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CHAPTER 9 ANNOUNCEMENT OF COURSES

HOW TO READ COURSE DESCRIPTIONS

Every course description includes the course name (the abbreviation of the department followed by the course number, e.g. ENGL-101A) and the course title. There is also the number of units earned upon successful completion of the course as well as the means by which the units are earned, either through a lecture, laboratory, or combination lecture/laboratory experience. Course prerequisites, corequisites, and advisories are identified, as applicable. If the course is cross-referenced to an identical course in another department, then that information will be indicated and will allow students the option of determining within which department they choose to apply their credit. The Accepted for Credit tag indicates if the course will transfer to either or both the University of California (UC) and California State University (CSU) systems. The course description gives a summary view of the course content and indicates if a course may be repeated for credit and what grading policies apply to the course.



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COURSE REQUISITES

“Prerequisite” means a condition of enrollment that a student is expected to meet in order to demonstrate current readiness for enrollment in a course or educational program.

“Corequisite” means a condition of enrollment consisting of a course that a student is expected to take simultaneously in order to enroll in another course.

“Advisory” means a condition of enrollment that a student is advised to meet before or in conjunction with enrollment in a course or educational program.

Students have the right to challenge the prerequisite or corequisite for any one of the following reasons:

1. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite (student documentation required).
2. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.
3. The prerequisite or corequisite has not been established in accordance with the District’s process of establishing prerequisites and corequisites (regulations and District approved processes are available in the Office of the Vice President, Academic Affairs/Deputy Superintendent).
4. The student believes the prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawful discriminatory manner.

Written documentation to substantiate the challenge must be provided. Challenge petitions may be obtained from the Counseling Department.

ACCEPTED FOR CREDIT

Units earned will be accepted in transfer at CSU and/or UC. Students should see a counselor or go to <http://www.assist.org> to determine if the units satisfy general education, major, or elective requirements at a specific CSU or UC campus.

COURSE GRADING POLICY

CR – Course offered for pass/no pass only

GC – Course offered with student given the option to enroll for pass/no pass or for a standard grade

GR – Course offered for letter grade only

NG – Course has no grade, no credit

MULTI-DEPARTMENTAL COURSES

Selected Topics (210, 211, 212, 213, 214, 215)

These courses are designed to offer instruction in topics of current concern in any of the instructional disciplines. The topics selected will be related to existing subject fields, but not necessarily offered within the regular catalog courses. Selected topics are offered by most disciplines and are identified by the number 210 for 1/2 unit courses, 211 for 1 unit courses, 212 for 2 unit courses, 213 for 3 unit courses, 214 for 4-unit courses, and 215 for 5-unit courses. The maximum number of units from Selected Topics which may be used to apply toward the associate degree is 8 units.

Special Projects (201, 202, 203)

These courses are designed for students who wish to undertake an individual study or to complete research related to a particular field. In compliance with state regulations, Special Projects courses are available for 1, 2, or 3 units. These courses are identifiable by the number 201 for 1 unit, 202 for 2 units, and 203 for 3 units. The maximum number of units which can be earned, at any time, in any combination of special projects is 7 units. A Special Projects Authorization Form must be completed and submitted to the Office of Admissions and Records on the Fremont campus in order to register for a Special Projects course.



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ACADEMIC DIVISION INFORMATION

There are eight academic divisions at Ohlone including Athletics; Counseling; Deaf Studies and Special Services; Fine Arts, Business, and Communication Studies; Health Sciences and Environmental Studies; Humanities, Social Sciences, and Mathematics; Learning Resources and Academic Technology; and Science, Technology, and Engineering. Following are the departments contained within each academic division and the contact information for each division:

Division: Athletics and Exercise Science

Departments: Athletics (ATHL), Health (HLTH), Kinesiology (KIN), Physical Education (PE)

Director: Christopher Warden

Location: Fremont campus, Room 9303

Phone number: (510) 659-6044

Division: Counseling

Department: Personal Development (PD), Work Experience Education (WEX)

Dean: Martha Brown

Executive Assistant: Susan Steffen

Location: Fremont campus, Room 7322

Phone number: (510) 659-6037

Division: Deaf Studies

Departments: American Sign Language (ASL), Deaf Preparatory Program (DEAF), Interpreter Training (INT), Learning Skills Program (LSP)

Dean: Genie Gertz

Executive Assistant: Sue Owen

Location: Fremont campus, Room 5302

Phone number: (510) 659-6269 (V/TTY)

