

Copper Mountain College Course & Program Outcomes for Fall 2010

<u>ADMINISTRATION OF JUSTICE PROGRAM SLOs</u>			
<p>It is an ongoing goal to market the newly revised criminal justice program with the community by developing relationships with the various main-stream and peripheral agencies associated with the many facets of criminal justice in the Copper Mountain College service area. Such relationships are crucial to program growth and community service.</p>			
<p><u>Program Goals:</u></p> <ol style="list-style-type: none"> 1.) Increase enrollment numbers in the criminal justice program 2.) Increase graduation numbers for criminal justice 3.) Maintain above average success and retention rates for criminal justice students 			
<u>ADMINISTRATION OF JUSTICE COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>AJ 001-01 Introduction to Administration of Justice <i>STUDENT LEARNING OUTCOMES:</i> By completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of the three basic components of the criminal justice system. 2. Identify and understand various terms affiliated with criminal justice and its systems. 3. Evaluate and compare various theoretical concepts associated with crime. 4. Understand various trends in criminal justice, and be familiar with the core concepts of basic criminal procedures. 5. Have a measurable comprehension of the systematic nature of criminal justice. 			
<p>AJ 002-01 Criminal Law <i>STUDENT LEARNING OUTCOMES:</i> By completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of the criminal law and affiliated 			

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<p>procedures.</p> <ol style="list-style-type: none"> 2. Identify and understand various terms associated with the study of criminal law. 3. Evaluate and compare various legal procedures based on federal, state, and local laws. 4. Understand legal trends and core concepts of constitutional safeguards as applied to criminal law. 5. Have a measurable comprehension of the systematic nature of developing and interpreting criminal law. 			
<p>AJ 005-01 Multiculturalism <i>STUDENT LEARNING OUTCOMES:</i> By completion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of community policing. 2. Identify and understand the various concepts associated with community policing. 3. Evaluate and compare various theoretical concepts affiliated with policing in a diverse society. 4. Understand legal terminology, trends, and be familiar with the core concepts of multiculturalism as it relates to policing within a community environment. 5. Have a measurable comprehension of the systematic nature of developing public relations and community policing. 			
<p>AJ 006-01 Principles of Investigations <i>STUDENT LEARNING OUTCOMES:</i> By completion</p>			

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<p>of this course students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of criminal investigations. 2. Identify various kinds of evidence and understand its relevance in criminal investigations. 3. Evaluate and compare various investigative techniques commonly used by investigators. 4. Understand legal methodologies, trends, and be familiar with the core concepts of interviews and interrogations. 5. Have a measurable comprehension of the systematic nature of performing a criminal investigation. 			
<p>AJ 022-01 Police Supervision <i>STUDENT LEARNING OUTCOMES:</i> By completion of this course students should be able to</p> <ol style="list-style-type: none"> 1. Demonstrate a working knowledge of police organization and administration. 2. Identify and understand various terms and concepts affiliated with police organization and administration. 3. Evaluate and compare various theoretical concepts associated with police administration. 4. Understand legal terminology, trends, and core concepts of management techniques as applied to police administration. 5. Have a measurable comprehension of the systematic nature of police 			

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organization and administration.			
<u>AMERICAN SIGN LANGUAGE PROGRAM SLOs</u>			
<u>AMERICAN SIGN LANGUAGE COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
ASL 001-01 Elementary American Sign Language At the conclusion of this course in American Sign Language 1 the student will be able to demonstrate both receptively and expressively a set of 500 word vocabulary and have knowledge of the History of Sign Language and a basic understanding of Deaf Culture.	Evaluations of these objectives will be by way of student participation in class and written exams.		
<u>ANTHROPOLOGY PROGRAM SLOs</u>			
<u>ANTHROPOLOGY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
ANTH 001-01 Introduction to Physical Anthropology STUDENT LEARNING OUTCOMES: Upon successful completion of this course, you the student will be able to: Identify the basic concepts of molecular, Mendelian, and population genetics, as measured by examination. Describe the basic methods of scientific enquiry, and how they apply to paleoanthropology, as measured by examination. Compare and contrast human biology with			

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<p>that of other primates and non-primates, as measured by examination.</p> <p>Explain the inter-relationship between culture and biology, as measured by examination, discussions and written assignments.</p> <p>Discuss the complexities of contemporary bioethical issues, as measured by discussion and examination.</p> <p>Demonstrate the ability to identify appropriate information sources, critically evaluate data, and effectively present information in appropriate written form, as measured by presentations, assignments, and a term paper.</p>			
<p>ANTH 003-01 Archaeology An Introduction to Prehistory</p> <p>STUDENT LEARNING OUTCOMES:</p> <p>SLO 1: Successful completion of Anthropology 003 completes the requirements for a Associates Degree in Anthropology and prepares the student to successfully continue studies for a Bachelor's Degree at any four year college.</p> <p>Objectives: Through readings and lectures, (1) the student learns the terminology and research goals of Anthropology/Archeology; (2) is able to obtain a perspective on human evolution, migration and cultural developments through time; and (3) apply this knowledge in other aspects of life to understand human societies.</p> <p>SLO 2: Successful completion of the course will provide the student a broader perspective on the human condition world</p>	<ul style="list-style-type: none"> • Measures: There are two objective examinations for this class, a midterm and final. Additionally, a paper on a prehistoric culture of the student's choice is required. The paper will not be less than 8 pages and will not exceed 10 pages. The student who has met the objectives will receive a satisfactory or passing grade in the class. • There are two objective examinations for this class, a midterm and final. Additionally, a paper on a prehistoric culture of the student's choice is required. The paper will not be less than 8 pages and will not exceed 10 pages. The student who has met the objectives will receive a satisfactory or passing grade in the class. 		

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<p>wide. Explanations for cultural diversity will be explained and will provide the student insight on human societies.</p> <p>Objectives: The student learns about human evolution and development from a common origin and the spread of peoples and cultures throughout the world. The student will develop an appreciation for the commonality and connectivity of humans and the factors and forces that resulted in the development of so many distinct cultures throughout the world.</p> <p>Measures:</p>			
<u>ART PROGRAM SLOs</u>			
<u>ART COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>Art 001A-01 Drawing and Composition COURSE OBJECTIVES (SLO) As students advance during the semester, and through sections A-D, they are to gain a cumulative understanding and skillfully demonstrate:</p> <ol style="list-style-type: none"> 1. the concepts of looking verses seeing (visual analysis). 2. better understanding of form and space, through a variety of drawing techniques. 3. the characteristics and application of different drawing materials. 4. an appreciation for different styles of drawing and artists of history. 5. the evaluation of drawings through 	<p>Evaluations of the above outcomes will be by visual demonstration in students' completed design assignments, in-class</p>		

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<p>comparison and critique. 6. visual art terminology.</p>			
<p>ART 001B-01 COURSE OBJECTIVES(SLO) As students advance during the semester, and through sections A-D, they are to gain a cumulative understanding and skillfully demonstrate: 1. the concepts of looking verses seeing (visual analysis). 2. better understanding of form and space, through a variety of drawing techniques. 3. the characteristics and application of different drawing materials. 4. an appreciation for different styles of drawing and artists of history. 5. the evaluation of drawings through comparison and critique. 6. visual art terminology.</p>			
<p>ART 001C-01 COURSE OBJECTIVES(SLO) As students advance during the semester, and through sections A-D, they are to gain a cumulative understanding and skillfully demonstrate: 1. the concepts of looking verses seeing (visual analysis). 2. better understanding of form and space, through a variety of drawing techniques. 3. the characteristics and application of different drawing materials. 4. an appreciation for different styles of drawing and artists of history. 5. the evaluation of drawings through comparison and critique. 6. visual art terminology.</p>			
<p>ART 001D-01</p>			

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<p>COURSE OBJECTIVES(SLO) As students advance during the semester, and through sections A-D, they are to gain a cumulative understanding and skillfully demonstrate:</p> <ol style="list-style-type: none"> 1. the concepts of looking verses seeing (visual analysis). 2. better understanding of form and space, through a variety of drawing techniques. 3. the characteristics and application of different drawing materials. 4. an appreciation for different styles of drawing and artists of history. 5. the evaluation of drawings through comparison and critique. 6. visual art terminology. 			
<p>ART 002B-01 History of Art <i>(Upon completion of this course, students will be able to:)</i></p> <ol style="list-style-type: none"> a. Recognize representative monuments of architecture, sculpture, and painting from the early Islamic, Americas, and African regions; and from the Western world periods of Medieval through the end of the Baroque era. b. Identify and explain the principal features of these monuments, using the appropriate art historical vocabulary. c. Demonstrate a critical understanding of the relationship between the work of art and its historical-social context. d. Comprehend and discern between the range and diversity of cultural differences and the consequent formative, symbolic, and expressive choices. 			

