketch an accurate free-body diagram of external forces acting on a system. |
| PHYS 125 General Physics | physics 125 | Use Newton's three laws of motion to solve problems involving acceleration and force. |
| PHYS 125 General Physics | physics 125 | Use the Principle of Conservation of Mechanical Energy and the Work-Energy Theorem to solve energy-related problems. |
| PHYS 126 General Physics II | phys 126 | Describe the different properties of light and the role it played in modernizing physics. |
| PHYS 126 General Physics II | physics 126 | From the established laws and theories of electricity and magnetism, explain, analyze, and assess an electromagnetic phenomenon. |
| PHYS 180A General Physics I | Physics 180 A SLO 1 | For a given motion observation, students can evaluate the forces acting on the object, draw a free-body diagram, apply Newton's laws of motion, and predict the path of the moving object. |
| PHYS 180B General Physics II | PHYS 180B SLO 2 | Demonstrate an understanding of the basic concepts of electricity and magnetism, optics, and elements of modern physics. |
| PHYS 180B General Physics II | Physics 180 B SLO 1 | Physics 180 B SLO: For a given electromagnetic observations, students can propose a plausible explanation by distinguishing the important and irrelevant aspects of Maxwell's electromagnetic equations. |
| PHYS 181A General Physics Laboratory I | Exam question 1 | For a given motion observations, students will be able to determine the best measuring technique to determine the position, velocity, or acceleration of the object; and students will demonstrate their understandings of the limitation in their measurements. |
| PHYS 181B General Physics Laboratory II | Exam question 1 | For a given electromagnetic observation, students will be able to determine the best measuring technique to determine the charge, potential, resistance, or voltage; and students will demonstrate their understandings of the limitation in their measurements. |

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| PHYS 195 Mechanics | Physics 195 Mechanics SLO 1 | Students will be able to make and interpret graphs of motion, and use force diagrams in conjunction with Newton's Laws to reason qualitatively and quantitatively about force and motion phenomena. |
| PHYS 196 Electricity and Magnetism | Electricity and Magnetism Physics 196 SLO 1 | Student will be able to explain an electromagnetic phenomenon from established Electromagnetic theories and laws. |
| PHYS 197 Waves, Optics and Modern Physics | Physics 197 SLO 1 | The student will be able to calculate the frequency, period, wavelength, and wave-number of a mechanical or electromagnetic wave. |
| POLI 101 Introduction to Political Science | SLO #1 Political Science as a discipline | Students will be able to use social scientific methodologies to identify the main elements of democratic, authoritarian, and totalitarian systems, and classify given political systems, including the United States, according to these labels. |
| POLI 101 Introduction to Political Science | SLO #4: Equity | Students will be able to identify and discuss a range of equity and justice issues that exist both historically and contemporaneously in both American and international politics, including but not limited to race, ethnicity, inequality, immigration, foreign policy, warfare and climate change. |
| POLI 101 Introduction to Political Science | SLO#2 Diversity | Students will be able to identify and explain contrasting political ideologies and cultures, including the conceptions of liberties and rights across differing types of states and regimes. |
| POLI 101 Introduction to Political Science | SLO#3 Civic Participation | Students will develop an awareness and understanding of a range of ongoing current political issues, and appreciate the range of formal and informal participatory roles they can play in politics at various levels -local, state, national and international. |
| POLI 102 The American Political System | Outcome #3 Civic Participation | Students will develop an awareness and understanding of a range of ongoing current political issues, and appreciate the range of formal and informal participatory roles they can play in politics at various levels -local, state, national and international |

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| POLI 102 The American Political System | SLO #1 American Political System | Students will be able to identify and critically evaluate both the theory behind and functioning of the range of American governing and participatory institutions at both the federal and state levels, with emphasis placed on the California governance and politics. |
| POLI 102 The American Political System | SLO #1 American Political System | Students will be able to identify and critically evaluate both the theory behind and functioning of the range of American governing and participatory institutions at both the federal and state levels, with emphasis placed on the California governance and politics |
| POLI 102 The American Political System | SLO #2 Diversity | Students will be able to identify and explain contrasting views on the role of government among various groups in American society, with a particular emphasis placed the experience and contributions of diverse groups in American society. This includes the struggle for civil liberties and civil rights of individuals as articulated in the U.S. Constitution and federal court decisions. |
| POLI 102 The American Political System | SLO #2 Diversity | Students will be able to identify and explain contrasting views on the role of government among various groups in American society, with a particular emphasis placed the experience and contributions of diverse groups in American society. This includes the struggle for civil liberties and civil rights of individuals as articulated in the U.S. Constitution and federal court decisions. |
| POLI 102 The American Political System | SLO #3 Civic Participation | Students will develop an awareness and understanding of a range of ongoing current political issues, and appreciate the range of formal and informal participatory roles they can play in politics at various levels -local, state, national and international. |

