

SLO Presentation

Pueblo Community College

Date: 06-01-2021

Automotive Technology
Automotive Technology
PSLO <ul style="list-style-type: none">• PSLO 01: Collect preliminary information on presenting problem from customer.• PSLO 02: Examine selected vehicle area to verify the problem.• PSLO 03: Troubleshoot vehicle systems related to problem areas as appropriate for symptoms that present.• PSLO 04: Interpret vehicle information to determine a diagnosis and repairs needed to correct the problem.• PSLO 05: Clearly communicate findings (diagnosis of problem and recommended repairs) to customer in repair order.• PSLO 06: Perform necessary vehicle repairs to correct diagnosed problem.• PSLO 07: Manage time effectively while conducting repairs.• PSLO 08: Demonstrate commitment to professional development in the automotive industry.• PSLO 09: Document compliance with industry practices for automotive repair.• PSLO 10: Adhere to industry expectations for dress code and professional interactions with coworkers and customers.• PSLO 11: Express respect and appreciation for coworkers and customers in a diverse automotive industry.
Biological & Physical Sciences
Astronomy
PSLO <ul style="list-style-type: none">• Describe the fundamental concepts of the Laws of Motion.
Biology
PSLO <ul style="list-style-type: none">• Describe fundamental concepts of biology.
Chemistry
PSLO <ul style="list-style-type: none">• 01. Apply dimensional analysis to problem solving.• 02. Employ conventions of chemical nomenclature.
Environmental Science
PSLO <p>No PSLOs</p>
Geology
PSLO <ul style="list-style-type: none">• Describe the fundamental concepts of geology.
Health & Wellness
PSLO <ul style="list-style-type: none">• 1. Describe fundamental concepts of nutrition.• 2. Evaluate nutritional information for accuracy from trusted sources.• 3. Present nutritional information knowledgeably and professionally.
Physics

<p>PSLO</p> <ul style="list-style-type: none"> • Apply dimensional analysis to problem solve.
<p>Science</p>
<p>PSLO</p> <ul style="list-style-type: none"> • Describe the fundamental concepts of science.
<p>Business & Accounting</p>
<p>Accounting</p>
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO 1: Describe fundamental concepts of accounting. • PSLO 3: Effectively communicate in a business environment through accurate preparation of journal entries and financial statements. • PSLO 4: Utilize various technology functions to accomplish accounting tasks. • PSLO 5a: Interpret cost- volume- profit analysis. • PSLO 5b: Apply cost- volume- profit analysis. • PSLO 6: Demonstrate use of budget planning and control. • PSLO2: Prepare and analyze financial statements.
<p>Agriculture Business</p>
<p>PSLO</p> <p>No PSLOs</p>
<p>Business</p>
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO1: Describe fundamental business concepts terminology, and theories. • PSLO2: Create accurate and effective presentations. • PSLO3: Use mathematical skills to solve economic or business problems. • PSLO4: Think creatively and solve problems, as they relate to common business practices. • PSLO5: Communicate effectively orally and in writing. • PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency.
<p>Economics</p>
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO1: Describe fundamental business concepts terminology, and theories. • PSLO5: Communicate effectively orally and in writing. • PSLO2: Create accurate and effective presentations. • PSLO4: Think creatively and solve problems, as they relate to common business practices. • PSLO3: Use mathematical skills to solve economic or business problems. • PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency.
<p>Entrepreneurship</p>
<p>PSLO</p> <p>No PSLOs</p>
<p>Management, BUSM</p>
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO1: Describe fundamental business concepts terminology, and theories. • PSLO2: Create accurate and effective presentations.

- PSLO3: Use mathematical skills to solve economic or business problems.
- PSLO4: Think creatively and solve problems, as they relate to common business practices.
- PSLO5: Communicate effectively orally and in writing.
- PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency.

Marketing, BUSM

PSLO

- PSLO1: Describe fundamental business concepts terminology, and theories.
- PSLO2: Create accurate and effective presentations.
- PSLO3: Use mathematical skills to solve economic or business problems.
- PSLO4: Think creatively and solve problems, as they relate to common business practices.
- PSLO5: Communicate effectively orally and in writing.
- PSLO6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of accuracy and transparency.

Public Service

PSLO

- PSLO 1: Discuss leadership principles and public service.
- PSLO 2: Apply principles of leadership in public service.

Computer Information Systems

Business Technologies

PSLO

- 1. Coordinate, organize, and manage office projects effectively.
- 2a. Work independently.
- 2b. Work as part of a team.
- 3. Explain the major functions of business in a democracy including economics, finance, human resources, management, and marketing.
- 4. Provide excellent customer service to both internal and external customers of their organizations.
- 5. Recognize how both legal and ethical decision making will impact business.
- 6. Demonstrate the written and verbal skills that contribute to success in an office environment.
- 7. Perform job readiness skills to be successful in a job search.

Computer & Networking Technology

PSLO

- Configure a functional network
- Identify the 7 layers of the OSI model
- Students will be able to identify and use most major operating systems.
- Students will be able to troubleshoot, repair and evaluate all major hardware components.
- Understand both legal and ethical considerations as they apply to network operations and administration
- Use binary and hexadecimal number systems

Computer Information Systems

PSLO

- 01. Critically analyze
- 02. Participate as a member of a learning community
- 03. Communicate effectively, following professional etiquette
- 04. Employ proper spelling and mechanics

Computer Science
PSLO No PSLOs

Cosmetology
Barbering
PSLO No PSLOs
Cosmetology
PSLO <ul style="list-style-type: none"> • PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. • PSLO1: Perform a basic introductory skill or service.
Esthetician
PSLO <ul style="list-style-type: none"> • PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. • PSLO1: Perform a basic introductory skill/service.
Manicurist
PSLO <ul style="list-style-type: none"> • PLSO5: Demonstrate the knowledge for the state board practical exam upon completion of the program. • PSLO1: Perform a basic introductory skill/service

Criminal Justice
Criminal Justice
PSLO <ul style="list-style-type: none"> • 01. Define theories about the development of deviant/criminal behavior. • 02. Analyze applications of theories of criminal activity in real-world situations. • 03. Support an analysis with sufficient and relevant legal or criminological sources. • 04. Analyze applications of substantive and procedural criminal law rules in real-world situations. • 05. Produce written work that accurately represents legal and theoretical concepts and research. • 06. Describe concepts of constitutional law, especially those that relate to the criminal justice system. • 07. Discuss ethical issues specific to criminal justice and strategies for combatting ethical problems. • 08. Explain the inner workings of the court system and how a criminal case advances through the system. • 09. Accurately employs substantive, grammatical, and technical elements of writing. • 10. Construct and defend conclusions regarding legal rules, principles, or theories, that are firmly supported by sufficient and relevant data/research. • 11. Interpret, analyze, and assess available evidence, information, and ideas, regarding legal or criminological rules, principles, rules, or theories.