Division: Fine Arts, Business, and Communication Studies

Departments: Air Force (AF), Art (ART), Broadcasting (BRDC), Business Administration (BA), Business Supervision/Management (BSM), Communication (COMM), Graphic Arts (GA), Interior Design (ID), Interdisciplinary Studies (IS), Journalism (JOUR), Multimedia (MM), Music (MUS), Real Estate (RE), Speech (SPCH), Theatre and Dance (TD)

Dean: Walter Birkedahl

Executive Assistant: Bonnie Feltrop

Location: Fremont campus, Smith Center, Room 147

Phone number: (510) 659-6216

Division: Health Sciences and Environmental Studies

Departments: Allied Health (AH), Consumer Family Sciences (CFS), Environmental Studies (ENVS), Nursing (NUR), Physical Therapist Assistant (PTA), Respiratory Therapy (RT)

Dean: Gale Carli

Executive Assistant: Zelma Hunter

Executive Assistant: JoAnne Serran

Location: Newark campus, Room NC1324

Phone number: (510) 742-3100

Division: Humanities, Social Sciences, and Mathematics

Departments: Administration of Justice (AJ), Arabic (ARBC), Chicano Studies (CHS), Chinese (CHIN), Early Childhood Studies (ECS), Education (EDUC), English (ENGL), English as a Second Language (ESL), French (FREN), History (HIST), Japanese (JPNS), Mathematics (MATH), Philosophy (PHIL), Political Science (PS), Psychology (PSY), Sociology (SOC), Spanish (SPAN), Tagalog (TAG), Women's Studies (WS)

Dean: Mikelyn Stacey

Executive Assistant: Sila Marques

Location: Fremont campus, Room 1141

Phone number: (510) 659-6080

Executive Assistant: Kathleen Martinez

Location: Fremont campus, Hyman Hall, Room 222

Phone number: (510) 659-6173

Division: Learning Resources and Academic Technology

Department: Library Science (LS)

Dean: Lesley Buehler

Learning Resources Specialist: Linda Dickerman

Location: Fremont campus, Room 1318

Phone number: (510) 659-6167

Division: Science, Technology, and Engineering

Departments: Anthropology (ANTH), Astronomy (ASTR), Biology (BIOL), Biotechnology (BIOT), Chemical Technology (CHMT), Chemistry (CHEM), Computer Applications and Occupational Technology (CAOT), Computers, Networks, and Emerging Technology (CNET), Computer Science (CS), Engineering (ENGI), Engineering Technology (ETEC), Geography (GEOG), Geology (GEOL), Physical Sciences (PHS), Physics (PHYS)

Dean: Ronald Quinta

Executive Assistant: Irene Benavidez

Location: Fremont campus, Room 8203

Phone number: (510) 659-6191



Photo courtesy of Julie Polk.

STUDENT LEARNING OUTCOMES BY DISCIPLINE/PROGRAM

As a result of having taken a set of courses in a specific discipline or program, students will acquire proscribed knowledge and skills. Disciplines and programs express these abilities as student learning outcomes – those concepts students will have learned upon successful completion of the specified set of courses. Following are the student learning outcomes specifying the educational goals of certain educational disciplines and programs, stated to address behavior students will acquire.

Administration of Justice

- Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, courts, and correctional settings.
- Apply appropriate investigative and forensic techniques to analyzing crime scenes, collecting and preserving evidence, and preparing evidence and testimony for laboratory analysis and prosecution, by applying such techniques to mock crime scenes.
- Demonstrate suitable mastery of perishable physical skills applicable to law enforcement in a safe and proficient manner.
- Demonstrate an understanding of criminal psychology by historical events such as serial analyzing of killers, victims, and psychological and sociological theories.
- Demonstrate an appreciation for the role of police within society by participating in role-playing scenarios involving police and community interactions and other means of developing interpersonal skills.

Allied Health

- Demonstrate competence in the use of standard laboratory equipment and in standard laboratory techniques.
- Describe how to safely conduct themselves in the laboratory. Students will be able to identify key features of data, analyze that data, and draw conclusions from that data.
- Compare and contrast information from diverse sources. Students will demonstrate the ability to organize information into different formats using table and graph interpretation skills. The students will demonstrate their understanding through essays that integrate facts and paraphrase concepts.
- Relate new concepts to previously learned information. Students will investigate their own learning styles and apply those to the comprehension of new facts and concepts.
- Work both in groups and individually to investigate information and present that information to fellow students to illustrate both their knowledge of the topic and their ability to review and present that information to fellow students.
- Relate information learned to the appropriate situation in a health sciences setting.