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<p>e. Discuss the significance many of these monuments (or historical styles they represent) had for later eras.</p>			
<p>ART 002D History of Post-Modern Art <i>(Upon completion of this course, students will be able to:)</i></p> <p>a. Demonstrate knowledge of the principal movements, influences, and artists of the postmodern period.</p> <p>b. Analyze a work of art showing evidence of awareness of related matter, historical and social setting, and philosophical thinking affecting a work.</p> <p>c. Demonstrate a critical understanding of the relation between the work of art and its historical/social context.</p> <p>d. Comprehend and discern between the range and diversity of cultural differences and the consequent formative symbolic, and expressive choices.</p>			
<p>ART 003A-01 Basic Design and Color Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of human responses to visual stimuli. 2. Evaluate the various ways which design problems may be solved. 3. Analyze and evaluate the effectiveness of their own work as well as the work of others. 4. Demonstrate an understanding of the range of possibilities and unique qualities inherent in each of the visual 			

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<p>elements.</p> <ol style="list-style-type: none"> 5. Generate multiple ideas and then developing the best one(s) to a final design solution. 6. Demonstrate an understanding of design principles and be able to use them effectively in developing compositions. 7. Mix and use effective colors, and be able to deploy color strategies. 8. Use computers to develop and complete design projects 9. Work with Adobe Photoshop 10. Work with the fundamentals of multimedia design 11. Meet real life design requirements and deadlines 			
<p>ART 004-01 Three Dimensional Design As students advance during the semester, they are to gain:</p> <ul style="list-style-type: none"> • an understanding of concepts and processes by selected artists and art history, and relate these to the development of personally expressive sculptural forms. • An understanding, and to skillfully demonstrate the use of mediums and techniques in the creation of various sculptural forms. • aknowledge of personal creative processes by engaging in the conceptual, problem solving, and hands on experiences of making sculptural form. • Knowledge of time management skills, 			

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<p>presentation methods, and improve skills of discussion and evaluation of their own sculptural compositions, as well as those of others.</p>			
<p>ART 005A-001 Life Drawing</p> <ol style="list-style-type: none"> 1. Further understand the use of the human image in the history of art. 2. Understand intermediate and advanced levels of anatomical structure. 3. Understand and demonstrate the use of the human figure in compositions at intermediate through advanced levels. 4. Understand and demonstrate a variety of drawing materials and techniques, including pen/ink, pastels, colored pencils, Conté crayons, watercolor, and mixed media, at the intermediate through advanced levels. 5. Analyze and critically evaluate problems relating to composition and expressive aspects of the human figure. 6. Develop and continue to refine a personal drawing style. 7. Assess and critically evaluate the student's own artwork and that of others. 8. Select a method of presentation appropriate for a particular body of work. 9. Continue to develop a personal portfolio. 10. Further develop a sketchbook/journal. 			
<p>ART 005B-01 Advanced Life Drawing</p> <ol style="list-style-type: none"> a. Further understand the use of the 			

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<p>human image in the history of art.</p> <p>b. Understand intermediate and advanced levels of anatomical structure.</p> <p>c. Understand and demonstrate the use of the human figure in compositions at intermediate through advanced levels.</p> <p>d. Understand and demonstrate a variety of drawing materials and techniques, including pen/ink, pastels, colored pencils, Conté crayons, watercolor, and mixed media, at the intermediate through advanced levels.</p> <p>e. Analyze and critically evaluate problems relating to composition and expressive aspects of the human figure.</p> <p>f. Develop and continue to refine a personal drawing style.</p> <p>g. Assess and critically evaluate the student's own artwork and that of others.</p> <p>h. Select a method of presentation appropriate for a particular body of work.</p> <p>i. Continue to develop a personal portfolio.</p> <p>j. Further develop a sketchbook/journal.</p>			
<p>ART 008-01 Advertising Art Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Verbally, visually, and in writing, communicate creative solutions to specific problems of design and communication. 2. Write, plan and execute advertising campaigns that co-ordinate video for broadcast with video for web delivery, 	<p>Evaluation of the SLOs will be by demonstration from class homework projects, class presentations, in class participation, and by checking off the written summary of each chapter in the assigned reading, plus any questions.</p>		

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<p>as well as including integrated print media designs.</p> <ol style="list-style-type: none"> 3. Use appropriate video standards for broadcast, web delivery, DVD, and BluRay Disc 4. Understand the control of video cameras for shooting format, frame rate, frame recording method, compression and time code. 5. Understand the control of video cameras for gain, shutter speed and aperture. 6. Understand the control of video cameras for sound capture, including external microphones and sound mixing to the camera. 7. Understand editing both video footage and still images and integrate sound recordings with music soundtracks. 8. Be familiar with commercial CMYK printing standards. 9. Be aware of the careers associated with advertising design. 10. In the process of fulfilling design problems, students will be able to present tight, comprehensives using a variety of materials. Through independent analysis of concepts, including psychological aspects of type and color, materials will be combined with an effective choice of images. During group critiques, students will assess their own as well as peer final concept presentations through verbal explanations in critiques or by written 			
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<p>client/design problem profiles. Also, students will understand and identify how advertising design can be actualized through video production and the printing process and how portfolios are developed for careers in advertising art and graphic design.</p>			
<p>ART 011 A-D -01 Sculpture As students advance during the semester, and through sections A-D, they are to gain cumulatively:</p> <ul style="list-style-type: none"> • an understanding of concepts and processes by selected artists and art history, and relate these to the development of personally expressive sculptural forms. • An understanding and demonstration of skill, using mediums and techniques in the creation of various sculptural forms. • a knowledge of personal creative processes by engaging in the conceptual, problem solving, and hands-on experiences of making sculptural form. • Knowledge of time management skills, presentation methods; and improve skills of discussion and evaluation of their own sculptural compositions, as well as those of others. 			
<p>ART 021 A-D-01 Painting/Watercolor COURSE OBJECTIVES: (SLO) As students advance during the semester, and through sections A-D, they are to gain a cumulative understanding and skillfully demonstrate:</p>			

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<ol style="list-style-type: none"> 1. the concepts of looking verses seeing (visual analysis). 2. better understanding of form and space, through a variety of painting techniques. 3. the characteristics and application of different painting materials. 4. an appreciation for different styles of painting, and artists in history. 5. the evaluation of paintings through comparison and critique. 6. visual art terminology. 			
<p>ART 031-01 Digital Photography</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the fundamentals of capturing the digital image. 2. Demonstrate an understanding of the mechanics of digital images; pixels, color systems, bit mapped/raster images compared to vector systems. 3. Demonstrate in practice <i>and writing</i> an understanding of the science of photography, namely the reciprocity of exposure parameters and the subsequent creative manipulation of depth of field through aperture and shutter speed settings, plus the optical characteristics of lenses. 4. Demonstrate an understanding of focusing systems used by digital cameras. 5. Demonstrate an understanding of file formats and their preferred uses. The class will concentrate on jpeg, psd, tiff, and pdf formats. 6. Demonstrate an understanding of 	<p><u>MEASUREMENTS OF OUTCOMES:</u> Evaluations of the above outcomes will be by visual demonstration in students' completed photo assignments, in-class observations, final portfolio compilations, and written midterm (or optional oral presentation of midterm questions.) In addition your own assignment checklist will be examined.</p>		

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<p>downloading and storing photos using windows explorer.</p> <p>7. Process and manipulate photos on PC and Mac (optional) computer systems.</p> <p>8. Process and manipulate photos using Adobe Photoshop.</p> <p>9. Make superior digital slide shows set to digital music tracks.</p> <p>10. Demonstrate an understanding and appreciation of the essentials and subtleties of creating superior photographic images. This includes the art of seeing, lighting, and composition as well as understanding the importance of developing original ideas and knowing how to apply them to visual art.</p>			
<p>ART 031-02 Digital Photography Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the fundamentals of capturing the digital image. 2. Demonstrate an understanding of the mechanics of digital images; pixels, color systems, bit mapped/raster images compared to vector systems. 3. Demonstrate in practice <i>and writing</i> an understanding of the science of photography, namely the reciprocity of exposure parameters and the subsequent creative manipulation of depth of field through aperture and shutter speed settings, plus the optical characteristics of lenses. 			

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<p>4. Demonstrate an understanding of focusing systems used by digital cameras.</p> <p>5. Demonstrate an understanding of file formats and their preferred uses. The class will concentrate on jpeg, psd, tiff, and pdf formats.</p> <p>6. Demonstrate an understanding of downloading and storing photos using windows explorer.</p> <p>7. Process and manipulate photos on PC and Mac (optional) computer systems.</p> <p>8. Process and manipulate photos using Adobe Photoshop.</p> <p>9. Make superior digital slide shows set to digital music tracks.</p> <p>10. Demonstrate an understanding and appreciation of the essentials and subtleties of creating superior photographic images. This includes the art of seeing, lighting, and composition as well as understanding the importance of developing original ideas and knowing how to apply them to visual art.</p>			
<p>ART 033-01 History of Photography Upon completion of this course students will:</p> <p>1. Demonstrate knowledge of the principal inventions, movements, and influences which have contributed to the work of photographic artists of the nineteenth and twentieth centuries.</p> <p>2. Be able to analyze a work of art and in doing so be able to give evidence of the</p>	<p>Evaluation of the above will be by demonstration from class homework projects, class presentations, in class participation, and by the written final exam.</p>		

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<p>awareness of related materials and historical antecedence.</p> <p>3. Be able to explain the extent photography enters into and influences our daily lives through the study of photographic art.</p> <p>4. Be able to directly adapt and benefit one's own photography from the study of the medium's masters.</p>			
<p>ART 098-01 Digital Photography Lab : Upon completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the fundamentals of capturing the digital image. 2. Demonstrate an understanding of the mechanics of digital images; pixels, color systems, bit mapped/raster images compared to vector systems. 3. Demonstrate in practice <i>and writing</i> an understanding of the science of photography, namely the reciprocity of exposure parameters and the subsequent creative manipulation of depth of field through aperture and shutter speed settings, plus the optical characteristics of lenses. 4. Demonstrate an understanding of focusing systems used by digital cameras. 5. Demonstrate an understanding of file formats and their preferred uses. The class will concentrate on jpeg, psd, tiff, and pdf formats. 6. Demonstrate an understanding of 	<p>MEASUREMENTS OF OUTCOMES: Evaluations of the above outcomes will be by visual demonstration in students' completed photo assignments, in-class observations, final portfolio compilations, and written midterm (or optional oral presentation of midterm questions.) In addition your own assignment checklist will be examined</p>		

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<p>downloading and storing photos using windows explorer.</p> <p>7. Process and manipulate photos on PC and Mac (optional) computer systems.</p> <p>8. Process and manipulate photos using Adobe Photoshop.</p> <p>9. Make superior digital slide shows set to digital music tracks.</p> <p>10. Demonstrate an understanding and appreciation of the essentials and subtleties of creating superior photographic images. This includes the art of seeing, lighting, and composition as well as understanding the importance of developing original ideas and knowing how to apply them to visual art.</p>			
<u>AUTOMOTIVE PROGRAM SLOs</u>			
<u>AUTOMOTIVE COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>AUTO 004-01 Automotive Principles Student Learning Outcomes: The Student Learning Objectives (SLOs) are aligned with the tasks prescribed by the National Automotive Technicians Education Foundation (NATEF). For a detailed list of the SLOs see Lab Activities Tracking Sheets for this course.</p>			
<p>AUTO 020-01 Automotive Electrical Systems 1 STUDENT LEARNING OUTCOMES: The Student Learning Objectives (SLOs) are</p>			