Culinary Arts & Hospitality Studies
Culinary Arts
PSLO <ul style="list-style-type: none"> • 01. Professionally demonstrate time management in an industry setting. • 02. Professionally demonstrate organization in an industry setting. • 03. Use technology common to industry settings in food service operations.

- 04. Apply problem solving skills in a variety of customer service and industry settings.
- 05a. Demonstrate commitment to professional growth within industry settings.
- 05b. Demonstrate appropriate conduct in interactions with guests and colleagues in industry settings.
- 06. Students will manipulate recipes and formulas using weights and measures with industry specific tools and technology.

Hospitality Studies

PSLO

- 01. Professionally demonstrate time management in an industry setting.
- 02. Professionally demonstrate organization in an industry setting.
- 03. Use technology common to industry settings in food service operations.
- 04. Apply problem solving skills in a variety of customer service and industry settings.
- 05. Demonstrate commitment to professional growth and interactions with guests and colleagues in an industry setting.

Dental Hygiene

Dental Hygiene

PSLO

AAS PSLOs

- 1. a. Recognize and explain dental hygiene rules and regulations established by state licensing agencies.
- 1. b. Model the dental hygiene professional code of ethics.
- 1.c. Apply principles of risk management and infection/hazard control to prevent liability and support patient/client health.
- 1. d. Provide compassionate and competent oral health care in a variety of settings and to a variety of individuals without discrimination.
- 1. e. Communicate effectively with peers and instructors to formulate a clear and precise point of view.
- 2. a. Offer patient education and counsel to reduce health risks and promote wellness.
- 2. b. Collaborate with patients/clients and other health professionals to deliver a comprehensive and continuous health care plan that meets the needs of the patient/client.
- 3. a. Systematically collect and record relevant data on the patient/client.
- 3. b. Interpret patient/client data to identify needs and oral health problems.
- 3. c. Apply evidence-based decision making using methods consistent with the dental hygiene scope of practice and legal principles to establish a diagnosis.
- 3. d. Formulate a comprehensive dental hygiene care plan that meets the needs of the patient/client.
- 4. a. Provide preventive and therapeutic services that promote oral health according to the needs of the patient/client.
- 4. b. Evaluate the effectiveness of the implemented dental hygiene care plan by using indices, instruments, examination techniques and the patient/client satisfaction survey.
- 4. c. Modify dental hygiene care plan and refer patient/client for follow-up care as needed.
- 5. a. Advance the profession through service activities and affiliations with professional organizations.
- 5. b. Promote the values of the profession to the public and outside organizations.
- 5. c. Assume professional responsibilities through the process of self assessment for personal growth and life-long learning.

BAS PSLOs

- 1. Compare and contrast current and emerging issues and trends facing the profession of dental hygiene today.
- 2. Communicate effectively with peers and instructors to formulate a clear and precise point of view
- 3. Effectively use technology to locate, relate and communicate information.
- 4. Create and implement instructional best practices to facilitate effective teaching and student learning.
- 5. Demonstrate the ability to problem solve effectively utilizing evidenced based strategies and decision making processes.
- 6. Promote and recognize the science of public health through education and service activities.

Early Child/Education/Library
Early Childhood Education
<p>PSLO</p> <ul style="list-style-type: none"> • 1a. Apply the Developmental Domains in developing lesson plans using content knowledge and resources of the academic discipline (such as language and literacy, the arts, mathematics, science, physical education, health and safety, and social studies). • 1b. Discuss the goals, benefits, and uses of assessment in developing appropriate goals, curriculum, and teaching strategies for young children. • 1c. Recognize and explore young children's characteristics, needs, and influences on early development and learning. • 2a. Collaborate professionally with families and colleagues/team members. • 2b. Create healthy, respectful, supportive, and challenging learning environments for young children. • 2c. Demonstrate awareness of diverse family and community characteristics. • 2d. Develop a plan to involve families and communities in young children's development and learning. • 2e. Demonstrate effective communication and presentation skills. • 2f. Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus. • 2g. Select and apply compelling and appropriate communication strategies that attend to the values, knowledge, interests, and needs of the audience. • 3a. Describe how classroom arrangement maximizes learning in all developmental domains. • 3b. Discuss appropriate early learning standards and other resources for designing, implementing, and evaluating developmentally meaningful and challenging curriculum for each child. • 4. Apply a broad repertoire of developmentally appropriate teaching/learning approaches, including technology. • 5a. Reflect on own practice to promote positive outcomes for each child. • 5b. Demonstrate personal accountability for engaging in the learning process, including preparation, time management, and active participation. • 6a. Identify and involve oneself with the early childhood field. • 6b. Uphold ethical standards with commitment to academic integrity and other early childhood professional guidelines. • 6c. Engage in continuous learning to develop as a professional. • 6d. Integrate knowledgeable, reflective, and critical perspectives on early education. • 6e. Engage in informed advocacy for young children and the early childhood profession. • 7a. Observe and practice in early education settings. • 7b. Apply observation, documentation, and other appropriate assessment tools and approaches.
Education
<p>PSLO</p> <ul style="list-style-type: none"> • 1. Discuss the goals, benefits, and uses of assessment in developing appropriate goals, curriculum, and teaching strategies. • 2. Demonstrate effective communication skills for collaborating with families and colleagues. • 3. Apply a broad repertoire of developmentally appropriate teaching/learning approaches, including technology. • 4. Uphold ethical standards and other education professional guidelines. • 5. Apply observation, documentation, and other appropriate assessment tools and approaches.
Library Technician
<p>PSLO</p> <ul style="list-style-type: none"> • 1a. Demonstrate awareness of ethics, values, perspectives, intellectual freedom, and foundational principles when working with colleagues and patrons. (Life Skills) • 1b. Use service concepts, principles, and techniques to connect diverse individuals or groups with accurate, relevant, and appropriate information in a variety of formats. (Life Skills) • 2a. Competently explain the acquisition, description, storage, retrieval and use of library information products, services and programs. (Analytic Techniques)