Art

- Demonstrate the skills to undertake a conceptual analysis of art.
- Demonstrate observational skills.
- Understand and apply concepts and methods of composition.
- Demonstrate knowledge of significant examples of the visual arts.
- Be prepared for ensuing courses of Art History and Studio Arts.
- Demonstrate sensitivity to the art of both the European and non-western cultures.
- Reproduce and/or render what the student sees in a variety of media.
- Design and plan finished works of art (i.e. paintings, models, drawings, computer graphics, advertisements, floor plans) .
- Explain and communicate basic objectives of design and/or plan of works of art.
- Create or manufacture finished works of art based on initial designs.

Athletics

- Engage and interact in team membership.
- Assist in achieving common goals and objectives of the team.
- Value the connection between preparation for and execution of work.
- Realize the value of effective leadership skills.
- Exhibit how accountability, commitment, and sacrifice relate to the pursuit of personal and/or team goals.
- Promote physical health and wellness.
- Handle adversity and discouragement, as well as success, with dignity.
- Demonstrate an acceptance and appreciation for diversity of a team.

Biology

Transfer Program

- Demonstrate the correct operating procedures in the use of common lab equipment such as compound microscopes, spectrophotometer, pH meter, electrophoresis gel apparatus, micropipettes, and centrifuges.
- Construct, for analytical purposes, appropriate graphs from raw experimental data.
- List common laboratory safety guidelines.
- List and briefly explain the main concepts of modern evolutionary theory.

General Education Focus

- Recognize the differences between information gained through scientific inquiry versus non-scientific inquiry
- Describe and recognize the common themes that unite all living organisms such as similarities in chemical, molecular, genetic, cellular, physiological, and morphological traits,
- Identify the evidence behind the fact of evolution and the mechanism behind the process of “descent with modification” from a common ancestor.
- Recognize the connections between different hierarchical levels of life from molecules to ecosystems.
- Apply an understanding of science and natural principles to modern life so students may critically analyze and understand information affecting their surroundings
- Gain experience with a variety of laboratory techniques and how to properly use common scientific equipment

Biotechnology

Biomanufacturing

- Develop a results-oriented resume highlighting transferable skills relevant to biomanufacturing positions.
- Demonstrate effective interviewing skills to obtain employment in the biotech industry.
- Understand and apply techniques to conduct a self-directed job search.
- Apply scientific method and good experimental design in scientific experiments.
- Understand and demonstrate lab safety procedures.
- Maintain a lab notebook; describe correct SOP's, GLP's, and other documentation required in a biotech lab.
- Demonstrate standard lab techniques such as pipetting and measurements (mass/volume).
- Demonstrate proper use of lab equipment such as pH meters, spectrophotometers, chromatographic systems, electrophoresis apparatus, compound microscope, and other equipment.

Broadcasting

- Demonstrate storytelling and reporting skills writing for news, short-form documentary, or commercial television production.
- Effectively use Windows-based and Mac-based non-linear editing software, audio software, and video manipulation programs.
- Demonstrate the vocational skills necessary to function successfully as a member of a broadcast television or film production team.
- Import and digitize video and arrange video sequences into a timeline and combine those sequences into a story, music video, or episodic television program.
- Conduct pre-production planning, develop story-boards, direct a live broadcast, direct and manage a television crew through the technical production of a program.
- Analyze and critique various lighting techniques, identify and operate a variety of studio and on-location lighting instruments, create and execute specific lighting designs.

Business Administration

- Demonstrate mastery of accounting procedures and practices.
- Evaluate the global economy and its impact on the U.S. economy.
- Demonstrate an understanding of and familiarity with the world of business and its related terminology.
- Analyze theories, principles, and policies of the United States economic system.
- Critically assess the relationship between the individual, business, and the global economy.
- Apply the methods of effective business communication.
- Describe the legal aspects of business operation.
- Consider the ethical and social responsibility issues affecting the current business environment.