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<p>aligned with the tasks prescribed by the National Automotive Technicians Education Foundation (NATEF). For a detailed list of the SLOs see Lab Activities Tracking Sheets for this course.</p> <ol style="list-style-type: none"> 1. Describe shop safety practices (Pass the SP/2 online training). 2. Shop safety survey; Fire hazard inspection 3. Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction. 4. Identify and interpret electrical/electronic system concern; determine necessary action. 5. Research applicable vehicle and service information, such as electrical/electronic system operation, vehicle service history, service precautions, and technical service bulletins. 6. Locate and interpret vehicle and major component identification numbers (VIN, vehicle certification labels, and calibration decals). 7. Wiring diagram introduction 8. Use wiring diagrams during diagnosis of electrical circuit problems. 9. Demonstrate the proper use of a digital multimeter (DMM)... 10. Check electrical circuits with a test light; determine necessary action. 11. Maintain a clean, organized working 			
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<p>environment. Properly clean the area and equipment; return all equipment to it's place.</p> <p>12. Work together in a team setting.</p> <p>13. Check electrical circuits using fused jumper wires; determine necessary action.</p> <p>14. Locate shorts, grounds, opens, and resistance problems in electrical/electronic circuits; determine necessary action.</p> <p>15. Measure and diagnose the cause(s) of excessive key-off battery drain (parasitic draw); determine necessary action.</p> <p>16. Inspect and test fusible links, circuit breakers, and fuses; determine necessary action.</p> <p>17. Inspect and test switches, connectors, relays, solenoid solid state devices, and wires of electrical/electronic circuits; perform necessary action.</p> <p>18. Soldering wires</p> <p>19. Perform battery state-of-charge test; determine necessary action.</p> <p>20. Perform battery capacity test (or conductance test); confirm proper battery capacity for vehicle application; determine necessary action.</p> <p>21. Maintain or restore electronic memory functions.</p> <p>22. Perform slow/fast battery charge.</p> <p>23. Inspect and clean battery cables, connectors, clamps, and hold-downs; repair or replace as needed.</p>			
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<p>24. Start a vehicle using jumper cables and a battery or auxiliary power supply.</p> <p>25. Identify hybrid vehicle auxiliary (12v) battery service, repair and test procedures.</p> <p>26. Perform starter current draw tests; determine necessary action.</p> <p>27. Perform starter circuit voltage drop tests; determine necessary action.</p> <p>28. Inspect and test starter relays and solenoids; determine necessary action.</p> <p>29. Remove and install starter in a vehicle.</p> <p>30. Inspect and test switches, connectors, and wires of starter control circuits; perform necessary action.</p> <p>31. Perform charging system output test; determine necessary action.</p> <p>32. Diagnose charging system for the cause of undercharge, no-charge, and overcharge conditions.</p> <p>33. Inspect, adjust, or replace generator (alternator) drive belts, pulleys, and tensioners; check pulley and belt alignment.</p> <p>34. Remove, inspect, and install generator (alternator).</p> <p>35. Perform charging circuit voltage drop tests; determine necessary action.</p>			
<p>AUTO 044-01 Automotive Engine Rebuild STUDENT LEARNING OUTCOMES: The Student Learning Objectives (SLOs) are aligned with the tasks prescribed by the National Automotive Technicians Education Foundation (NATEF). For a detailed list of the SLOs for this course, see Appendix B, Lab</p>			

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<p>Activities Tracking Sheets.</p> <ol style="list-style-type: none"> 1. Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction. 2. Identify and interpret engine concern; determine necessary action. 3. Research applicable vehicle and service information, such as internal engine operation, vehicle service history, service precautions, and technical service bulletins. 4. Locate and interpret vehicle and major component identification numbers (VIN, vehicle certification labels, and calibration decals). 5. Inspect engine assembly for fuel, oil, coolant, and other leaks; determine necessary action. 6. Diagnose engine noises and vibrations; determine necessary action. 7. Diagnose the cause of excessive oil consumption, unusual engine exhaust color, odor, and sound; determine necessary action. 8. Perform engine vacuum tests; determine necessary action. 9. Perform cylinder power balance tests; determine necessary action. 10. Perform cylinder cranking compression tests; determine necessary action. 11. Perform cylinder leakage tests; determine necessary action. 12. Remove and reinstall engine in a front- 			
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<p>wheel or rear wheel drive vehicle (OBDII or newer); reconnect all attaching components and restore the vehicle to running condition.</p> <p>13. Install engine covers using gaskets, seals and sealers as required.</p> <p>14. Maintain a clean, organized working environment. Properly clean the area and equipment; return all equipment to it's place.</p> <p>15. Work together in a team setting.</p> <p>16. Remove and reinstall cylinder heads and gaskets; tighten according to manufacturer's specifications and procedures.</p> <p>17. Visually inspect cylinder head(s) for cracks; check gasket surface areas for warpage and leakage; check passage condition.</p> <p>18. Inspect valve springs for squareness and free height comparison; determine necessary action.</p> <p>19. Replace valve stem seals on an assembled engine; inspect valve spring retainers, locks, and valve grooves; determine necessary action.</p> <p>20. Inspect valve guides for wear; check valve stem-to-guide clearance; determine necessary action.</p> <p>21. Inspect valves and valve seats; determine necessary action.</p> <p>22. Inspect pushrods, rocker arms, rocker arm pivots and shafts for wear, bending, cracks, looseness, and blocked oil passages (orifices); determine</p>			
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<p>necessary action.</p> <p>23. Inspect hydraulic or mechanical lifters; determine necessary action.</p> <p>24. Adjust valves (mechanical or hydraulic lifters).</p> <p>25. Inspect and replace timing belts (chains), overhead camdrive sprockets, and tensioners; check belt/chain tension; adjust as necessary.</p> <p>26. Inspect camshaft for runout, journal wear and lobe wear.</p> <p>27. Inspect camshaft bearing surface for wear, damage, out-of-round, and alignment; determine necessary action.</p> <p>28. Establish camshaft position sensor indexing.</p> <p>29. Disassemble engine block; clean and prepare components for inspection and reassembly.</p> <p>30. Inspect engine block for visible cracks, passage condition, core and gallery plug condition, and surface warpage; determine necessary action.</p> <p>31. Perform common fastener and thread repair to include: remove broken bolt, restore internal and external threads, and repair internal threads with thread insert.</p> <p>32. Inspect and measure cylinder walls/sleeves for damage, wear, and ridges; determine necessary action.</p> <p>33. Deglaze and clean cylinder walls.</p> <p>34. Inspect crankshaft for end play, straightness, journal damage, keyway damage, thrust flange and sealing</p>			
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<p>surface condition, and visual surface cracks; check oil passage condition; measure journal wear; check crankshaft sensor reluctor ring (where applicable); determine necessary action.</p> <p>35. Inspect and measure pistons; determine necessary action.</p> <p>36. Remove and replace piston pin.</p> <p>37. Inspect, measure, and install piston rings.</p> <p>38. Inspect or replace crankshaft vibration damper (harmonic balancer).</p> <p>39. Assemble engine block assembly.</p> <p>40. Perform oil pressure tests; determine necessary action.</p> <p>41. Perform cooling system pressure tests; check coolant condition; inspect and test radiator, pressure cap, coolant recovery tank, and hoses; determine necessary action.</p> <p>42. Inspect, replace, and adjust drive belts, tensioners, and pulleys; check pulley and belt alignment.</p> <p>43. Inspect and replace engine cooling and heater system hoses.</p> <p>44. Inspect, test, and replace thermostat and gasket.</p> <p>45. Test coolant; drain and recover coolant; flush and refill cooling system with recommended coolant; bleed air as required.</p> <p>46. Inspect, test, remove, and replace water pump.</p> <p>47. Remove and replace radiator.</p> <p>48. Inspect, and test fans(s) (electrical or</p>			
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<p>mechanical), fan clutch, fan shroud, and air dams.</p> <p>49. Inspect auxiliary oil coolers; determine necessary action.</p> <p>50. Inspect, test, and replace oil temperature and pressure switches and sensors.</p> <p>51. Perform oil and filter change.</p>			
<p>Auto 065-01 Manual Transmissions & Transaxles</p> <p>STUDENT LEARNING OUTCOMES: The Student Learning Objectives (SLOs) are aligned with the tasks prescribed by the National Automotive Technicians Education Foundation (NATEF). For a detailed list of the SLOs for this course, see Appendix B, Lab Activities Tracking Sheets.</p> <ol style="list-style-type: none"> 1. Complete work order to include customer information, vehicle identifying information, customer concern, related service history, cause, and correction. 2. Identify and interpret drive train concern; determine necessary action. 3. Research applicable vehicle and service information, such as drive train system operation, fluid type, vehicle service history, service precautions, and technical service bulletins. 4. Locate and interpret vehicle and major component identification numbers (VIN, vehicle certification labels, calibration decals). 5. Diagnose fluid loss, level, and condition concerns; determine necessary action. 			