- 2b. Critique the quality of information products and services and evaluate them both for agency purchase and for practical or academic use by self or others. (Analytic Techniques)
- 3. Provide professional customer service through effective interpersonal communication (writing, speaking, and listening) skills including analysis and synthesis of information or situations. (Communication Skills)
- 4a. Demonstrate technical and practical skills in the use of library resources including hardware and software in practical applications and in library employment. (Technology Skills)
- 4b. Demonstrate proficiency in identifying, using, and evaluating current and emerging information and communication technologies. (Technology Skills)
- 5. Exhibit professional ethics and behaviors which include respect for colleagues and customers by demonstrating best library technician customer service skills. (Teamwork Techniques)
- 6a. Observe and develop library programming that meets the needs of a diverse community including social media connections. (Social Values)
- 6b. Recognize the diversity in the clientele and employees of a library information system and be familiar with actions the organization takes to address this diversity. (Social Values)
- 7a. Display aptitudes for career success (time management, attention to detail and quality, professionalism) in the library workplace. (Employability)
- 7b. Competently discuss library administrative organization, management and supervision. (Employability)
- 7c. Demonstrate collegiality, team-building and communication with the ability to work as an effective team member. (Employability)

Emergency Medical Services

Emergency Medical Services

PSLO

- Analyze patient information obtained through interview, assessment and/or report to list potential differential diagnoses.
- Correctly perform all skills appropriate to an entry level EMS provider
- Demonstrate professional and compassionate communication during contact with patients, bystanders, coworkers and other health care providers.
- Demonstrate professional behavior in the classroom, clinical and internship settings.
- Demonstrate scene safety and safe attitudes in the class, lab, clinical and field settings.
- Demonstrate the ability to team lead with the cognitive, psychomotor and affective skills necessary for an entry level EMS provider.
- Develop a treatment plan based on patient information and presentation.
- Model team interaction using crew resource management.
- Perform a complete focused physical assessment based upon patient presentation
- Provide accurate, timely and complete documentation of each patient encounter.

English & Communication

Advanced Academic Achievement

PSLO

- 01. Demonstrate enhanced personal management (Time Management/Personal Accountability)
- 02. Apply critical and creative thinking
- 03. Demonstrate effective collegiate communication skills
- 04. Demonstrate an awareness of community and diversity
- 05. Enhance personal strategies for improved academic proficiency (Resource Management)
- 06. Enhance personal strategies for improved academic proficiency (Interdependence/Interpersonal Skills)
- 07. Create educational and career plans (Grit/Perseverance/Self-efficacy)
- 08. Preparedness (placeholder)

- 09. Responsibility for Time Management (placeholder)
- 10. Follows Communication Procedures (placeholder)

American Sign Language

PSLO

No PSLOs

College Composition & Reading

PSLO

- ENG121 4a. Use accurate grammar.
- ENG121 4b. Use accurate mechanics and spelling.
- ENG121 4c. Choose diction and usage appropriate to writing purposes and audiences.
- PSLO1: Create and develop within the context of the situation and the assigned tasks.
- PSLO2a: Apply formal and informal conventions of writing, including organization, content, and mechanics, in particular forms/fields.
- PSLO2b: Apply formal and informal conventions of writing, including purpose, in particular forms/fields.
- PSLO2c: Apply formal and informal conventions of writing, including presentation and formatting, in particular forms/fields.
- PSLO2d: Apply formal and informal conventions of writing, including stylistic choices, in particular forms/fields.
- PSLO3: Critically read and evaluate a variety of college-level texts in multiple genres
- PSLO4: Integrate and synthesize evidence and/or sources in support of a claim

Communication

PSLO

- 01. Describe the Communication discipline and its central questions
- 02. Employ Communication theories, perspectives, principles, and concepts.
- 03. Engage in Communication inquiry.
- 04. Create messages appropriate to the audience, purpose, and context.
- 05. Critically analyze messages.
- 06. Demonstrate the ability to accomplish communicative goals (self-efficacy).
- 07. Apply ethical communication principles and practices.
- 08. Utilize communication to embrace difference
- 09. Influence public discourse.
- 10. Integrate and synthesize evidence and/or sources in support of a claim
- 11. Preparedness (placeholder)
- 12. Responsibility for Time Management (placeholder)
- 13. Follows Communication Procedures (placeholder)

gtP SLOs

- 1. Assess the impact of cultural factors on the human communication process.
- 2. Identify specific forces which create cultural differences.
- 3. Speculate about the impact of cultural diversity on everyday interactions and contexts, such as business, education and interpersonal relationships.
- 4. Theorize about the influence of cultural values and world view on language and thought processes.
- 6. Illustrate the various factors which may inhibit communication between people of different cultures and suggest means of managing barriers to intercultural communication.
- 7. Demonstrate specific communication skills to improve their intercultural communication.
- gtP1. Illustrate Organization (Oral/Presentational Communication 1a): Implement an organizational pattern that results in a cohesive presentation (specific introduction and conclusion, sequenced material within the body, and transitions).
- gtP2. Develop a Central Message (Oral/Presentational Communication 2a): Develop a central message using the content and supporting materials.

- gtP3. Address Language (Oral/Presentational Communication 3a-b): Employ language that enhances the presentation and incorporate language that is appropriate to the audience.
- gtP4. Execute Delivery (Oral/Presentational Communication 4a): Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.
- gtP5. Integrate Content & Supporting Material (Oral/Presentational Communication 5a-c): Incorporate a variety of types of supporting materials from authorities, reference and connect information through analysis that supports the presentation while establishing the presenter's credibility/authority on the topic, and manage visual aids with appropriate technology.