Business Supervision and Management

- Access the qualifications needed for a supervisor, which will include the POEM (Plan, Organize, Execute, and Measure work to be performed) and the three P's of management (Power, Position, and Politics) and discuss the analysis through constructive critique.
- Identify the use of effective and efficient leadership styles by analyzing the leader's POEM strategy.
- Demonstrate the roles, responsibility, and expected results of people performing the supervisory/management and/or leadership roles in an organization by identifying the key concepts.
- Assess and analyze their own capabilities using real world case scenarios to gain an understanding of what is required to gain employment in this field.
- Identify the challenges and opportunities of being a manager in today's high tech global economy.
- Demonstrate proficiency in using latest Project Management technology tools and software.
- Write papers in field of human resource management gauging the needs of a specific audience.
- Discuss good business ethics, social responsibility, and the vital role in the establishment of trust and honesty expected of supervisory/managers and leaders today.

Chemistry

- Interpret the fundamental principles of chemistry.
- Apply scientific principles to specific circumstances or problems.
- Apply math skills to solve scientific problems and/or situations.
- Construct program graphs from raw data.
- Analyze graphical representation of scientific data.
- Demonstrate correct laboratory techniques.
- Apply safety rules in the practice of laboratory investigations.
- Demonstrate proper protocols, SOP's of common scientific equipment such as pHmeter, voltmeter, and Spectrophotometer.
- Analyze data collected during laboratory investigations.
- Design and analyze a scientific experiment and recommend improvements.

Computer Applications and Occupational Technology

- Develop technical computer based skills needed to prepare documents, presentations, and spreadsheets using Microsoft's Office Suite Software (including Access, Word, Excel, PowerPoint, and Outlook).
- Compile written directions, lab project, and specific business documents for other co-workers.
- Use filing and schedule management skills to support management and supervisors.
- Type on a computer keyboard a minimum of 50 wpm.
- Demonstrate Internet skills including e-mail management, Web research, and document exchange.
- Use Windows Explorer filing and other skills used to support data management and storage.

Computer Science

- Think logically and critically to solve problems, explain conclusions, and evaluate evidence or critique the thinking of self and others.
- Identify, analyze, and document the requirement specifications for typical software projects and design techniques to create a solution to the problem.
- Apply software development techniques that use the correct syntax and semantics of a programming language to write the source code to implement and test/debug a specified design.
- Exhibit professional behavior and work habits, demonstrate the ability to work in teams, and effectively communicate project design.
- Demonstrate knowledge of fundamental computer science concepts in areas such as history of programming languages and computing, software design, operating systems, networks, information management systems, and professional and ethical responsibilities.
- Critically examine the basic concepts of computer organization and architecture, CPU, computer memory, I/O fundamentals, and machine language.
- Investigate functions, relations, sets, simple proof techniques, Boolean algebra, propositional logic, digital logic, elementary number theory, and the fundamentals of counting.
- Demonstrate ability to use Internet tools and network protocols to implement client/server applications.

Computers, Networks, and Emerging Technologies

- Demonstrate an appreciation of the IT career field and the need to be lifelong learners.
- Increase the ability to identify new learning requirements and to learn independently.
- Demonstrate oral and written communication skills and increase ability to be effective team members.
- Demonstrate attitudes that are beneficial to maintaining the security of a computer/network system and assisting people to use that system or network.
- Demonstrate confidence to work independently to setup and maintain computer and networking systems.
- Demonstrate techniques to anticipate and prepare for a variety of unknown situations that might impact the operation of a computer system or network.
- Demonstrate understanding of how computers communicate with each other and the methods employed to assure that the communication is reliable.
- Participate in a structured internship based in the workplace and receive real world, hands on experience.



Photo courtesy of Don Jedlovac.

Deaf Preparation/Deaf Education

- Develop individualized Student Education Plans outlining personal, educational, and career goals using multiple measures.
- Become advocates for themselves with regard to personal, educational, and career aspirations.
- Chart personal, educational, and career plans beyond Ohlone.

Deaf Education Certification Program

- Identify jobs within the field of deaf education that would match their personal interests and skills.
- Identify strengths and weaknesses of various communication methods, language options, and placement sites that are currently being used with deaf children in educational settings.

Intensive University Preparation Program (IUPP)

- Pass IUPP Exit Exam and demonstrate eligibility to enroll in ENGL-151B and MATH-152.
- Demonstrate successful achievement of the objectives of the IUPP as able to read, discuss, and react to college level readings; compose essays having clear organization, thesis, and support; express original ideas in English with few grammatical errors; and demonstrate independent study habits.