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<ol style="list-style-type: none"> 6. Drain and fill manual transmission/transaxle and final drive unit. 7. Maintain a clean, organized working environment. Properly clean the area and equipment; return all equipment to it's place. 8. Work together in a team setting. 9. Inspect clutch pedal linkage, cables, automatic adjuster mechanisms, brackets, bushings, pivots, and springs; perform necessary action. 10. Inspect hydraulic clutch slave and master cylinders, lines, and hoses; determine necessary action. 11. Inspect release (throw-out) bearing, lever, and pivot; determine necessary action. 12. Inspect and replace clutch pressure plate assembly and clutch disc. 13. Bleed clutch hydraulic system. 14. Inspect flywheel and ring gear for wear and cracks, determine necessary action. 15. Inspect engine block, clutch (bell) housing, transmission/transaxle case mating surfaces, and alignment dowels; determine necessary action. 16. Remove and reinstall transmission/transaxle. 17. Inspect transmission/transaxle case, extension housing, case mating surfaces, bores, bushings and vents; perform nec action. 18. Inspect and reinstall powertrain mounts. 			
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<p>19. Inspect and replace gaskets, seals, and sealants; inspect sealing surfaces.</p> <p>20. Remove and replace transaxle final drive.</p> <p>21. Remove and replace final drive</p> <p>22. Measure endplay or preload (shim or spacer selection procedure) on transmission/transaxle shafts; perform necessary action.</p> <p>23. Inspect and reinstall speedometer drive gear, driven gear, vehicle speed sensor (VSS), and retainers.</p> <p>24. Inspect and reinstall speedometer drive gear, driven gear, vehicle speed sensor (VSS), and retainers.</p> <p>25. Remove, inspect, measure, adjust, and reinstall transaxle final drive pinion gears (spiders), shaft, side gears, side bearings, thrust washers, and case assembly.</p> <p>26. Inspect lubrication devices (oil pump or slingers); perform necessary action.</p> <p>27. Inspect, test, and replace transmission/transaxle sensors and switches.</p> <p>28. Diagnose constant-velocity (CV) joint noise and vibration concerns; determine necessary action.</p> <p>29. Diagnose universal joint noise and vibration concerns; perform necessary action.</p> <p>30. Remove and replace front wheel drive (FWD) front wheel bearing.</p> <p>31. Inspect, service, and replace shafts, yokes, boots, and CV joints.</p>			
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<p>32. Inspect, service, and replace shaft center support bearings.</p> <p>33. Check shaft balance and phasing; measure shaft runout; measure and adjust driveline angles.</p> <p>34. Diagnose fluid leakage concerns; determine necessary action.</p> <p>35. Inspect and replace companion flange and pinion seal; measure companion flange runout.</p> <p>36. Inspect ring gear and measure runout; determine necessary action.</p> <p>37. Remove, inspect, and reinstall drive pinion and ring gear, spacers, sleeves, and bearings.</p> <p>38. Measure and adjust drive pinion depth.</p> <p>39. Measure and adjust drive pinion bearing preload.</p> <p>40. Measure and adjust side bearing preload and ring and pinion gear total backlash and backlash variation on a differential carrier assembly (threaded cup or shim types).</p> <p>41. Check ring and pinion tooth contact patterns; perform necessary action.</p> <p>42. Disassemble, inspect, measure, and adjust or replace differential pinion gears (spiders), shaft, side gears, side bearings, thrust washers, and case.</p> <p>43. Reassemble and reinstall differential case assembly; measure runout; determine necessary action.</p> <p>44. Diagnose noise, slippage, and chatter concerns; determine necessary action.</p> <p>45. Clean and inspect differential housing;</p>			
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refill with correct lubricant. 46. Measure rotating torque; determine necessary action. 47. Diagnose drive axle shafts, bearings, and seals for noise, vibration, and fluid leakage concerns; determine necessary action. 48. Inspect and replace drive axle shaft wheel studs. 49. Remove and replace drive axle shafts. 50. Inspect and replace drive axle shaft seals, bearings, and retainers. 51. Measure drive axle flange runout and shaft endplay; determine necessary action. 52. Check drive assembly seals and vents; check lube level.			
<u>BIOLOGY PROGRAM SLOs</u>			
<u>BIOLOGY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
BI 004-02 Elements of Biology Institutional Student Learning Outcomes Addressed by Elements of Biology BI 004 These general education outcomes are assessed throughout the course using various projects, case studies of current events, assignments, quizzes, and test questions. Critical Thinking Skills --Apply the metric system. Systematically collect, organize, and present appropriate			

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<p>data in graphs, tables, or figures. Assess the validity of the data and interpret it correctly.</p> <p>--Describe the scientific method of studying natural phenomena using hypothetico-deductive reasoning about observations, constructing potentially-falsifiable hypotheses, testing the hypothesis, analyzing and making conclusions about data, and relating results to broader scientific ideas. -Identify and analyze trends in data tables and graphs.</p> <p>Ethics</p> <p>--Integrate knowledge and make informed judgments based upon sound assessment of data balanced with concern for individuals and society.</p> <p>Information Competency</p> <p>--Access and evaluate biological data from a variety of sources including the Internet. Use technology to email, produce documents and create graphs and tables for reports.</p> <p>Communication Skills</p> <p>--Exhibit oral and written communication competency through case studies, projects, and lab presentations.</p> <p>Personal Development</p> <p>--Assess and describe their own preferred learning style and list steps to effectively improve their learning.</p> <p>--Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.</p> <p>Following Completion of the Elements of</p>			
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<p>Biology Course (BI 004) students will be able to:</p> <ul style="list-style-type: none"> • Develop methods of scientific inquiry, observation and measurement • Relate the basic principles of chemistry to biology at the cellular, organismal, and ecosystem levels. • Learn the language of biology and correctly use terms in written communication. • Describe characteristics that define life and discuss biological organization extending from molecules to ecosystems. • Explain how structure correlates with function at all levels of hierarchical organization. • Describe the unity and diversity of all organisms within the Kingdoms and Domains of classification. • Analyze the various mechanisms by which organisms maintain homeostasis. • Compare and contrast prokaryotic and eukaryotic cells with regard to structure and function, illustrate cell membrane function, and inspect the acquisition and use of energy in metabolic processes. • Diagram mitosis, meiosis, and the flow of information from genes to protein. • Evaluate the interactions between organisms and the interactions 			
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<p>organisms have with their environment.</p> <ul style="list-style-type: none"> • Evaluate and diagram the energetic relationships between producers, consumers and decomposers in function of different types of ecosystems. • Compare the mechanisms of evolution, and analyze the evidence in support of evolutionary theory. • Relate the interdependent nature of science to technology, and evaluate the role of society in shaping the application of scientific knowledge. • Describe metabolic pathways in general terms and specifically evaluate the implications for food production and human disease. • Demonstrate basic genetic principles; analyze consequences of mutation and genetic recombination; evaluate the significance of DNA technology. • Articulate and diagram the role of the immune system in maintaining homeostasis, challenging infections, and fighting cancer. <p>Following Completion of the Elements of Biology (BI 004) students will be able to:</p> <ul style="list-style-type: none"> • Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions 			
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<p>about the topic.</p> <ul style="list-style-type: none"> • Understand the practical applications of biology to relevant situations in the student’s lives and homes. <p>Following Completion of the Elements of Biology Course (BI 004) students will be able to:</p> <ul style="list-style-type: none"> • Retrieve, evaluate, and use contemporary biologic information. 			
<p>BI 004L-01 Elements of Biology Laboratory</p> <p>Following Completion of the Elements of Biology Laboratory Course (BI 004L) students will be able to:</p> <ul style="list-style-type: none"> • Develop methods of scientific inquiry, observation and measurement • Relate the basic principles of chemistry to biology at the cellular, organismal, and ecosystem levels. • Learn the language of biology and correctly use terms in written communication. • Describe characteristics that define life and discuss biological organization extending from molecules to ecosystems. • Explain how structure correlates with function at all levels of hierarchical organization. • Describe the unity and diversity of all organisms within the Kingdoms and Domains of classification. • Analyze the various mechanisms by which organisms maintain 			

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<p>homeostasis.</p> <ul style="list-style-type: none">• Compare and contrast prokaryotic and eukaryotic cells with regard to structure and function, illustrate cell membrane function, and inspect the acquisition and use of energy in metabolic processes.• Diagram mitosis, meiosis, and the flow of information from genes to protein.• Evaluate the interactions between organisms and the interactions organisms have with their environment.• Evaluate and diagram the energetic relationships between producers, consumers and decomposers in function of different types of ecosystems.• Compare the mechanisms of evolution, and analyze the evidence in support of evolutionary theory.• Relate the interdependent nature of science to technology, and evaluate the role of society in shaping the application of scientific knowledge.• Describe metabolic pathways in general terms and specifically evaluate the implications for food production and human disease.• Demonstrate basic genetic principles; analyze consequences of mutation and genetic recombination; evaluate the significance of DNA technology.			
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<ul style="list-style-type: none"> • Articulate and diagram the role of the immune system in maintaining homeostasis, challenging infections, and fighting cancer. <p>Following Completion of the Elements of Biology Laboratory Course (BI 004L) students will be able to: make careful observations, measure in metric to mm, use of stereo and dissecting scope, organization of data into charts, communication, as well as the following:</p> <ul style="list-style-type: none"> • Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic. • Understand the practical applications of biology to relevant situations in the student's lives and homes. <p>Following Completion of the Elements of Biology Laboratory Course (BI 004L) students will be able to understand and appreciate the practice of science, as well as its bank of knowledge as it applies to their daily lives and their global community. Including the following:</p> <ul style="list-style-type: none"> • Retrieve, evaluate, and use contemporary biologic information. <p>Critical Thinking Skills --Apply the metric system. Systematically collect, organize, and present appropriate data in graphs, tables, or figures. Assess the validity of the data and interpret it correctly.</p>			
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<p>--Describe the scientific method of studying natural phenomena using hypothetico-deductive reasoning about observations, constructing potentially-falsifiable hypotheses, testing the hypothesis, analyzing and making conclusions about data, and relating results to broader scientific ideas.</p> <p>-Identify and analyze trends in data tables and graphs.</p> <p>Ethics</p> <p>--Integrate knowledge and make informed judgments based upon sound assessment of data balanced with concern for individuals and society.</p> <p>Information Competency</p> <p>--Access and evaluate biological data from a variety of sources including the Internet. Use technology to email, produce documents and create graphs and tables for reports.</p> <p>Communication Skills</p> <p>--Exhibit oral and written communication competency through case studies, projects, and lab presentations.</p> <p>Personal Development</p> <p>--Assess and describe their own preferred learning style and list steps to effectively improve their learning.</p> <p>--Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.</p>			
<p>BI 004L-02 Elements of Biology Laboratory</p> <p>Critical Thinking Skills</p> <p>--Apply the metric system. Systematically</p>			