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| POLI 102 The American Political System | SLO #4 Equity | Students will be able to identify and discuss a range of equity and justice issues that exist both historically and contemporaneously in American politics, including but not limited to race, ethnicity, inequality, immigration, foreign policy, warfare and climate change. |
| POLI 102 The American Political System | SLO #4 Equity | Students will be able to identify and discuss a range of equity and justice issues that exist both historically and contemporaneously in American politics, including but not limited to race, ethnicity, inequality, immigration, foreign policy, warfare and climate change |
| POLI 102 The American Political System | SLO #6 Analyze effective political participation | Analyze how to effectively participate in politics at the national, state, county and/or city levels. |
| POLI 102 The American Political System | SLO#5 Analyze the Shaping of Public Opinion & Public Policy | Analyze the role of culture, diversity and ideology in shaping public opinion and public policy in the United States and California. |
| POLI 103 Comparative Politics | SLO #1 COMPARATIVE POLITICAL SYSTEMS | Students will be able to identify and critically evaluate a range of different political systems around the world with a critical understanding of differing histories, political cultures, and governmental arrangements. |
| POLI 103 Comparative Politics | SLO #2 DIVERSITY | Students will be able to identify and explain contrasting views on the role of government, especially with regard to the prospects for democratic decision making, and the balance of power between executive, legislative, and judicial branches. |
| POLI 103 Comparative Politics | SLO #3 Civic Participation | Students will develop an awareness and understanding of a range of ongoing current political issues, and appreciate the range of formal and informal participatory roles they can play in politics at various levels -local, state, national and international. |
| POLI 103 Comparative Politics | SLO #4: Equity | Students will be able to identify and discuss a range of equity and justice issues that exist within the global political arena, including but not limited to poverty, trade practices, problems created by globalization , racial, ethnic and gender inequality, immigration and refugees, warfare and climate change. |

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| POLI 140 Contemporary International Politics | SLO #2 Diversity | Students will be able to identify and critically assess the differing types of governing systems around the world, including the role of international institutions, especially with regard to the prospects for democratic decision making, and the balance of power between executive, legislative, and judicial branches. |
| POLI 140 Contemporary International Politics | SLO #3 Civic Participation | Students will develop an awareness and understanding of a range of ongoing current international political issues, and appreciate the range of formal and informal participatory roles they can play in international politics. |
| POLI 140 Contemporary International Politics | SLO #4: Equity | Students will be able to identify and discuss a range of equity and justice issues that exist within the global political arena, including but not limited to poverty, trade practices, problems created by globalization , racial, ethnic and gender inequality, immigration and refugees, warfare and climate change. |
| POLI 140 Contemporary International Politics | SLO#1 Contemporary World Political Systems | Students will be able to identify and critically evaluate the histories, political cultures, and governmental arrangements of various nations and regions around the world. |
| POLI 277D XDA - Service Learning in College Governance | SLO 1 | Students will complete at least 48 hours of service learning per unit. |
| PSYC 101 General Psychology | Culture | Students will demonstrate working knowledge of psychological principles from a culturally diverse perspective. |
| PSYC 101 General Psychology | Method | Students will demonstrate working knowledge of principles of data collection and analysis. |
| PSYC 101 General Psychology | Theories | Students will demonstrate working knowledge of historical roots and major systems and theories of psychology; including Psychodynamic, Behaviorism, Cognitive and Humanistic principles. |
| PSYC 123 Adolescent Psychology | Culture | Students will compare and contrast the cultural and generational context of adolescence in western and non-western societies. |