Community Education and Self Improvement Program

- Demonstrate growth in writing and reading skills.
- Enhance interpersonal, technological, and community awareness skills needed to become more independent and self-sustaining.

Direct Employment Program

- Participate in job search activities, actively pursue job leads, and utilize job placement services.
- Demonstrate the attitude and behavior needed to obtain gainful employment.

Early Childhood Studies

- Demonstrate understanding and application of Developmentally Appropriate Practices (DAP). Students will demonstrate competence in applying DAP in all areas of Early Childhood Programs, including: communication, interaction, guidance and discipline, planning, observing and reporting through assigned projects, group interaction, and written assignments.
- Identify and describe: normal development, basic needs, major theories, problem areas, and the impact of familial, community, and social influences on a child's development.
- Illustrate an understanding of the biological processes and physical development of children from prenatal through age nine. Recognize and explain the physical, cognitive, social, emotional, and language development in children from prenatal through age nine.
- Observe young children, assess the learning environment, and recognize developmentally appropriate activities in early childhood educational settings. Then be able to plan, prepare, set-up, and evaluate developmentally appropriate curriculum activities for young children.
- Examine the factors affecting child development in family relations through critical analysis of articles, text, and family interview reports. In addition, examine the diversity of family groups and their traditions and rituals in the United States.
- Use a variety of observational methods and assessment tools to understand children's development and their behavior. Then interpret and apply the information gathered from observations to develop individual curriculum plans, appropriate guidance and environments for young children. Also design a child study portfolio demonstrating an understanding of and ability to use and interpret methods of observation and assessment.
- Describe the process for developmental assessment and its role in identifying, planning, and intervening for a child with special needs and for the family. Document procedures for specialized support resources and placement options in the local area.
- Set up and compile various resource files and portfolios: 1.) of community agencies, referral systems, and specialized support services in the local area for children with special needs, 2.) a resource and assessment tool for curriculum development, 3.) identify resources and community support services for families and children in the local area, 4.) a child study portfolio, and 5.) the student's professional portfolio documenting their education and experience.
- Analyze and evaluate indicators of suspected child abuse and reporting procedures to authorities. Also demonstrate an understanding of the application of universal precautions and develop a written plan for the care of sick children.
- Distinguish between guidance and discipline versus punishment. Demonstrate an understanding of the methods and strategies useful in encouraging children, motivating self-control, developing pro-social and problem solving skills. Define, practice, and use various communication techniques, such as: active listening, I messages, clear communication, positive pictures in order to build positive relationships, set children up for success, and to set clear limits. Practice methods and strategies in experimental role-play activities in class.

Engineering

- Employ general principles, theories, concepts, and/or formulas in the solution of problems.
- Conduct an experimental procedure, use laboratory materials properly and safely, carefully note observations in a laboratory notebook, and describe the procedure clearly for others.
- Participate effectively as team members in group projects: working cooperatively with others, accepting diverse views, encouraging active participation of others, dealing productively with conflict, and taking leadership roles as the need arises to accomplish the group's objective.
- Demonstrate the ability to use modern engineering tools necessary for engineering practice.
- Demonstrate an understanding of the engineering profession.

English

- Demonstrate writing skills at the appropriate level.
- Demonstrate critical reading skills at the appropriate level.
- Retain knowledge from course to course.

English as a Second Language

- Demonstrate the confidence and listening/speaking skills necessary to participate successfully in spontaneous aural/oral exchanges with native speakers of English in a variety of personal, professional, and/or academic settings.
- Demonstrate reading comprehension of English texts intended for developmental (or higher level) English courses.
- Respond appropriately to written or spoken English by writing paragraphs or short essays that communicate ideas clearly.

Foreign Languages

- Demonstrate progressive oral competence of the language as advance through the course levels.
- Decipher progressively more difficult texts as advance through the course levels.
- Become more competent in writing ability through the progressive course levels, in conjunction with the course content of each class.
- Demonstrate rudimentary to more advanced level of cultural and historical understanding of the societies associated with the target language as advance through the course levels.