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<p>collect, organize, and present appropriate data in graphs, tables, or figures. Assess the validity of the data and interpret it correctly.</p> <p>--Describe the scientific method of studying natural phenomena using hypothetico-deductive reasoning about observations, constructing potentially-falsifiable hypotheses, testing the hypothesis, analyzing and making conclusions about data, and relating results to broader scientific ideas.</p> <p>-Identify and analyze trends in data tables and graphs.</p> <p>Ethics</p> <p>--Integrate knowledge and make informed judgments based upon sound assessment of data balanced with concern for individuals and society.</p> <p>Information Competency</p> <p>--Access and evaluate biological data from a variety of sources including the Internet. Use technology to email, produce documents and create graphs and tables for reports.</p> <p>Communication Skills</p> <p>--Exhibit oral and written communication competency through case studies, projects, and lab presentations.</p> <p>Personal Development</p> <p>--Assess and describe their own preferred learning style and list steps to effectively improve their learning.</p> <p>--Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.</p>			
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<p>Following Completion of the Elements of Biology Laboratory Course (BI 004L) students will be able to:</p> <ul style="list-style-type: none"> • Develop methods of scientific inquiry, observation and measurement • Relate the basic principles of chemistry to biology at the cellular, organismal, and ecosystem levels. • Learn the language of biology and correctly use terms in written communication. • Describe characteristics that define life and discuss biological organization extending from molecules to ecosystems. • Explain how structure correlates with function at all levels of hierarchical organization. • Describe the unity and diversity of all organisms within the Kingdoms and Domains of classification. • Analyze the various mechanisms by which organisms maintain homeostasis. • Compare and contrast prokaryotic and eukaryotic cells with regard to structure and function, illustrate cell membrane function, and inspect the acquisition and use of energy in metabolic processes. • Diagram mitosis, meiosis, and the flow of information from genes to protein. • Evaluate the interactions between 			
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<p>organisms and the interactions organisms have with their environment.</p> <ul style="list-style-type: none"> • Evaluate and diagram the energetic relationships between producers, consumers and decomposers in function of different types of ecosystems. • Compare the mechanisms of evolution, and analyze the evidence in support of evolutionary theory. • Relate the interdependent nature of science to technology, and evaluate the role of society in shaping the application of scientific knowledge. • Describe metabolic pathways in general terms and specifically evaluate the implications for food production and human disease. • Demonstrate basic genetic principles; analyze consequences of mutation and genetic recombination; evaluate the significance of DNA technology. • Articulate and diagram the role of the immune system in maintaining homeostasis, challenging infections, and fighting cancer. <p>Following Completion of the Elements of Biology Laboratory Course (BI 004L) students will be able to:</p> <ul style="list-style-type: none"> • Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, 			
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<p>analyzing, and presenting data; and finally proposing new questions about the topic.</p> <ul style="list-style-type: none"> • Understand the practical applications of biology to relevant situations in the student’s lives and homes. <p>Following Completion of the Elements of Biology Laboratory Course (BI 004L) students will be able to:</p> <ul style="list-style-type: none"> • Retrieve, evaluate, and use contemporary biologic information. 			
<p>BI 010-01 Women’s Health <u>Student learning outcomes –</u> We will work on these as a class during the first class date since no prior materials or texts are available at the time of this writing</p>			
<p>BI 015-01 General Microbiology Microbiology Student Learning Outcomes This class investigates new and exciting material about microbes and our world, including health concerns, microbial anatomy and physiology, genetics, epidemiology, and use of antimicrobials and disinfectants. Your grade will be based upon what you know and what you can do upon completion of this course. Expectations for this course are explicitly described in the table below: Following Completion of the Microbiology Course (BI 15) students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the characteristics for various microbes with regards to infections, treatment, and control. (This 			

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<p>includes prions, viruses, bacteria, protozoans, and multicellular parasites.)</p> <ul style="list-style-type: none"> • Explain the dynamics of commensal, opportunistic, and pathological relationships particularly between microbes and humans. • Evaluate and apply the proper methods of microbial control necessary in sample scenarios or case studies • Describe microbial metabolic pathways in general terms and specifically evaluate the implications for food production and human disease. • Summarize basic bacterial genetic principles and analyze consequences of mutation and genetic recombination. • Articulate and diagram the role of the immune system in maintaining homeostasis, challenging infections, and fighting cancer. <p>Following Completion of the Microbiology Course (BI 15) students will be able to:</p> <ul style="list-style-type: none"> • Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic. • Correctly perform microbiologic lab skills and display a habit of good lab 			
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<p>practices which extends to relevant situations in the student's homes.</p> <p>CM Institutional Student Learning Objectives Addressed by Microbiology BI 15</p> <p>These general education outcomes are assessed throughout the course using various projects, case studies, lab assignments, quizzes, and test questions.</p> <p>Critical Thinking Skills</p> <p>--Apply the metric system using standard laboratory equipment. Systematically collect, organize, and present appropriate data in graphs, tables, or figures. Assess the validity of the data and interpret it correctly.</p> <p>--Evaluate and analyze simulated and real patients by developing a differential diagnoses, identifying key factors, and determining a treatment strategy.</p> <p>Ethics</p> <p>--Integrate knowledge and make informed judgments based upon sound assessment of data balanced with concern for individuals.</p> <p>Information Competency</p> <p>--Access and evaluate microbiological data from a variety of sources including the Internet. Use technology to email, produce documents and create graphs and tables for reports.</p> <p>Communication Skills</p> <p>--Exhibit oral and written communication competency through case studies, projects, and lab presentations.</p> <p>Personal Development</p> <p>--Assess and describe their own preferred</p>			
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<p>learning style and list steps to effectively improve their learning. --Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.</p>			
<p>BI 022-01 Human Anatomy THE FOLLOWING STUDENT LEARNING OBJECTIVES WILL, THIS SEMESTER, HAVE THESE GOALS AND OBJECTIVES: GOAL I. STUDENTS WILL LEARN THE FUNDAMENTAL PRINCIPLES GOVERNING THE BIOLOGICAL WORLD WHILE DEVELOPING PROBLEM SOLVING SKILLS OBJECTIVE 1. STUDENTS WILL UNDERSTAND THE GENERAL PRINCIPLES OF BIOLOGY. THEY WILL COMPARE, CONTRAST, AND PREDICT PHYSICAL AND BIOLOGICAL PROPERTIES BASED ON ANATOMICAL STRUCTURING AND PHYSIOLOGICAL FUNCTIONING. OBJECTIVE 2. STUDENTS WILL DEMONSTRATE THE ABILITY TO UNDERSTAND AND SOLVE ANATOMICAL AND PHYSIOLOGICAL PROBLEMS. OBJECTIVE 3. STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF COMMON PRINCIPLES OF ANATOMY AND PHYSIOLOGY. STUDENTS WILL APPLY THESE PRINCIPALS TO LIVING SYSTEMS. GOAL II. STUDENTS WILL GAIN EXPERIENCE IN A</p>			

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<p>VARIETY OF LAB TECHNIQUES TO SAFELY CONDUCT PHYSIOLOGICAL EXPERIMENTS (IN PHYSIOLOGY) AND ANATOMICAL DISSECTIONS (IN ANATOMY)</p> <p>OBJECTIVE 1. STUDENTS WILL BE ABLE TO, AS A GROUP, PERFORM EXPERIMENTS OR DISSECTIONS AND INTERPRET EXPERIMENTAL RESULTS WHERE NECESSARY.</p> <p>OBJECTIVE 2. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF PROPER USE OF MODERN INSTRUMENTAL TECHNIQUES</p> <p>OBJECTIVE 3. STUDENTS WILL BE ABLE TO DESIGN AN EXPERIMENTAL PROCEDURE IN PHYSIOLOGY.</p> <p>OBJECTIVE 4. STUDENTS WILL OBSERVE SAFE PRACTICES IN THE LAB AND WILL KNOW HOW TO RESPOND IN AN EMERGENCY. STUDENTS WILL LEARN TO GATHER HAZARDOUS MATERIALS INFORMATION AND WILL RECOGNIZE AND RESPOND PROPERLY TO POTENTIAL HAZARDS OF HANDLING CHEMICALS AND CHEMICALLY PRESERVED SPECIMENS</p> <p>GOAL III. STUDENTS WILL DEVELOP AND UTILIZE EFFECTIVE COMPUTER (WHEN AVAILABLE) WRITTEN, AND ORAL COMMUNICATION SKILLS IN A SCIENTIFIC SETTING.</p> <p>OBJECTIVE 1.</p>			
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<p>STUDENTS WILL COMMUNICATE CRITICAL ANALYSIS OF SCIENTIFIC INFORMATION THROUGH WRITTEN REPORTS AND LAB NOTEBOOKS.</p> <p>OBJECTIVE 2.</p> <p>STUDENTS WILL EFFECTIVELY COMMUNICATE SCIENTIFIC INFORMATION THROUGH ORAL PRESENTATIONS</p> <p>OBJECTIVE 3.</p> <p>STUDENTS WILL, WHEN POSSIBLE, USE COMPUTER TECHNOLOGY TO GATHER, PROCESS, ANALYZE, AND PRESENT CHEMICAL DATA.</p> <p>OBJECTIVE 4.</p> <p>STUDENTS WILL USE BIOLOGICAL LITERATURE AND COMPUTER RESOURCES TO GATHER RESEARCH INFORMATION, NOT JUST THE ASSIGNED TEXTBOOK.</p> <p>GOAL IV.</p> <p>STUDENTS WILL DEMONSTRATE A BROAD UNDERSTANDING OF ANATOMY AND PHYSIOLOGY AS IMPORTANT SCIENCES.</p> <p>OBJECTIVE 1.</p> <p>STUDENTS WILL DEMONSTRATE A BROAD KNOWLEDGE OF ANATOMY AND PHYSIOLOGY AS DISCIPLINES OF BIOLOGY</p> <p>OBJECTIVE 2.</p> <p>STUDENTS WILL BE ABLE TO APPLY THEIR BIOLOGICAL KNOWLEDGE TO SOLVE INTERDISCIPLINARY PROBLEMS IN OTHER AREAS OF BIOLOGY, OTHER THAN ANATOMY AND PHYSIOLOGY.</p> <p>OBJECTIVE 3.</p> <p>STUDENTS WILL RECOGNIZE THE ROLE OF ANATOMY AND PHYSIOLOGY IN REAL</p>			
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<p>WORLD ISSUES.</p>		
<p>BI 022-02 Human Anatomy HUMAN ANATOMY (BI 22) STUDENT LEARNING OUTCOMES: This class investigates new and exciting material about human anatomy and our world, including health concerns, gross anatomy, and microscopic anatomy (histology), physiology, genetics, epidemiology, and functional biomechanics, and diagnostic imaging. Your grade will be based upon know and what you can do upon completion of this course. Expectations for this course are explicitly described in the table below: Following Completion of the Human Anatomy Course (BI 22) students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the characteristics for various body cells, tissues, organs and systems. • Explain the classification of different tissue types based on structural and functional characteristics. • Evaluate the role of various organs and organ systems in integrated homeostatic functioning. • Describe human metabolic pathways in functional terms and specifically evaluate the implications for body structures. • Utilize basic terms to describe directional, planar and regional relationships of anatomical structures. • Articulate and diagram the 		