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| PSYC 123 Adolescent Psychology | Domains | Students will demonstrate understanding of the overlapping influences of biology, cognition, and social factors on adolescent development. |
| PSYC 123 Adolescent Psychology | Theories | Students will demonstrate understanding of theories and research relevant to adolescence as a distinct developmental period. |
| PSYC 133 Psychology of Women | Theory | Upon successful completion of the course, students will be able to interpret strengths and weaknesses of psychological theories as linked to the experience of women. |
| PSYC 135 Marriage and Family Relations | Theory | Upon successful completion of the course, the student will be able to understand the various theoretical perspectives and research methods used in studying marriage and the family. |
| PSYC 137 Human Sexual Behavior | Scientific Method | Upon successful completion of the course, the student will be able to understand the major scientific methods of studying human sexual behavior. |
| PSYC 161 Introduction to Counseling | Outcome 1 | The student will be able to articulate selected counseling theories and their contributors. |
| PSYC 166 Introduction to Social Psychology | SLO 1 | Students will develop a sense of understanding of social psychology through: 1. a comprehension of the concepts of group dynamics 2. an understanding of conformity, rebellion, prejudice, aggression, and social cognition. 3. Comprehend how people develop group identities. |
| PSYC 201 Academic and Career Opportunities in Psychology | SLO #1 | Describe a variety of academic career options in the field of psychology. |
| Psychology | SLO #2 | Distinguish between academic and clinical psychology. |
| PSYC 211 Learning | SLO 1 | Upon completion of the course, students will comprehend the methodologies used in measuring learning |
| PSYC 230 Psychology of Lifespan Development | SLO 1 | Students will compare and contrast the major theoretical perspectives of Developmental Psychology including: Psychodynamic, Humanistic, Behavioral, Cognitive, Ecological. |
| PSYC 245 Abnormal Psychology | Culture | Students will communicate understanding of correlation between psychological disorders and cultural influences. |

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| PSYC 245 Abnormal Psychology | DSM | Students will identify and assess various disorders using the current DSM. |
| PSYC 245 Abnormal Psychology | mental health professionals | Students will demonstrate understanding of the difference between psychologists, psychiatrists and other mental health professionals |
| PSYC 245 Abnormal Psychology | Theories | Students will compare and contrast major theoretical positions regarding the cause and treatment of psychopathology |
| PSYC 255 Introduction to Psychological Research | Method | Students will demonstrate knowledge of research designs, experimental methods, non-experimental methods, and standard research practices. |
| PSYC 255 Introduction to Psychological Research | Research Design | Students will design and conduct original research using appropriate research designs, methods, statistics, and ethics and demonstrate proficiency in APA style. |
| PSYC 258 Behavioral Science Statistics | Mathematical Tests of Research Design | Upon successful completion of the course, students will be able to distinguish between descriptive and inferential statistics and understand the process of defining groups and measures. |
| PSYC 258 Behavioral Science Statistics | SLO 1 | Upon completion of the course students will comprehend the application of statistics to the social sciences |
| PSYC 259 Behavioral Science Statistics Laboratory | Mathematical Tests of Research Design | The laboratory class will serve to give students a better comprehension of data entry, graphing, analysis, and what can be discerned from these statistical formats in mapping individual and group psychological dynamics. |
| PSYC 260 Introduction to Physiological Psychology | Psychology 260 | From a study of human physiology, students will develop a comprehension of how the parts of the body aid in the development of emotion, perception and personality. |
| REAL 101 Real Estate Principles | SLO 1: History and Importance | Illustrate history and importance of real estate, real property, personal property, estates and methods of holding title; create liens, encumbrances. |
| REAL 101 Real Estate Principles | SLO 2: Agency | Explain how to establish real estate agency; regulation, duties, obligations of brokers and salespersons, contacts, disclosures. |