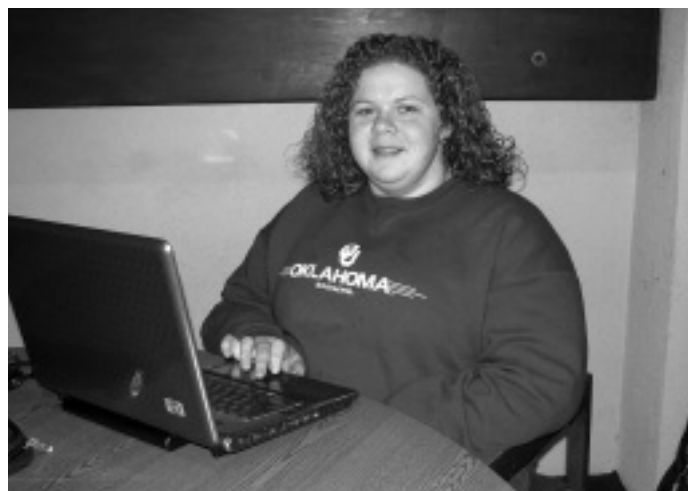


Photo courtesy of Julie Polk.

Geography and GIS

- Investigate their physical environment and explain how various physical forces shape the environments in which they live.
- Demonstrate and assess the component elements of their natural environment and the interrelationships of these environments which are crucial to the continuance of all life on earth.
- Demonstrate an understanding of the background, the sequence, and the effects of the origin and spread of people as users and change agents of the earth, with particular reference to how different cultures have used and interacted with the natural environment.
- Discuss and describe the major concepts in human geography including place, space, scale, landscape, etc.
- Explain how the successive cultural changes people have made directly affect the present crucial balance between human population and the delicately balanced ecosystems which make possible the continuance of life on earth.
- Demonstrate and explain important characteristics of the major world regions and discuss and compare the major issues confronting those regions.
- Assess how all inhabitants of earth are interrelated with the lives of people in other places, thereby creating a greater appreciation for the places and landscapes encountered in everyday life.
- Distinguish the characteristics and key principles of geography, specifically the subdivision of cartography.
- Develop an understanding of uses, organization, and analysis of geographical data.
- Practice and develop skills in fundamental operations of geographical information systems.

Geology

- Demonstrate scientific literacy by defining and explaining the major steps in the scientific method of investigation, specifically the difference between empirical data, interpretation, testable hypothesis, theory, paradigm, speculation, and pseudo-science.
- Apply general math skills such as unit conversion, ratios, and percentages to solving simple rate problems; evaluate data, produce, and interpret tables and graphs; apply the metric system of measurement.
- Identify and classify the common earth materials, such as most common minerals, rocks, and fossils in the lab and in the field.
- List, explain, and evaluate global and local (county-wide) geological hazards such as earthquakes, volcanoes, landslides, and seismic sea waves.
- List and categorize common natural resources and explain their origin, spatial distribution, appropriate exploration methods, and the resulting products, wastes, and contaminants.

Graphic Arts/Computer Graphics

- Demonstrate a working knowledge of letter form design, type specification, copy fitting, and thumbnails and mechanicals.
- Demonstrate mastery of computer graphics programs, scanners, tablets, digital cameras, and color printers.
- Demonstrate an awareness of elements of design, design principles, gestalt theory.
- Apply the methods of effective visual communication.
- Demonstrate problem solving skills at an appropriate level.

History/Political Science

- Demonstrate an appreciation for the importance of historical and social science scholarship by gaining a comprehension of both continuity and change over time, positioning citizens and their country, especially its institutions, within the larger historical narrative.
- Demonstrate an understanding of the specific strengths, limitations, and biases of historical and social science scholarship by:
 - describing what historians and political scientists do through a recognition of the kinds of sources that are used and the types of questions that are asked;
 - identifying the difference between primary and secondary sources;
 - critically thinking about course content to formulate interpretations.
- Develop effective communications skills by:
 - reading secondary and primary source material;
 - discussing course content with the instructor and among classmates;
 - writing basic essay arguments using historical and social scientific evidence.

Interior Design

- Plan a space and present that plan visually so that it can be communicated to the client.
- Demonstrate knowledge about the materials and products that will be used to create and furnish the space and how texture, color, lighting, and other factors combine and interact to make a space.
- Demonstrate understanding of the structural requirements of the plans, the health and safety issues, building codes, and many other technical aspects.
- Be comfortable meeting and dealing with many kinds of people.
- Communicate clearly and effectively, as well as be attentive listeners.
- Be both good team leaders and good team players.
- Be willing to negotiate and mediate when necessary to solve problems.
- Demonstrate excellent time and project management abilities and work on more than one project at a time under demanding deadlines.
- Demonstrate the ability to conduct business planning and marketing ideas to clients, create informative and persuasive proposals and presentations, and maintain good client relationships.