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<p>relationships between structure and function of human body systems.</p> <p>Following Completion of the Human Anatomy (BI 22) students will be able to:</p> <ul style="list-style-type: none"> • Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, & presenting data; & proposing new questions. • Correctly perform anatomical lab skills and display a habit of good lab practices. <p>Following Completion of the Human Anatomy Course (BI 22) students will be able to:</p> <ul style="list-style-type: none"> • Retrieve, evaluate, and use contemporary anatomic information. <p>CMC Institutional Learning Objectives Addressed by Human Anatomy BI 22</p> <p>These general education outcomes are assessed throughout the course using various projects, case studies, lab assignments, quizzes, and test questions.</p> <p>Critical Thinking Skills</p> <p>--Apply the metric system using standard laboratory equipment. Systematically collect, organize, and present appropriate data in graphs, tables, or figures. Assess the validity of the data and interpret it correctly.</p> <p>--Evaluate and analyze simulated and real patients by developing a differential diagnoses, identifying key factors, and determining a treatment strategy.</p>			
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<p>Ethics --Integrate knowledge and make informed judgments based upon sound assessment of data balanced with concern for individuals.</p> <p>Information Competency --Access and evaluate anatomical data from a variety of sources including the Internet. Use technology to email, produce documents and create graphs and tables for reports.</p> <p>Communication Skills --Exhibit oral and written communication competency through case studies, projects, and lab presentations.</p> <p>Personal Development --Assess and describe their own preferred learning style and list steps to effectively improve their learning. --Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.</p>			
<p>BI 023-01 Human Physiology THE FOLLOWING STUDENT LEARNING OBJECTIVES WILL, THIS SEMESTER, HAVE THESE GOALS AND OBJECTIVES: GOAL I. STUDENTS WILL LEARN THE FUNDAMENTAL PRINCIPLES GOVERNING THE BIOLOGICAL WORLD WHILE DEVELOPING PROBLEM SOLVING SKILLS. OBJECTIVE 1. STUDENTS WILL UNDERSTAND THE GENERAL PRINCIPLES OF BIOLOGY. THEY WILL COMPARE, CONTRAST, AND PREDICT</p>			

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<p>PHYSICAL AND BIOLOGICAL PROPERTIES BASED ON ANATOMICAL STRUCTURING AND PHYSIOLOGICAL FUNCTIONING.</p> <p>OBJECTIVE 2. STUDENTS WILL DEMONSTRATE THE ABILITY TO UNDERSTAND AND SOLVE ANATOMICAL AND PHYSIOLOGICAL PROBLEMS</p> <p>OBJECTIVE 3. STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF COMMON PRINCIPLES OF ANATOMY AND PHYSIOLOGY. STUDENTS WILL APPLY THESE PRINCIPLES TO LIVING SYSTEMS.</p> <p>GOAL II. STUDENTS WILL GAIN EXPERIENCE IN A VARIETY OF LABORATORY TECHNIQUES TO SAFELY CONDUCT PHYSIOLOGICAL EXPERIMENTS (IN PHYSIOLOGY) AND ANATOMICAL DISSECTIONS (IN ANATOMY).</p> <p>OBJECTIVE 1. STUDENTS WILL BE ABLE TO, AS A GROUP, PERFORM EXPERIMENTS OR DISSECTIONS, AND INTERPRET EXPERIMENTAL RESULTS WHERE NECESSARY.</p> <p>OBJECTIVE 2. STUDENTS WILL DEMONSTRATE KNOWLEDGE OF PROPER USE OF MODERN INSTRUMENTAL TECHNIQUES.</p> <p>OBJECTIVE 3. STUDENTS WILL BE ABLE TO DESIGN AN EXPERIMENTAL PROCEDURE IN PHYSIOLOGY.</p>			
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<p>OBJECTIVE 4. STUDENTS WILL OBSERVE SAFE PRACTICES IN THE LAB AND WILL KNOW HOW TO RESPOND IN AN EMERGENCY. STUDENTS WILL LEARN TO GATHER HAZARDOUS MATERIALS INFORMATION AND WILL RECOGNIZE AND RESPOND PROPERLY TO POTENTIAL HAZARDS OF HANDLING CHEMICALS AND CHEMICALLY PRESERVED SPECIMENS.</p> <p>GOAL III. STUDENTS WILL DEVELOP AND UTILIZE EFFECTIVE COMPUTER, WRITTEN, AND ORAL COMMUNICATION SKILLS IN A SCIENTIFIC SETTING.</p> <p>OBJECTIVE 1. STUDENTS WILL COMMUNICATE CRITICAL ANALYSIS OF SCIENTIFIC INFORMATION THROUGH WRITTEN REPORTS AND LAB NOTEBOOKS</p> <p>OBJECTIVE 2. STUDENTS WILL EFFECTIVELY COMMUNICATE SCIENTIFIC INFORMATION THROUGH ORAL PRESENTATIONS.</p> <p>OBJECTIVE 3. STUDENTS WILL, WHEN POSSIBLE, USE COMPUTER TECHNOLOGY TO GATHER, PROCESS, ANALYZE, AND PRESENT CHEMICAL DATA.</p> <p>OBJECTIVE 4. STUDENTS WILL USE BIOLOGICAL LITERATURE AND COMPUTER RESOURCES TO GATHER RESEARCH INFORMATION, NOT JUST THE ASSIGNED TEXTBOOK.</p> <p>GOAL IV.</p>			
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<p>STUDENTS WILL DEMONSTRATE A BROAD UNDERSTANDING OF ANATOMY AND PHYSIOLOGY AS IMPORTANT SCIENCES</p> <p>OBJECTIVE 1. STUDENTS WILL DEMONSTRATE A BROAD KNOWLEDGE OF ANATOMY AND PHYSIOLOGY AS DISCIPLINES OF BIOLOGY</p> <p>OBJECTIVE 2. STUDENTS WILL BE ABLE TO APPLY THEIR BIOLOGICAL KNOWLEDGE TO SOLVE INTERDISCIPLINARY PROBLEMS IN OTHER AREAS OF ANATOMY AND BIOLOGY</p> <p>OBJECTIVE 3. STUDENTS WILL RECOGNIZE THE ROLE OF ANATOMY AND PHYSIOLOGY IN REAL WORLD ISSUES</p>			
<p>BI 023-02 Human Physiology</p> <p>THE FOLLOWING STUDENT LEARNING OBJECTIVES WILL, THIS SEMESTER, HAVE THESE GOALS AND OBJECTIVES:</p> <p>GOAL I. STUDENTS WILL LEARN THE FUNDAMENTAL PRINCIPLES GOVERNING THE BIOLOGICAL WORLD WHILE DEVELOPING PROBLEM SOLVING SKILLS.</p> <p>OBJECTIVE 1. STUDENTS WILL UNDERSTAND THE GENERAL PRINCIPLES OF BIOLOGY. THEY WILL COMPARE, CONTRAST, AND PREDICT PHYSICAL AND BIOLOGICAL PROPERTIES BASED ON ANATOMICAL STRUCTURING AND PHYSIOLOGICAL FUNCTIONING.</p> <p>OBJECTIVE 2. STUDENTS WILL DEMONSTRATE THE ABILITY TO UNDERSTAND AND SOLVE</p>			