English

PSLO

- 01. Integrate knowledge of audience, purpose, genre, and context in a way that is responsive to the situation.
- 02a. Define the scope of the research question, thesis, or main idea.
- 02b. Select sources that directly relate to the key concepts or answer the research question(s).
- 03. Access information using effective, well-designed search strategies.
- 04a. Critically read evidence and/or sources.
- 04b. Evaluate evidence and/or sources.
- 04c. Integrate and synthesize evidence and/or sources in support of a claim
- 04d. Follow an appropriate documentation system in applying evidence and/or sources.
- 05a. Utilize a variety of information sources appropriate to the scope and discipline of the research question.
- 05b. Evaluate the importance of multiple research criteria, such as relevance to the research question, currency, authority, audience, and bias or point-of-view, when evaluating source information.
- 06. Utilize correct citation practices on the use of information from a variety of sources to observe ethical and legal restrictions.
- 07a. Apply formal and informal conventions of writing in designated forms and/or fields. (Organization)
- 07b. Apply formal and informal conventions of writing in designated forms and/or fields. (Content)
- 07c. Apply formal and informal conventions of writing in designated forms and/or fields. (Presentation & Formatting)
- 07d. Apply formal and informal conventions of writing in designated forms and/or fields. (Stylistic Choices)
- 08a. Employ proper conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.
- 08b. Produces sentence structures that are complete, varied, and effective.
- 09a. Support a conclusion that is tied to the range of information presented.
- 09b. Reflect on the implications and consequences of the stated conclusion.
- 10. Identify connections between world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.
- 11a. Address ethical, social, and environmental challenges within local or global systems.
- 11b. Assess a range of actions or solutions informed by one's sense of personal and civic responsibility.
- 12a. Exhibit personal accountability in the classroom and in the online environment.
- 12b. Exhibit self-efficacy in the classroom and in the online environment.
- 12c. Exhibit ethical behavior in the classroom and in the online environment.
- 13a. Collaborate to constructively critique one's own work and the work of others.
- 13b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback.
- 14a. Preparedness (placeholder)
- 14b. Responsibility for Time Management (placeholder)
- 14c. Follows Communication Procedures (placeholder)

gtP SLOs

- gtP1. Employ Rhetorical Knowledge (Written Communication 1a): Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation
- gtP2. Develop Content (Written Communication 2a): Create and develop ideas within the context of the situation and the assigned task(s).
- gtP3a. Apply Genre & Disciplinary Conventions (Written Communication 3a): Apply formal and informal conventions of writing, including organization, content, and stylistic choices, in particular forms and/or fields.

- gtP3b. Apply Genre & Disciplinary Conventions (Written Communication 3a): Apply formal and informal conventions of writing, including presentation and formatting, in particular forms and/or fields.
- gtP4a. Use Sources & Evidence (Written Communication 4a-b): Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- gtP4b. Use Sources & Evidence (Written Communication 4a-b): Follow an appropriate documentation system.
- gtP5. Control Syntax & Mechanics (Written Communication 5a): Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Interview Fair

PSLO

- 1. Appearance
- 2. Vocalics
- 3. Physical Behavior
- 4. Grammar & Articulation
- 5. Content
- 6. Language
- 7. Preparedness
- 8. Engagement
- 9. Resume

Literature

PSLO

- 01. Create and develop ideas within the literary context.
- 02. Critically read and synthesize evidence from a variety of literary works.
- 03. Follow MLA documentation style.
- 04. Evaluate the contextual relevance of specific era(s) and/or specific culture(s) when presenting a position on a work (or works) of literature.
- 05. Identify and analyze one's own and others' assumptions about literary subjects, themes, and authors.
- 06. Formulate and defend a conclusion by applying knowledge of elements of literature.
- 07. Reflect on the implications and consequences of one's stated conclusion.
- 08. Locate a varied selection of fiction and non-fiction literary works.
- 10a. Collaborate to constructively critique one's own work and the work of others.
- 10b. Engage in a recursive writing process that demonstrates planning, reflection, and growth in response to feedback.
- 11. Use accurate grammar, mechanics, and spelling.
- 9a. 12a. Exhibit personal accountability in the classroom and in the online environment.
- 9b. Exhibit self-efficacy in the classroom and in the online environment.

Philosophy

PSLO

- 01. Identify philosophical and/or theological arguments and/or concepts
- 02. Analyze philosophical and/or theological arguments and/or concepts
- 03. Evaluate the efficacy of philosophical and/or theological arguments and/or concepts
- 04. Formulate solutions to philosophical and/or theological problems
- 05. Preparedness (placeholder)
- 06. Responsibility for Time Management (placeholder)
- 07. Follows Communication Procedures (placeholder)

gtP SLOs

- gtP1. Explain an Issue (Critical Thinking 1a): Use information to describe a problem or issue and/or articulate a question related to the

topic.

- gtP2. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP3. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP4. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.

Fine Arts & Humanities

Art

PSLO

- 01. Critically analyze works of art (visual, performing or literary).
- 02. Evaluate the relevance of context to understanding art in its various forms.
- 03. Evaluate creative thinking in works of art.
- 04. Create academically formal written work related to the study of the arts.
- 05. Formulate a claim related to the study of the arts.
- 06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation.
- 07. Proportion: Accurately displays the relative size and scale of the various elements in a work of art and the relationships between objects, or parts, of a whole.
- 08. Media Handling (technique): Makes design/artistic choices appropriate to the characteristics of the medium, or the combination of materials used and the techniques applied to those materials.
- 09. Composition/Design: Applies the visual elements according to the principles of design.
- 10. Originality/Risk-Taking: Trying something completely different, trying new approaches, and risking not being comfortable with the work in order to achieve a goal.
- 11. Presentation: Displays artwork crafted with attention to professional display standards.

gtP SLOs

- gtP1. Demonstrate Originality & Ingenuity (Creative Thinking 4a): Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.
- gtP2. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP3. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP4. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.
- gtP5. Develop Content (Written Communication 2a): Create and develop ideas within the context of the situation and the assigned task(s).
- gtP6. Use Sources & Evidence (Written Communication 4a-b): Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim and follow an appropriate documentation system.