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| REAL 101 Real Estate Principles | SLO 3: Financing Instruments | Describe real estate financing instruments, lenders, regulations, mortgage insurance, primary/secondary markets, government programs, appraisal process, escrow, title insurance. |
| REAL 101 Real Estate Principles | SLO 4: Knowledge Application | Demonstrate how real estate knowledge can be applied in professional environment, investing, landlord/tenant relations, taxation, land use and development, real estate careers. |
| REAL 105 XDA - Legal Aspects of Real Estate I | SLO 1: Legal Concepts | Explain the historical development of real estate legal concepts; the legal systems, the courts, balance of power and constitutional rights related to real property. |
| REAL 105 XDA - Legal Aspects of Real Estate I | SLO 2: Contracts | Identify essential elements of a contract, formation, breach, avoidance, enforcement, and remedies; contract uses; statutory and common law disclosure requirements. |
| REAL 105 XDA - Legal Aspects of Real Estate I | SLO 3: Real Property | Describe the fundamental issues of real property sales, financing, acquisitions and foreclosure; the alternative tools used to convey interests in property; zoning and private land-use restrictions. |
| REAL 105 XDA - Legal Aspects of Real Estate I | SLO 4: Landlord-Tenant Law | Demonstrate knowledge of the basic tenets of landlord-tenant law, including evictions; the recordation process, title matters, property tax and government enforced liens. |
| REAL 110 XDA - Principles of Real Estate Appraisal I | SLO 1: Real Property Characteristics | Describe the characteristics of real property and the three approaches to its valuation. |
| REAL 110 XDA - Principles of Real Estate Appraisal I | SLO 2: Markets | Explain how real estate markets are defined and identify key concepts and uses of market analysis. |
| REAL 110 XDA - Principles of Real Estate Appraisal I | SLO 3: Highest and Best Use | Explain the process for determining highest and best use and identify the four tests used for this purpose. |
| REAL 115 Real Estate Finance I | SLO 1: Money and Credit | Demonstrate understanding of the flow of money and credit, federal monetary policy, instruments of real estate finance, institutional and non-institutional lenders, real property loan laws and regulations. |
| REAL 115 Real Estate Finance I | SLO 2: Financing | Describe conventional and government-backed financing, alternative mortgage instruments, points, discounts, and secondary mortgage market. |

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| REAL 115 Real Estate Finance I | SLO 3: Qualifying | Explain the process of qualifying the property, the borrower, processing, closing, and servicing loans, foreclosure, and other lending problems. |
| REAL 115 Real Estate Finance I | SLO 4: Special Financing | Provide information on construction loans and requirements, creative financing, and financing of investment properties, commercial and industrial properties. |
| REAL 120 Real Estate Practice | SLO 1: Career Info | Exhibit understanding of the real estate career, teams and partnerships, business plan, goal setting, broker/salesperson relationship, professional designations, ethics, business and professions code, antidiscrimination legislation, mandatory disclosures. |
| REAL 120 Real Estate Practice | SLO 2: Prospecting Process | Explain prospecting process, working with buyers and sellers techniques, advertising and marketing techniques. |
| REAL 120 Real Estate Practice | SLO 3: Purchase Process | Demonstrate knowledge of effective purchase contract, negotiations and single and multiple counteroffers, escrow timeline, estimate of closing costs, financing process, title insurance, life of escrow. |
| REAL 120 Real Estate Practice | SLO 4: Listing | Describe the listing preparation and presentation, agreement types, servicing, modifications, and release of contract; real estate financing, and taxation issues. |
| REAL 125 XDA - Real Estate Economics | SLO 1: Economics and Real Estate | Describe the interrelationship between economics and real estate and the interaction of supply and demand in real estate markets. |
| REAL 125 XDA - Real Estate Economics | SLO 2: Government Regulation | Discuss government regulations and the effect of the Federal Reserve on real estate activity. |
| REAL 125 XDA - Real Estate Economics | SLO 3: Analysis | Analyze: patterns of land use, neighborhoods as barometers of change, commercial and industrial markets, and recreational real estate trends. |
| REAL 125 XDA - Real Estate Economics | SLO 4: Investment Principles | Explain real estate investment principles and income tax aspects of investment. |