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<p>ANATOMICAL AND PHYSIOLOGICAL PROBLEMS</p> <p>OBJECTIVE 3.</p> <p>STUDENTS WILL DEMONSTRATE A KNOWLEDGE OF COMMON PRINCIPLES OF ANATOMY AND PHYSIOLOGY. STUDENTS WILL APPLY THESE PRINCIPLES TO LIVING SYSTEMS.</p> <p>GOAL II.</p> <p>STUDENTS WILL GAIN EXPERIENCE IN A VARIETY OF LABORATORY TECHNIQUES TO SAFELY CONDUCT PHYSIOLOGICAL EXPERIMENTS (IN PHYSIOLOGY) AND ANATOMICAL DISSECTIONS (IN ANATOMY).</p> <p>OBJECTIVE 1.</p> <p>STUDENTS WILL BE ABLE TO, AS A GROUP, PERFORM EXPERIMENTS OR DISSECTIONS, AND INTERPRET EXPERIMENTAL RESULTS WHERE NECESSARY.</p> <p>OBJECTIVE 2.</p> <p>STUDENTS WILL DEMONSTRATE KNOWLEDGE OF PROPER USE OF MODERN INSTRUMENTAL TECHNIQUES.</p> <p>OBJECTIVE 3.</p> <p>STUDENTS WILL BE ABLE TO DESIGN AN EXPERIMENTAL PROCEDURE IN PHYSIOLOGY.</p> <p>OBJECTIVE 4.</p> <p>STUDENTS WILL OBSERVE SAFE PRACTICES IN THE LAB AND WILL KNOW HOW TO RESPOND IN AN EMERGENCY. STUDENTS WILL LEARN TO GATHER HAZARDOUS MATERIALS INFORMATION AND WILL</p>			
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<p>RECOGNIZE AND RESPOND PROPERLY TO POTENTIAL HAZARDS OF HANDLING CHEMICALS AND CHEMICALLY PRESERVED SPECIMENS.</p> <p>GOAL III. STUDENTS WILL DEVELOP AND UTILIZE EFFECTIVE COMPUTER, WRITTEN, AND ORAL COMMUNICATION SKILLS IN A SCIENTIFIC SETTING.</p> <p>OBJECTIVE 1. STUDENTS WILL COMMUNICATE CRITICAL ANALYSIS OF SCIENTIFIC INFORMATION THROUGH WRITTEN REPORTS AND LAB NOTEBOOKS</p> <p>OBJECTIVE 2. STUDENTS WILL EFFECTIVELY COMMUNICATE SCIENTIFIC INFORMATION THROUGH ORAL PRESENTATIONS.</p> <p>OBJECTIVE 3. STUDENTS WILL, WHEN POSSIBLE, USE COMPUTER TECHNOLOGY TO GATHER, PROCESS, ANALYZE, AND PRESENT CHEMICAL DATA.</p> <p>OBJECTIVE 4. STUDENTS WILL USE BIOLOGICAL LITERATURE AND COMPUTER RESOURCES TO GATHER RESEARCH INFORMATION, NOT JUST THE ASSIGNED TEXTBOOK.</p> <p>GOAL IV. STUDENTS WILL DEMONSTRATE A BROAD UNDERSTANDING OF ANATOMY AND PHYSIOLOGY AS IMPORTANT SCIENCES</p> <p>OBJECTIVE 1. STUDENTS WILL DEMONSTRATE A BROAD KNOWLEDGE OF ANATOMY AND</p>			
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<p>PHYSIOLOGY AS DISCIPLINES OF BIOLOGY OBJECTIVE 2. STUDENTS WILL BE ABLE TO APPLY THEIR BIOLOGICAL KNOWLEDGE TO SOLVE INTERDISCIPLINARY PROBLEMS IN OTHER AREAS OF ANATOMY AND BIOLOGY OBJECTIVE 3. STUDENTS WILL RECOGNIZE THE ROLE OF ANATOMY AND PHYSIOLOGY IN REAL WORLD ISSUES</p>			
<p>BI 001A General Biology Principles STUDENT LEARNING OUTCOMES: 1. Students will learn the mechanisms of evolution that for the foundation for an understanding of cell biology. 2. Students will learn the molecular mechanisms that drive evolution. 3. Students till lean the structure and function of cellular organelles. 4. Students will learn the importance of critical thinking in applying the scientific philosophy. Students will learn analytical and quantitative techniques for application to the laboratory.</p>			
<u>BUSINESS-ACCOUNTING PROGRAM SLOs</u>			
<u>BUSINESS ACCOUNTING COURSE SLOs</u>			
<p><u>SECTION # & COURSE SLOs</u> BUAC 001-01 Accounting I COURSE AND PROGRAM-LEVEL STUDENT LEARNING OUTCOMES The student's ability to manually complete a</p>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>

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<p>proprietorship accounting cycle, consistent with GAAP, will be expanded to include: the use of special journals and subsidiary ledgers; appropriate use of internal control procedures; accounting for merchandisers including alternative inventory valuation methods, accounting for receivables and bad debts; and accounting for long-term assets, depreciation, trades, and improvements.</p> <p>COURSE OUTCOMES</p> <p>Upon completion of this course, applying Generally Accepted Accounting Principles and ethical considerations, students will be able to:</p> <ul style="list-style-type: none"> • Account for sales and collections using special journals and subsidiary ledgers • Account for purchases and payments using special journals and subsidiary ledgers • Identify the essential elements of a good internal control system including vouchers • Complete an accounting cycle and prepare classified financial statements for a merchandiser • Account for receivables and bad debts • Account for inventory under GAAP • Account for long-term assets including: depreciation, trades, and improvements. 			
<p>BUAC 001-02 Accounting I</p> <p>COURSE AND PROGRAM-LEVEL STUDENT LEARNING OUTCOMES</p> <p>The student's ability to manually complete a proprietorship accounting cycle, consistent with GAAP, will be expanded to include: the use of special journals and subsidiary ledgers; appropriate use of internal control</p>			

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<p>procedures; accounting for merchandisers including alternative inventory valuation methods, accounting for receivables and bad debts; and accounting for long-term assets, depreciation, trades, and improvements.</p> <p>COURSE OUTCOMES</p> <p>Upon completion of this course, applying Generally Accepted Accounting Principles and ethical considerations, students will be able to:</p> <ul style="list-style-type: none"> • Account for sales and collections using special journals and subsidiary ledgers • Account for purchases and payments using special journals and subsidiary ledgers • Identify the essential elements of a good internal control system including vouchers • Complete an accounting cycle and prepare classified financial statements for a merchandiser • Account for receivables and bad debts • Account for inventory under GAAP • Account for long-term assets including: depreciation, trades, and improvements. 			
<p>BUAC 002-01 Accounting II</p> <p>COURSE AND PROGRAM-LEVEL STUDENT LEARNING OUTCOMES</p> <p>The student's ability to manually complete an accounting cycle, consistent with GAAP, will be expanded to include: partnerships; corporations; long-term debt utilizing present and future value computations; financial statement analysis, and an introduction to managerial accounting worksheets and job-order costing.</p> <p>COURSE OUTCOMES — <i>Upon completion of</i></p>			

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<p><i>this course, applying Generally Accepted Accounting Principles and ethical considerations, students will be able to:</i></p> <ul style="list-style-type: none"> • Account for partnership admission, profit sharing and liquidation • Account for corporate equity • Account for corporate earnings and distributions including related disclosures • Prepare direct and indirect cash flow statements under GAAP • Account for long-term corporate debt, applying present value techniques • Analyze financial statements using horizontal, vertical and ratio analysis • Prepare departmental reports • Record all journal entries related to a job order costing system • Prepare a manufacturing worksheet, adjusting and closing journal entries, and financials 			
<p>BUAC 004-01 Tax Accounting I Individuals STUDENT LEARNING OUTCOMES: General understanding of individual income taxation. Development of critical thinking and research skills that enable the student to investigate and contemplate complex tax issues.</p>			
<p>BUAC 006-01 Introduction to Management Accounting COURSE AND PROGRAM-LEVEL STUDENT LEARNING OUTCOMES The student will be able to evaluate organizational effectiveness and efficiency through identification of cost behavior and the application of a variety of budgeting and</p>			

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<p>assessment techniques essential to the “planning-implementation-controlling” management cycle.</p> <p>COURSE OUTCOMES — <i>Upon completion of this course, students will be able to:</i></p> <p>Compare and contrast financial vs. managerial accounting</p> <p>Define and identify costs by behavior</p> <p>Utilizing job order costing, prepare comprehensive journal entries, a schedule of the cost of goods manufactured, and close the Manufacturing Overhead account</p> <p>Prepare process costing analysis and journal entries under the weighted average and fifo methods</p> <p>Prepare contribution margin income statements</p> <p>Utilize cost-volume-profit analysis in decision-making using single and multi product examples</p> <p>Utilize ABC (Activity Based Costing) for applying overhead</p> <p>Prepare a cash collection schedule, production budget, and a comprehensive cash flow budget</p> <p>Utilize standard costing, for materials, labor and overhead, to compute variances and record journal entries</p> <p>Prepare a segmented income statement</p> <p>Compute and interpret ROI and Residual Income</p> <p>Identify and utilize relevant costs and ethical considerations for decision making</p> <p>Prepare and defend capital budgeting decisions</p>			
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<p>BUAC 066-01 Introduction to Accounting COURSE AND PROGRAM STUDENT LEARNING OUTCOMES Through the application of Generally Accepted Accounting Principles, the student will be able to manually complete an “accounting cycle” for a proprietorship, including bank reconciliations and payroll accruals. COURSE OUTCOMES — <i>Upon completion of this course, applying Generally Accepted Accounting Principles and ethical considerations, students will be able to:</i></p> <ul style="list-style-type: none"> Identify and interpret supporting documents Record routine asset, liability, equity, revenue, expense and payroll transactions in the General Journal using accrual accounting Post transactions to the general ledger using appropriate posting references Prepare a trial balance and complete a worksheet Journalize adjusting and closing entries Prepare a post closing trial balance Prepare a balance sheet, income statement and equity statement in good form Prepare supplemental disclosures where applicable Reconcile a bank statement to the general ledger cash account 			
<p>BUAC 066-02 Introduction to Accounting I</p>	<p>ACHIEVEMENT OF OUTCOMES WILL BE PRACTICED IN</p>		

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<p>STUDENT LEARNING OUTCOMES: UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO APPLY GENERALLY ACCEPTED ACCOUNTING PRINCIPLES TO:</p> <ul style="list-style-type: none"> A. IDENTIFY AND INTERPRET SUPPORTING DOCUMENTS B. RECORD ROUTINE ASSET, LIABILITY, EQUITY, REVENUE, EXPENSE AND PAYROLL TRANSACTIONS IN THE GENERAL JOURNAL USING ACCRUAL ACCOUNTING C. POST TRANSACTION TO THE GENERAL LEDGER USING APPROPRIATE POSTING REFERENCES D. PREPARE A TRIAL BALANCE AND COMPLETE A WORKSHEET E. JOURNALIZE ADJUSTING AND CLOSING ENTRIES F. PREPARE A POST CLOSING TRIAL BALANCE G. PREPARE A BALANCE SHEET, INCOME STATEMENT AND EQUITY STATEMENT IN GOOD FORM H. PREPARE SUPPLEMENTAL DISCLOSURES WHERE APPLICABLE I. RECONCILE A BANK STATEMENT TO THE GENERAL LEDGER CASH ACCOUNT 	<p>COURSE ASSIGNMENTS, DISCUSSIONS, IN-CLASS PROBLEMS, REVIEW QUESTIONS AND MIDTERMS AND WILL BE DEMONSTRATED ON THE FINAL EXAM.</p>		
<u>BUSINESS-FINANCE PROGRAM SLOs</u>			
<u>BUSINESS-FINANCE COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<u>BUSINESS-MANAGEMENT PROGRAM SLOs</u>			