Dance

PSLO

- 01. Critically analyze works of art (visual, performing or literary).
- 02. Evaluate the relevance of context to understanding art in its various forms.
- 03. Evaluate creative thinking in works of art.
- 04. Create academically formal written work related to the study of the arts.
- 05. Formulate a claim related to the study of the arts.
- 06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation.

gtP SLOs

- gtP1. Demonstrate Originality & Ingenuity (Creative Thinking 4a): Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.
- gtP2. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP3. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP4. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.

- gtP5. Develop Content (Written Communication 2a): Create and develop ideas within the context of the situation and the assigned task(s).
- gtP6. Use Sources & Evidence (Written Communication 4a-b): Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim and follow an appropriate documentation system.

Humanities

PSLO

- 1. Critically evaluate works of art (visual, performing or literary).
- 2. Evaluate the relevance of context in understanding art in its various forms.
- 3. Create academically formal written work related to the study of humanities.
- 4. Formulate a claim related to the study of Humanities.
- 5. Support a claim related to the study of humanities.

gtP SLOs

- gtP1: Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP2: Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP3: Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.
- gtP4: Develop Content (Written Communication 2a): Create and develop ideas within the context of the situation and the assigned task(s).
- gtP5: Use Sources & Evidence (Written Communication 4a-b): Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim and follow an appropriate documentation system.

Music

PSLO

- 01. Critically analyze works of art (visual, performing or literary).
- 02. Evaluate the relevance of context to understanding art in its various forms.
- 03. Evaluate creative thinking in works of art.
- 04. Create academically formal written work related to the study of the arts.
- 05. Formulate a claim related to the study of the arts.
- 06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation.

gtP SLOs

- gtP1. Demonstrate Originality & Ingenuity (Creative Thinking 4a): Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.
- gtP2. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP3. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP4. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.
- gtP5. Develop Content (Written Communication 2a): Create and develop ideas within the context of the situation and the assigned task(s).
- gtP6. Use Sources & Evidence (Written Communication 4a-b): Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim and follow an appropriate documentation system.

Theater

PSLO

- 01. Critically analyze works of art (visual, performing or literary).
- 02. Evaluate the relevance of context to understanding art in its various forms.
- 03. Evaluate creative thinking in works of art.
- 04. Create academically formal written work related to the study of the arts.
- 05. Formulate a claim related to the study of the arts.
- 06. Support a claim related to the study of the arts with appropriate sources, evidence and documentation.

gtP SLOs

- gtP1. Demonstrate Originality & Ingenuity (Creative Thinking 4a): Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

- gtP2. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP3. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP4. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.
- gtP5. Develop Content (Written Communication 2a): Create and develop ideas within the context of the situation and the assigned task(s).
- gtP6. Use Sources & Evidence (Written Communication 4a-b): Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim and follow an appropriate documentation system.

Fire Science
Fire Science Technology
<p>PSLO</p> <ul style="list-style-type: none"> • 1. Attendance - present for and fully participates in class activities. • 2. Punctuality - shows respect for everyone's time and exhibits initiative for all assignments. • 3. Attitude - communicates respectfully; has a "can-do" attitude. • 4. Commitment - values both the learning process and the information garnered in the process. • 5. Classroom Interaction - recognizes and respects multiple perspectives and constructive criticism.
Wildland Firefighter
<p>PSLO</p> <p>No PSLOs</p>

Health Information Technology
Health Information Technology
<p>PSLO</p> <ul style="list-style-type: none"> • 1a. Explain and discuss medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). • 1b. Apply medical and legal vocabulary as it relates to Healthcare Information Management (HIM) and Health Information Technology (HIT). • 2. Analyze and evaluate medical documentation as components of a medical record and relate established state and federal regulations, standards, and guidelines for implementation or use. • 3a. Apply information technology in the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). • 3b. Investigate the use, access, and protection of healthcare records and healthcare software/systems (EHR, HIM, PM, CAC). • 4. Perform job readiness skills to be successful in a job search.

Health Professional
Health Professional
<p>PSLO</p> <ul style="list-style-type: none"> • 01. Communicate effectively using appropriate medical terminology. • 02. Describe the role of dietary nutrition in healthcare

Law Enforcement Academy
Law Enforcement Academy
<p>PSLO</p> <ul style="list-style-type: none"> • 1a: Interpret available information in investigating criminal violations. • 1b: Evaluate the relevance of evidence in investigating criminal violations • 1c: Apply the appropriate techniques in investigating criminal violations • Demonstrate a thorough working knowledge of the Colorado Criminal Code

- Demonstrate the ability to choose and utilize the proper degree of use of force to effect an arrest

Machining & Industrial Technology Maintenance
Architectural Eng./Construction Mgmt.
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. • PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. • PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard.
Computer Aided Drafting
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. • PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. • PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard.
Construction Technology
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. • PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. • PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard.
Electronics
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. • PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. • PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. • PSLO 2. Apply critical thinking skills in building electronic and hydraulic circuits. • PSLO 3. Programing PLC's • PSLO 4. Trouble Shooting Electronic Circuits • PSLO 5. Building Electronic Circuits
Engineering
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. • PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. • PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard. • PSLO 2. Apply critical thinking skills in building electronic and hydraulic circuits.
Engineering Graphic Technology
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work. • PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities. • PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard.
Machining Technology
<p>PSLO</p> <ul style="list-style-type: none"> • PSLO 09a: Demonstrate proficiency in Applied Mathematics • PSLO 09b: Demonstrate proficiency in Gemoetrical Dimensioning & Tolerancing