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| REAL 140 XDA - Real Estate Appraisal II | SLO 1: Valuation | Explain: Lease fee valuation as compared to fee simple interest, the principle of standard deviation, and the various approaches used in depreciation analysis, and the impact of easements in the valuation of real property. |
| REAL 140 XDA - Real Estate Appraisal II | SLO 2: Capitalization of Income | Compare and contrast methods used in the capitalization of income and apply the Gross Rent Multiplier, Direct Capitalization, Land Residual, and Building Residual techniques to value income producing properties. |
| REAL 140 XDA - Real Estate Appraisal II | SLO 3: Adjustments | Describe the following: Units and elements of comparison, the sales comparison approach and the sequence of adjustments; as "methods of extracting adjustments". |
| REAL 140 XDA - Real Estate Appraisal II | SLO 4: Calculating Cash Flows | Analyze and calculate even and uneven discounted cash flows by forecasting over various holding periods using the industry standard HP 12c financial calculator. |
| REAL 151 XDA - Real Estate Computer Applications | SLO 1: Computer Functions | Explain the function of computer hardware, software, and Internet resources as used in the real estate industry. |
| REAL 151 XDA - Real Estate Computer Applications | SLO 2: The Internet | Describe the following: how addressing the internet is accomplished, how to use bookmarks and favorites to locate frequently used web addresses and web sites, and the various internet resources available to assist in marketing, advertising, and presentations. |
| REAL 151 XDA - Real Estate Computer Applications | SLO 3: Web Searches | Illustrate an understanding of web searching the Department of Real Estate and examine license agency regulations on computers and list the requirements to obtain a Real Estate Appraisal License in California using the internet. |
| REAL 151 XDA - Real Estate Computer Applications | SLO 4: Software and Equipment | Identify and value the use of the following: time management software applications, internet databases for real estate, Department of Real Estate approved trust fund accounting programs and various office peripheral equipment. |
| SOCO 101 Principles of Sociology | SOCO 101 SLO 1 | Students will be able to identify and critically assess the social factors that contribute to contemporary inequalities that shape life chances. |

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| SOCO 101 Principles of Sociology | SOCO 101 SLO 2 | Students will be able to analyze the dichotomy between human agency and social structure. |
| SOCO 101 Principles of Sociology | SOCO 101 SLO 3 | Students will be able to assess how culture and socialization shape the lives of individuals and groups in society. |
| SOCO 110 Contemporary Social Problems | SOCO 110 SLO 1 | Students will be able to explain how categories including gender, race, and social class contribute to structures of privilege and oppression. |
| SOCO 110 Contemporary Social Problems | SOCO 110 SLO 2 | Students will be able to apply sociological theories to the study of social problems. |
| SOCO 110 Contemporary Social Problems | SOCO 110 SLO 3 | Students will be able to critically assess individual and/or collective efforts to confront social inequities, such as policy change, activism, and movements. |
| SOCO 145 Health and Society | SOCO 145 SLO 1 | Students will be able to critically evaluate how social structures intersect to impact health. |
| SOCO 145 Health and Society | SOCO 145 SLO 2 | Students will be able to explain and interpret the social construction of health. |
| SOCO 145 Health and Society | SOCO 145 SLO 3 | Students will be able to demonstrate an awareness of contemporary debates in health and social policy. |
| SOCO 201 Advanced Principles of Sociology | SLO 1 | Students will, through written or oral exam questions, demonstrate proficiency in comparing and contrasting influential sociological theoretical approaches. |
| SOCO 201 Advanced Principles of Sociology | SOCO 201 SLO 1 | Students will be able to compare, contrast, and critique influential classical and contemporary sociological theories. |
| SOCO 201 Advanced Principles of Sociology | SOCO 201 SLO 2 | Students will be able to apply sociological theories and concepts to their everyday lives. |
| SOCO 201 Advanced Principles of Sociology | SOCO 201 SLO 3 | Students will be able to critically evaluate the origins of sociology as a discipline. |
| SOCO 220 Introduction to Research Methods in Sociology | SOCO 220 SLO 1 | Students will be able to evaluate which specific methods, whether quantitative or qualitative, are most appropriate in answering particular research questions. |
| SOCO 220 Introduction to Research Methods in Sociology | SOCO 220 SLO 2 | Students will be able to develop a scientifically sound research design to study society. |

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| SOCO 220 Introduction to Research Methods in Sociology | SOCO 220 SLO 3 | Students will be able to critically assess the ethical implications of sociological research. |
| SOCO 223 Globalization and Social Change | SLO 1 | Students will describe the social and political effects of globalization on different regions of the world. |
| SOCO 223 Globalization and Social Change | SOCO 223 SLO 1 | Students will be able to examine critical questions and issues facing our society today, particularly the role of the United States in a globalized world. |
| SOCO 223 Globalization and Social Change | SOCO 223 SLO 2 | Students will be able to debate the definition and "beginning" of globalization. |
| SOCO 223 Globalization and Social Change | SOCO 223 SLO 3 | Students will be able to highlight the uneven impacts of globalization on different people. |
| SPAN 101 First Course in Spanish | SLO1 | SLO #1 The student can describe himself/herself in a 100-word paragraph. The student can answer the following four questions in the paragraph, using connecting words such as "and", "with", and "from". The student can include prepositional phrases and/or complements to answer Questions 3-4. 1. name, origin, physical and mental characteristics, using the verbs "ser" and "tener". 2. current feelings and mental and physical state, using the verbs "estar" and "tener". 3. four likes, using the verb "gustar". 4. everyday activities, using eight verbs in the present tense in first person singular. |