Interpreter Preparation Program

- Display the ability to create and maintain professional relationships and appropriate cultural sensitivities with various stakeholders including members of the deaf community, professional interpreters, and interpreter agencies through effective interpersonal and cross-cultural communication skills.
- Demonstrate critical thinking skills by assessing potential demands of various interpreting situations and construct appropriate responses to mitigate those demands, and by applying and defending appropriate decision-making skills when ethical dilemmas arise.
- Perform entry-level Sign Language Interpreting skills in post-secondary educational and/or community settings.

Journalism

- Demonstrate a keen judgment of what makes a news story and how to go about gathering information.
- Demonstrate knowledge of the history, operation, and culture of different forms of mass media, including newspapers, magazines, radio, television, film, and online communication.
- Demonstrate an understanding of communication theory.
- Demonstrate appropriate writing and editing skills.
- Demonstrate the ability to work together, while developing pride in taking responsibility and working independently.
- Demonstrate computer and camera skills needed to be competitive in the mass media field.

Mathematics

- Demonstrate an improved attitude towards math.
- Exhibit problem solving skills at an appropriate level.
- Retain information from course to course.

Multimedia

- Demonstrate proficiency using multimedia software.
- Illustrate concepts of design.
- Demonstrate the ability to design projects that communicate specific ideas.
- Exhibit professional behavior and work ethics.

Music

- Demonstrate fluency in the language of music, be it spoken, written, played, or heard.
- Demonstrate a cultural, historical, and analytical perspective on the study of music.
- Demonstrate artistic growth and personal enrichment through the performance of music.
- Assemble the vocational skills necessary for a career in music.

Nursing

- Qualify for state licensure as a registered nurse by achieving a passing score on the NCLEX-RN.
- Value responsibility for professional development and practice within the ethical and legal framework of nursing.
- Synthesize principles of the nursing process and critical thinking to assist individuals, families, and communities to achieve positive adaptation to change in health or a peaceful death.
- Synthesize principles of communication to effectively relate with individuals, families, groups, and/or colleagues of diverse socio-cultural backgrounds in various health-care settings.
- Synthesize principles of holistic nursing practice when providing nursing care for clients at various stages in their life span.
- Empower individuals, families, and the community to develop positive health behaviors through health promotion and teaching.
- Manage nursing care for individuals, families, and/or communities, in collaboration with the multidisciplinary team.
- Value a commitment to caring.
- Integrate concepts of nursing practice, across the health care continuum, to provide cost effective care over time.

Philosophy

- Define key terms of the philosophical vocabulary relevant to the course.
- Distinguish different areas of philosophy and philosophical methodology.
- Understand some of the diverse assumptions and values that shape our experiences and attitudes.
- Read at a comprehension level that is appropriate for a college student.
- Write an argumentative essay.
- Think critically assessing real world issues and the various perspectives on them.
- Evaluate good and bad arguments.
- Understand and communicate abstract ideas.

Physical Education and Wellness

- Physical Education
 - Maintain a regular regimen of physical activity and/or exercise.
 - Demonstrate fundamental skills incorporating the rules and strategies of the activity.
- Wellness
 - Formulate a personal wellness plan incorporating the basic principles of a healthful lifestyle.

Physical Science/Physics

- Demonstrate a comprehension of physical and environmental reality by understanding how fundamental physical principles underlie the huge variety of natural phenomena and their interconnectedness.
- Demonstrate a comprehension of biological reality by understanding how physical principles are at work in living organisms.
- Demonstrate a comprehension of technology by understanding how things work on a fundamental level.
- Build critical thinking and quantitative skills by gaining insight into the thought processes of physical approximation and physical modeling, by practicing the appropriate application of mathematics to the description of physical reality, and by searching for a physical interpretation of mathematical results.
- Demonstrate basic experimental skills by the practice of setting up and conducting an experiment with due regards to minimizing measurement error and by the thoughtful discussion and interpretation of data.
- Demonstrate basic communication skills by working in groups on a laboratory experiment.
- Retain information from course to course by aiming at proficiency in the correct use of all the fundamental laws and equations to solve integrated problems.