- PSLO 09c: Demonstrate proficiency in Machine Maintenance
- PSLO 09d: Demonstrate proficiency in Machine Operation & Controls
- PSLO 09e: Demonstrate proficiency in Measurement Tools
- PSLO 09f: Demonstrate proficiency in Measurements
- PSLO 09g: Demonstrate proficiency in Operations
- PSLO 09h: Demonstrate proficiency in Process Planning
- PSLO 09i: Demonstrate proficiency in Programming
- PSLO 09j: Demonstrate proficiency in Setup
- PSLO 09k: Demonstrate proficiency in Part Completion
- PSLO 09l: Demonstrate proficiency in Shop Safety
- PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work.
- PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities.
- PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard.
- PSLO 1d: Professionalism - Quality of Work
- PSLO 1e: Professionalism - Teamwork
- PSLO 1f: Professionalism - Respect
- PSLO 2. Demonstrate the basic operation and programming of CNC Mill using NIMS Credentialing Standards.
- PSLO 3. Demonstrate the basic operation and programming of CNC Lathe using NIMS Credentialing Standards.
- PSLO 4. Demonstrate Mastery at Setup and Programming of CNC Lathes using NIMS Credentialing Standards.
- PSLO 5. Demonstrate Mastery at Setup and Programming of CNC Mills using NIMS Credentialing Standards.
- PSLO 6. Demonstrate mastery in geometric construction and tool-pathing competencies required to pass the Mastercam certification test.
- PSLO 7. Demonstrate mastery in the setup and operating of the manual lathe using NIMS Credentialing Standards.
- PSLO 8. Demonstrate mastery in the setup and operating of the manual mill using NIMS Credentialing Standards.

Manufacturing Technology

PSLO

- PSLO 1a: Professionalism - Attendance: Attends class regularly arrives on time and responsible for work.
- PSLO 1b: Professionalism - Preparedness: Prepared for all lab and class activities.
- PSLO 1c: Professionalism - Appearance: Appearance is in line with class or lab standard.

Mathematics

Mathematics

PSLO

1. Interpret Information: Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Represent Information: Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Address Assumptions: Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course (for statistics courses).
4. Perform Calculations: Solve problems or equations at the appropriate course level, and use appropriate mathematical notation
5. Apply & Analyze Information: Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to theoretical and application problems at the appropriate course level.
6. Communicate Using Mathematical Forms (Quantitative Literacy: Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

gtP SLOs

- gtP1. Interpret Information (Quantitative Literacy 1a): Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

- gtP2. Represent Information (Quantitative Literacy 2a): Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- gtP3. Perform Calculations (Quantitative Literacy 3a-c): Solve a variety of different problem types or equations at the appropriate course level, using appropriate mathematical notation to present a multi-step solution and address the validity of results.
- gtP4. Apply & Analyze Information (Quantitative Literacy 4a-c): Make use of graphical objects to formulate, organize, and articulate solutions to theoretical and application problems, making judgments based on mathematical analysis appropriate to the course level.
- gtP5. Communicate Using Mathematical Forms (Quantitative Literacy 5a): Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).
- gtP6. Address Assumptions (Quantitative Literacy 6a): Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

Media Communications

Computer Web-Based

PSLO

- PSLO 01: Select tools and technologies appropriate for the communications professions in which they work.
- PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work.
- PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions.
- PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems.
- PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices.
- PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions.
- PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues.
- PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems.
- PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems.
- PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society.

Journalism

PSLO

- PSLO 01: Select tools and technologies appropriate for the communications professions in which they work.
- PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate the field in which they work.
- PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions.
- PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems.
- PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices.
- PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions.
- PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues.
- PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems.
- PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems.
- PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society.

Multimedia and Graphic Design

PSLO

- PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues.
- PSLO 01: Select tools and technologies appropriate for the communications professions in which they work.
- PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work.

- PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions.
- PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems.
- PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices.
- PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions.
- PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems.
- PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems.
- PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society.

Radio and Television

PSLO

- PSLO 01: Select tools and technologies appropriate for the communications professions in which they work.
- PSLO 02: Effectively use industry required digital media technology/software to execute media based projects appropriate to the field in which they work.
- PSLO 03: Analyze information [research] needed to make informed decisions appropriate for the media communications professions.
- PSLO 04: Demonstrate essential design/communication skills by creating visual/written solutions to communication problems.
- PSLO 05: Interpret the diversity of demographics in community, country and global society in accordance with media communication best practices.
- PSLO 06: Critically evaluate their own work and that of others for clarity, appropriate style, correct use of technology, and grammatical correctness as required within a variety of written and/or visual media communications solutions.
- PSLO 07: Adapt to the changing environment of emerging media and its impact upon social, cultural, ethical, and economic issues.
- PSLO 08: Contribute abilities to work cooperatively as a team in order to solve media communications problems.
- PSLO 09: Interpret numerical data specific to audience analysis in order to formulate reasonable conclusions that apply to solving communications problems.
- PSLO 10: Model ethical principles [truth, accuracy, fairness and diversity] and respectful responsibility to themselves, the media discipline, the media profession, and society.

Medical Assisting

Medical Assisting Profession

PSLO

No PSLOs

Medical Office Terminology

PSLO

- PSLO1: Define ethical parameters within the medical office.
- PSLO2: Demonstrate clinical techniques as related to the medical office
- PSLO3: Explain the administrative duties of the medical office.
- PSLO4: Validate academic knowledge to successfully pass the AMT Registered Medical Assistant Certification examination.
- PSLO5: Safely practice medical assisting functions with supervision and direction.
- PSLO6: Perform calculations for clinical pharmacology.