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| SPAN 102 Second Course in Spanish | Outcome 1 | <p>The student can describe his/her childhood in a 100-word composition consisting of three paragraphs. The student can answer the following three questions in three paragraphs, using the imperfect to answer Questions 1-2 and the preterite to answer Question 3. The student can use expressions of frequency such as “frequently”, “every day”, “always”, and “at times” to answer Question 1. The student can use connecting words (e.g., “and” and “with”) and prepositional phrases and/or complements to answer Questions 1-3. 1. First paragraph: What did you do all the time when you were a child? Use seven different verbs. 2. Second paragraph: Describe a favorite teacher or friend, including the person’s name and both physical and mental characteristics, using the verbs “ser” and “tener”. Use six different adjectives. 3. Third paragraph: Describe a memorable experience from your childhood. What happened? What did you do? Use seven different verbs.</p> |
| SPAN 201 Third Course in Spanish | SLO 1 | <p>Students write a 100-word paragraph to give advice and to express an opinion to a friend, who is traveling to a Spanish-speaking country. For Question 1, the student uses the present subjunctive, and for Question 2, the student uses the present indicative. The student includes connecting words, prepositional phrases and/or complements in the sentences to answer the following two questions: 1. Write seven sentences of advice, wish, and emotion with seven different verbs in the present subjunctive. 2. Express an opinion about the friend's chosen country using three different expressions of certainty with three different verbs in the present indicative.</p> |

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| SPAN 202 Fourth Course in Spanish | SLO 1 | Students can summarize the plot of a film and critique various aspects of the film using the imperfect subjunctive in a 100-word composition consisting of two paragraphs. A. In the first paragraph, students include: 1. the film title 2. a film summary in the present indicative. B. In the second paragraph, students include: 1. their opinion of the direction in two sentences using two different verbs in the imperfect subjunctive. 2. their opinion of the acting in two sentences using two different verbs in the imperfect subjunctive. 3. their opinion of at least one other element of the film in one sentence using a different verb in the imperfect subjunctive. |
| SPAN 210 Conversation and Composition Spanish I | SLO 1 | Ability to hold a conversation that requires conjugation of verbs, use culturally appropriate body language, idiomatic expressions, circumlocution, reactions, interruptions, and clarifications, the use of filler words in Spanish and no use of English. |
| SPAN 211 Conversation and Composition Spanish II | SLO 1 | Student ability to express & react casually to opinions, beliefs, and feelings, utilize/recall appropriate class vocabulary, demonstrate the ability to start, continue and end a conversation and deal effectively with unanticipated complications through a variety of communicative and coping devices. Also, the ability to use appropriate communicative strategies in real life situations and to successfully manage time. |
| SPAN 215 Spanish for Spanish Speakers I | This course is not offered at this time. | |
| SUST 101 Introduction to Sustainability | Components of Sustainability | Students understand and can critically analyze the history and development of sustainability concepts and theories. |
| SUST 101 Introduction to Sustainability | Evaluation of models | Students are able to identify and evaluate existing structures in society such as human activities, social institutions, design innovations, and economic systems in terms of sustainable development. |

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| SUST 101 Introduction to Sustainability | Future sustainable development | Students understand theories and practices geared toward future sustainable development and are able to produce and articulate ideas about the need for sustainable societies. |
| TAGA 101 First Course in Tagalog | SLO #1 | The student will describe himself/herself in a 100-word paragraph in the Tagalog language. |
| TAGA 102 Second Course in Tagalog | Student Learning Outcome for Tagalog 102 | 1. Student can describe his/her childhood in a 100 word composition consisting of three paragraphs. ?The student can answer the three questions about their childhood in three paragraphs. |
| WORK 270 Occupational Work Experience | SLO 1 | Demonstrate competencies for successful employment through actual on-the-job experiences. |
| WORK 272 General Work Experience | SLO 1 | Apply related class instruction to the employment environment through development of three workplace learning objectives that are attainable during the semester. |
| WORK 272 General Work Experience | SLO 2 | Evaluate their personal and/or professional growth and success in achieving the intended learning objectives. |

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