Physical Therapist Assistant

- Practice in a variety of settings that serve diverse patient populations.
- Practice within the laws and regulations of California and the ethical tenets of the American Physical Therapy Association.
- Apply evidence based knowledge, skills, and demeanor that engender comprehensive assistance to the patient and the supervising physical therapist so that treatment goals may be reached effectively and expeditiously.
- Self-evaluate learning needs to advance in the profession and improve skills for providing patient care.
- Effectively communicate with patients, colleagues, and other members of the health care team using oral, written, and non-verbal communication skills.

Psychology

- Demonstrate understanding and appreciation of cultural diversity through knowledge of behavioral principles from a cross-cultural perspective.
- Demonstrate critical thinking skills necessary to critically assess real world issues and the various perspectives on them.
- Evaluate scientific studies with an understanding of what constitutes a valid research method and publication source.
- Demonstrate effective communication skills by reading primary and secondary source material, discussing course content, and writing one or more papers.
- Demonstrate understanding of the diverse assumptions and values that shape our experiences and/or attitudes of the world.
- Articulate the major psychological theories.

Real Estate

- Demonstrate five skills/tasks that are performed by a real estate professional.
- Demonstrate five code of ethics conducts by which a real estate professional must abide.
- Demonstrate proficiency in the use of computer hardware and software used in the real estate industry.
- Demonstrate proficiency in the day-to-day business of real estate including how to do listings, deposit receipts, open escrows, and securing financing.
- Demonstrate proficiency in the basic principles of California real estate law.
- Analyze real estate financing.
- Analyze the real estate appraisal process.
- Demonstrate proficiency in the basic principles of real estate property management.

Respiratory Therapist

- Demonstrate mastery of cognitive learning in respiratory care by successfully passing the licensure examination accepted by the California State Respiratory Care Board (National Board for Respiratory Care Entry Level Examination) and qualify for licensure as a California Respiratory Care Practitioner within a year of graduation.
- Demonstrate mastery of cognitive learning in respiratory care by successfully passing the National Board for Respiratory Care Advanced Practitioner Written Registry Examination with scores that are equal to or that exceed the national average.
- Demonstrate mastery of cognitive learning in respiratory care by successfully passing the National Board for Respiratory Care Advanced Practitioner Clinical Simulation Examination with "Information Gathering" and "Decision Making" scores that are equal to or that exceed the national average.
- Demonstrate mastery of psychomotor learning in respiratory care as evidenced by successful completion of comprehensive laboratory practical examinations and demonstration of safe and knowledgeable clinical practice in the local community.
- Demonstrate mastery of psychomotor learning in respiratory care as evidenced by positive employer feedback on evaluation instruments.
- Demonstrate mastery of psychomotor learning in respiratory care as evidenced by positive feedback from program graduates themselves at least one year post graduation.
- Demonstrate mastery of the affective learning domain as evidenced by appropriate display of professional behaviors while engaging in clinical patient care settings.

- Demonstrate mastery of the affective learning domain as evidenced by positive ratings of professional behaviors on national evaluation instruments by local employers and advisory board members.
- Demonstrate the cognitive, psychomotor, and affective skills necessary to assist the physician in the diagnosis, treatment, and management of patients with cardiopulmonary diseases and disorders.
- Demonstrate appropriate critical thinking skills, time management skills, interpersonal communication skills, and technical skills necessary to provide competent respiratory care in multidisciplinary care settings.
- Commit to promoting appreciation for, communication between, and understanding among people with different beliefs and backgrounds and demonstrate sensitivity to the professional needs of all racial and ethnic groups.
- Demonstrate respect for and protection of the legal and personal rights of the patients they treat and promote disease prevention and wellness in local work settings and the community at large.

Sociology

- Demonstrate and understand a variety of explanations accounting for human behavior (in evolutionary and/or contemporary contexts) and to account for differences in terms of the interplay among society, culture, and biology.
- Demonstrate competence in defining, critically assessing, and using sociological concepts.
- Demonstrate familiarity with theoretical perspectives and historical developments in the discipline.
- Identify and employ various research designs and their appropriate application to the study of social life.
- Demonstrate an understanding of cross-cultural differences and an understanding of the importance of cultural context.

Speech/Forensics

- Communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.
- Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.
- Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.
- Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.

Theatre and Dance

- Demonstrate clear, visionary, and co-operative communication in work ethics, academic relationships, educational goals, and public performance.
- Demonstrate problem solving skills through self-motivated and co-operative assignments.
- Demonstrate responsibility and leadership skills in meeting deadlines, working independently, and commitment to others.