Nursing

Counseling

PSLO

No PSLOs

Nursing

PSLO

- 02. Integrate critical thinking and clinical reasoning skills to make patient-centered care decisions.(Critical thinking, clinical decision making and nursing judgment.)
- 03. Implement quality measures to improve patient care.
- 04. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons.
- 05. Apply information management principles, techniques, systems, and patient care technology to communicate, manage knowledge, mitigate errors, and support decision making.
- RN-BSN 01: Quality Care Interpret research to employ best practice and use data to monitor the outcomes of care processes. Propose an evaluation process to continuously improve the quality and safety of health care systems and deliver quality care to individuals and diverse populations (QSEN, 2007/MA Nurse of the Future Competencies 2016). (E2,E3,E4,E7, E9)
- RN-BSN 02: Professionalism Formulate a plan that demonstrates an enhanced commitment to professionalism embracing excellence, caring, legal and ethical practice, civility, accountability, and professional development (E2, E5, E6, E8, E9)
- RN-BSN 03: Communication Evaluate communication and collaboration with colleagues, interprofessional groups and members of the community to promote health, safety and well-being across the lifespan and across the continuum of healthcare environment. (E2, E6, E7, E8, E9)
- RN-BSN 04: Leadership Evaluate the contribution of leadership, quality improvement principles, and impact of organizational systems in transforming, managing, and coordinating safe, quality, cost effective, person-centered care. (E2, E3, E5, E6, E8)
- RN-BSN 05: Critical Thinking/Clinical Reasoning Integrate a systematic process of critical inquiry with nursing science, natural and behavioral sciences, arts and humanities to make evidence based practice decisions to improve the care of individuals, families, populations, and communities. (E1, E2, E3,E4, E5,E6,E7, E8, E9)
- 01. Analyze provision of safe, quality, evidenced based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan. (nursing process, safety, and patient-centered care.
- 07. Assimilate professional, legal, and ethical guidelines, in practice as a professional nurse.
- 06. Provide leadership in a variety of healthcare settings for diverse patient populations.
- 08. Promote a culture of caring to provide holistic, compassionate, culturally, competent care.

Psychiatric Technician

PSLO

No PSLOs

Nursing Aide

Nursing Aide

PSLO

- 1. Describe the functions of body systems and identify stages of growth and development appropriate to the nursing assistant scope of practice.
- 2. Describe the roles and responsibility of nursing assistants including ethics, legal responsibilities, and state regulations.
- 3. Demonstrate professional communication skills in all interactions with patients and colleagues, including recording and reporting.
- 4. Demonstrate safety and infection control practices that comply with standards of practice for nursing assistants.
- 5. Define common medical terms and abbreviations used in health care.
- 6. Demonstrate competency with all skills required for certification.
- 7. Comply with privacy and confidentiality laws.
- 8. Demonstrate behaviors consistent with professional work ethics in compliance with policies and procedures of clinical sites.
- 9. Clearly introduce and explain procedures to patient/client/resident.

Occupational Therapy Assistant

Occupational Therapy Assistant

PSLO

- 1. Model ethical, legal and professional values and beliefs congruent with the profession in all practice settings.
- 5. Professionally interact within an interdisciplinary team.
- 2. Develop therapeutic programs to meet established goals based on acquired knowledge, published research, and practical experiences.
- 3. Demonstrate clinical reasoning skills during client centered interventions through innovative strategies.

- 4. Provide culturally competent care to individuals in a variety of settings.
- 6. Demonstrate effective and appropriate written and/or oral communication with team members, patients, and families.

Pharmacy & Phlebotomy Technician
Pharmacy Technician
PSLO No PSLOs
Phlebotomy Technician
PSLO <ul style="list-style-type: none"> • Explain the procedures for point of care tests. • Explain the procedures of processing vacutainers. • Perform venipuncture using vacutainer tubes. • Perform venipunctures for blood cultures. • State all areas of the laboratory and other hospital department areas.

Physical Therapist Assistant
Physical Therapist Assistant
PSLO <ul style="list-style-type: none"> • 1b. Design a treatment plan that aligns with the physical therapy plan of care. • 2a. Deliver clear and effective patient education related to the physical therapy plan of care. • 2b. Appropriately apply terminology specific to the physical therapy profession in both written documentation and spoken communication. • 3a. Modify components of treatment depending on patient status. • 3b. Implement appropriate progression of the physical therapy plan of care as a physical therapist assistant. • 3c. Report patient status to support decision to continue, modify, or discontinue interventions. • 4. Perform basic manual therapy techniques and interventions in a safe and effective manner. • 6a. Collect objective measurement patient data. • 6b. Assess objective measurement data to determine appropriate patient interventions. • 7. Graduates will pass the National Physical Therapy Exam (NPTE). • 8. Safely operate technology common to physical therapy settings to ensure the safety of others and self. • 9. Students will be able to develop components of treatment that align with the physical therapy plan of care under the supervision of the physical therapist.

Radiologic Technology
Diagnostic Medical Sonography
PSLO <ul style="list-style-type: none"> • 01. Discuss performance of a pelvic sonogram • 02. Clarify the differences in wave motion with various tissue densities
Radiologic Technology
PSLO <p>PSLO1: Safety</p> <ul style="list-style-type: none"> • PSLO1a: Perform radiographic procedures safely. • PSLO1b: Identify problems with patient perceptions on exam success <p>PSLO2: Image Production</p> <ul style="list-style-type: none"> • PSLO2a: Utilize x-ray production equipment appropriately and according to protocol.

- PSLO2b: Produce diagnostic radiographs using effective techniques to optimize image quality.

PSLO3: Imaging Procedures

- PSLO 3a: Properly position patients for exams
- PSLO 3b: Demonstrate proficiency in surgical C-arm operation
- PSLO 3c: Demonstrate proficiency in portable trauma radiography.

PSLO4: Patient Care

- PLSO 4a: Show proper use of communication skills using the AIDET model.
- PSLO 4b: Model ethical behavior according to the American Registry of Radiologic Technologists (ARRT) Code of Ethics.

Respiratory Therapy

Respiratory Care

- PSLO**
- Assimilate professional, legal, and ethical guidelines in clinical practice as a professional respiratory therapist. (professionalism, ethical behavior, legal principles, standards of practice)
 - Engage in critical thinking to make patient-centered care decisions. (critical thinking, clinical decision making and respiratory care program judgment)
 - Participate in collaborative relationships with members of the interdisciplinary team, the patient, and the patient's support persons. (teamwork and collaboration)

Social Sciences

Anthropology

- PSLO**
- PSLO 1: Describe the history, purpose, branches, and features of anthropology as well as its relation and relative position within the general framework of academic disciplines.
 - PSLO 2: Compare and contrast distinct cultures with regard to any cultural facet.
 - PSLO 3: Define the important cross-cultural systems developed by human groups to reckon kinship and descent, and social affiliation.
 - PSLO 4: Discuss the important anthropological ideas regarding the origins, causes, and effects of war.

Ethnic Studies

- PSLO**
- PSLO 1: Describe and explain 5 of the major historical contributions of Meso-American civilization.
 - PSLO 2: Define and explain the term indigenismo and the etymology of the term Chicano.
 - PSLO 3: Discuss and analyze the historical impact of the Sleepy Lagoon Case.
 - PSLO 4: Compare/contrast the colonial socio-historic model applied to many developing Third World Countries with the status of the contemporary Chicano.

Geography

- PSLO**
- No PSLOs

History

- PSLO**
- PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus
 - PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus
 - PSLO 7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus
 - PSLO1: Acquire information from multiple, credible primary and secondary historical sources.
 - PSLO2: Evaluate complex and multiple sources of information to synthesize clear and relevant evidence specific to the historical argument.
 - PSLO3: Synthesize clear and relevant evidence specific to the historical argument from complex and multiple sources of information.
 - PSLO4: Cite sources within the assignment according to styles used by the discipline of History.

- PSLO5: Contextualize how our interpretation of the past has changed over time.
- PSLO6: Argue rationally and effectively about an historical subject or question using credible evidence in a narrative structure.
- PSLO7: Convey ideas purposefully (persuasive, informative, etc.) and with a clear focus
- PSLO8: Organize and express ideas clearly in both written and oral communication

gtP SLOs

- gtP1. Formulate an Argument (Critical Thinking 3a-c): Ask a question relevant to the discipline, synthesize perspectives that answer it, and take a specific position.
- gtP2. Incorporate Evidence (Critical Thinking 4a): Interpret/evaluate sources to develop an analysis or synthesis.
- gtP3. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.
- gtP4: Evaluate Information Critically (Information Literacy 3a-b): Utilize a variety of information sources appropriate to the scope and discipline of the research question and consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source.
- gtP5: Use Information Effectively to Accomplish a Specific Purpose (Information Literacy 4a): Synthesize information from sources to fully achieve a specific purpose.
- gtP6: Use Information Ethically and Legally (Information Literacy 5a): Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

Political Science

gtP SLOs

- gtP1. Civic Knowledge (Civic Engagement 2a): Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.
- gtP2. Explain an Issue (Critical Thinking 1a): Use information to describe a problem or issue and/or articulate a question related to the topic.
- gtP3. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP4. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP5. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.

Psychology

PSLO

- PSLO 1 Describe fundamental principles of psychology
- PSLO 2 Analyze the real-world applications of fundamental principles of psychology
- PSLO 3 Demonstrate psychological information literacy

gtP SLOs

gtP SLOs

- gtP1. Explain an Issue (Critical Thinking 1a): Use information to describe a problem or issue and/or articulate a question related to the topic.
- gtP2. Utilize Context-Relevance (Critical Thinking 2a): Evaluate the relevance of context when presenting a position.
- gtP3. Utilize Context-Assumptions (Critical Thinking 2b-c): Identify assumptions and analyze one's own and others' assumptions.
- gtP4. Understand Implications & Make Conclusions (Critical Thinking 5a-b): Establish a conclusion that is tied to the range of information presented and reflect on implications and consequences of stated conclusion.
- gtP5. Build Self-Awareness (Diversity & Global Learning 1a): Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- gtP6. Examine Perspectives (Diversity & Global Learning 2a): Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- gtP7. Address Diversity (Diversity & Global Learning 3a): Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Social Work

PSLO

- PSLO 1: Apply assessment, planning and intervention skills to the various levels of social work practice
- PSLO 2: Articulate the knowledge base, skills, professional values and ethics required for beginning generalist social work practice

- PSLO 3: Identify issues related to diversity and populations-at-risk as they relate to generalist social work interventions
- PSLO 4: Apply critical thinking skills in assessing agency services and the worker client relationship

Sociology

PSLO

- PSLO 1 Describe fundamental principles of sociology
- PSLO 2 Demonstrate sociological information literacy

Women's Studies

PSLO

- PSLO 1: Analyze and evaluate issues of difference including (but not limited to) sex, race, class sexual identity, age, ability, religion and white ethnocentrism within a feminist framework.
- PSLO 2: Interpret issues of violence in women`s lives and the impact it makes on how women live and how women are socialized.
- PSLO 3: Examine women`s role in the work place and family: evaluate its impact on women`s liberation.
- PSLO 4: Examine issues of self-esteem and assertiveness and how women are socialized to see themselves in a male-centered world while examining strategies for personal change.

Surgical Technology

Surgical Technology

PSLO

- PSLO1: Explain the relationship between instrument type and usage
- PSLO2: Match best practices for aseptic techniques to the appropriate sterile principle.
- PSLO3: Describe the characteristic of the professional surgical technologist
- PSLO4: Discuss the relationship between the principles of asepsis and practice of sterile technique and surgical patient care, including developing a surgical conscience.
- PSLO5: Completes weekly clinical paperwork
- PSLO6: Time management and preparedness
- PSLO7: Demonstrate proficiency in the content needed for certification (CST EXAM).
- PSLO8: Demonstrate proficiency in the skills needed for certification (FINAL SKILL ASSESSMENT).
- PSLO9: Interpret and analyze pharmacology and anesthesia information.

Welding

Welding Technology

PSLO

- 01. Perform safe and proper welding machine/equipment set-up, weld joint fit-up/configurations, and plate surface preparation.
- 02. Adhere to proper rate of travel when performing the OFC-P, SMAW, GMAW, GTAW, and FCAW welding and cutting process.
- 03. Demonstrate proper welding and torch angles in regard/relationship to weld joint configuration and plate surfaces.
- 04. Demonstrate proper welding arc lengths/electrode extension in relationship to weld joint configuration and plate surfaces.
- 05. Accurately create proper size fillet weld in in a manner conforming to the project print.
- 06. Perform a guided bend test in accordance with AWS Structural Welding Code D1.1.
- 07. Professionalism - Attendance: Attends class regularly, arrives on time, and takes responsibility for work.
- 08. Professionalism - Preparedness: Prepared for all lab and class activities.