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BUSINESS MANAGEMENT COURSE SLOs			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>BUMA 010-01 Introduction to Business COURSE OUTCOMES <i>(Upon completion of this course, students will be able to:)</i></p> <ul style="list-style-type: none"> a. Identify the key functional areas within business. b. Given a business entity or scenario, compile a list of stakeholders. c. Describe the current environment of business with respect to economic behavior, international operations, ethics, and technology. d. Evaluate managerial skill within the context of course material. e. Contemplate ethical implications of management, human resources, marketing, operations management and financial operations. f. Relate real world business scenarios to theoretical definitions. 			
<p>BUMA 020A-01 Business Law STUDENT LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> 1. Students will acquire a working and practical knowledge of each of the above areas of law. 2. Students will acquire the ability to critically think through a wide range of problems using principles of the above areas of law. 3. Students will acquire the ability to express verbally and in essay form constructive 			

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<p>analytical opinions, based on research and reasoning using the above areas of law. 4. Students will learn and use basic principles of persuasion and negotiation using the above areas of law and critical analysis of a wide range of fact situations.</p>			
<p>BUMA 027-01 Principles of Marketing STUDENT LEARNING OUTCOMES: Upon completion of this course students will be able to: (Chapters)</p> <ol style="list-style-type: none"> 1. Write a marketing plan utilizing appropriate market strategy. (2) 2. Differentiate between Consumer, Business-to-Business, and Global Marketing.(5,6,7) 3. Recommend and defend market segmentation, targeting, and positioning. 4. Conduct basic market research. (4,9) 5. Articulate methods to create, capture, deliver, and communicate value in the marketplace. (10,11,12,13,14,15,16,17,18) 6. Evaluate ethical issues within the scope of marketing. (3) 	<p>Outcomes are assessed with the student's completed Marketing Plan and on the Midterm and Final Examinations.</p>		
<u>CHEMISTRY PROGRAM SLOs</u>			
<u>CHEMISTRY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>CH 001A-01 General Chemistry Student Learning Outcomes: <i>Students will learn the fundamental principles governing the chemical world,</i></p>			

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<p><i>while developing problem-solving skills.</i></p> <ul style="list-style-type: none">• Students will understand the general principles of chemistry. They will compare, contrast and predict physical and chemical properties based on atomic and molecular structure.• Students will demonstrate the ability to solve quantitative problems.• Students will demonstrate knowledge of common reactions and reaction mechanisms of the elements and compounds. Students will apply these principles to the chemistry of living systems.• Students will demonstrate experience in the theory and interpretation of modern analytical methods. <p><i>Students will gain experience in a variety of laboratory techniques to safely conduct chemical experiments and procedures.</i></p> <ul style="list-style-type: none">• Students will be able to independently perform accurate quantitative measurements, interpret experimental results, perform calculations on these results and draw a reasonable, accurate conclusion.• Students will synthesize, isolate, purify and characterize a series of compounds using modern methods.• Students will demonstrate knowledge of proper use of modern instrumental techniques.• Students will be able to design an experimental procedure.• Students will observe safe practices in			
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<p>the laboratory and will know how to respond in an emergency.</p> <ul style="list-style-type: none"> • Students will learn to gather hazardous materials information and will recognize and respond properly to potential hazards of handling chemicals and chemical waste. <p><i>Students will develop and utilize effective computer, written and oral communication skills in a scientific setting.</i></p> <ul style="list-style-type: none"> • Students will communicate critical analysis of scientific information through written reports and laboratory notebooks. • Students will effectively communicate scientific information through oral presentations. • Students will use computer technology to gather, process, analyze, and present chemical data. • Students will use chemical literature and computer resources to gather research information. <p><i>Students will demonstrate a broad understanding of chemistry as a central science.</i></p> <ul style="list-style-type: none"> • Students will demonstrate a broad knowledge of all the sub-disciplines of chemistry. • Students will be able to apply their chemical knowledge to solve interdisciplinary problems in other areas of science. • Students will recognize the role of chemistry in real-world issues. 			
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<p>CH 003-01 General Chemistry 3 Learning Outcomes: At the completion of this course the student will be able to: Balance chemical equations, and understand stoichiometry. They will be able to name covalent and ionic compounds, and be able to predict their molecular shape of compounds based on Lewis structures. They will understand all the gas laws along with acids and bases. They will have an understanding of nuclear chemistry and advances in nuclear medicine. They will be able to utilize their knowledge gained in problem solving skills in a logical and scientific matter, as they enter into the Nursing program, and/or continue on with their science curriculum.</p>			
<p>CH 003-02 General Chemistry 3 Student Learning Outcomes: Students will learn the fundamental principles governing the chemical world, while developing problem-solving skills.</p> <ul style="list-style-type: none"> ● Students will understand the general principles of chemistry. They will compare, contrast and predict physical and chemical properties based on atomic and molecular structure. ● Students will demonstrate the ability to solve quantitative problems. ● Students will demonstrate a knowledge of common reactions and reaction mechanisms of the elements and compounds. Students will apply these principles to the chemistry of living 			

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<p>systems.</p> <ul style="list-style-type: none">• Students will demonstrate experience in the theory and interpretation of modern analytical methods. <p>Students will gain experience in a variety of laboratory techniques to safely conduct chemical experiments and procedures.</p> <ul style="list-style-type: none">• Students will be able to independently perform accurate quantitative measurements, interpret experimental results, perform calculations on these results and draw a reasonable, accurate conclusion.• Students will synthesize, isolate, purify, and characterize a series of compounds using modern methods.• Students will demonstrate knowledge of proper use of modern instrumental techniques.• Students will be able to design an experimental procedure.• Students will observe safe practices in the laboratory and will know how to respond in an emergency. Students will learn to gather hazardous materials information and will recognize and respond properly to potential hazards of handling chemicals and chemical waste. <p>Students will develop and utilize effective computer, written, and oral communication skills in a scientific setting.</p> <ul style="list-style-type: none">• Students will communicate critical analysis of scientific information through written reports and laboratory notebooks.			
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<ul style="list-style-type: none"> • Students will effectively communicate scientific information through oral presentations. • Students will use computer technology to gather process, analyze, and present chemical data. • Students will use chemical literature and computer resources to gather research information. <p>Students will demonstrate a broad understanding of chemistry as a central science.</p> <ul style="list-style-type: none"> • Students will recognize the role of chemistry in real-world issues. 			
COMPUTER INFORMATION SYSTEMS (CIS) PROGRAM SLOs			
COMPUTER INFORMATION SYSTEMS (CIS) COURSE SLOs			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>CIS 050-01 Computer Keyboarding I STUDENT OUTCOME: (How to succeed in this class)</p> <ol style="list-style-type: none"> 1. Read and study each chapter assignment prior to class for at least fifteen minutes. By familiarizing yourself with the weekly subject, most of your questions will be answered as we go through the lecture and “hands on” exercises. If not, please don’t be afraid to ask! 2. Take notes in class: jot down things you want to remember. There will also be additional information you will receive that is NOT in the books that you 			

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<p>will want for future reference.</p> <ol style="list-style-type: none"> 3. Prepare to spend a minimum of <u>two to four hours a week</u> at your home computer or a school computer outside of class. Practice your typing by using the correct key strokes without looking at the keys. 4. If you feel you are falling behind, the keyboard software is loaded on Computer Lab and DSPS computers, Regularly practice at those computers to work on speed and accuracy for an least an two to four hours a week. 5. Jot down or print out (every week) the lessons you have finished, noting your speed and accuracy to measure your progress. It will also remind you where you need to start for the next session's lessons. <p>If you follow these steps, you will refine both speed and accuracy utilizing "touch typing" with the alpha/numeric keys on a computer keyboard. You will gain and develop an understanding of basic word processing while acquiring mastery of basic navigation and functions found in Microsoft Word 2007. You will appreciate and better understand computers and computer components tied to the word processing software. You will learn or re-learn selected rules of written English that apply to your letters, documents and email - increasing your ability to communicate information in the world of work and school.</p>			
<p>CIS 050-02 Computer Keyboarding I</p>			

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<p>STUDENT OUTCOME: (How to succeed in this class)</p> <ol style="list-style-type: none">1. Read and study each chapter assignment prior to class for at least fifteen minutes. By familiarizing yourself with the weekly subject, most of your questions will be answered as we go through the lecture and “hands on” exercises. If not, please don’t be afraid to ask!2. Take notes in class: jot down things you want to remember. There will also be additional information you will receive that is NOT in the books that you will want for future reference.3. Prepare to spend a <u>minimum</u> of one to two hours at your home computer or on a school computer outside of class. Practice your typing skills by using the correct key strokes <u>without looking at the keys</u> to complete all lessons for the week; lessons will be turned in the <u>start of the next class</u>.4. If you are falling behind, the keyboard software is loaded on Library and DSPS computers and Open Lab in Room 217. Regularly practice at those computers to work on speed and accuracy for at least two to four hours a week.5. Jot down or keep copies of your printed-out lessons you’ve finished, noting your speed and accuracy to measure your progress. It will also remind you where you need to start for the next session’s lessons.			
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<p>If you follow these steps, you will refine both speed and accuracy utilizing “touch typing” with the alpha/numeric keys on a computer keyboard. You will gain and develop an understanding of basic word processing while acquiring mastery of basic navigation and functions found in Microsoft Word 2007. You will appreciate and better understand computers and computer components tied to the word processing software. You will learn or relearn selected rules of written English that apply to your letters, documents and email - increasing your ability to communicate information in your personal life and future or current work environment.</p>			
<p>CIS 060-10 Powerpoint (Hybrid) STUDENT LEARNING OUTCOMES: <i>Upon completion of this course, you will be able to:</i></p> <ul style="list-style-type: none"> a. Take a business scenario approach to create professional presentations. b. Relate skills to real-life business situations. c. Determine the type of presentation for various situations. d. Plan and develop a presentation. e. Create graphics for slides. f. Present a slide show. g. Integrate PowerPoint with other programs and with the World Wide Web. h. Apply advanced special effects in presentations. i. Create special types of presentations. 			
<p>CIS 070A-02 Computer Business</p>			

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<p>Applications/Windows Student Learning Outcomes:</p> <ul style="list-style-type: none"> a. Explain basic computer concepts, terms, and definitions. b. Describe and use basic Windows options and features. c. Demonstrate basic skills in disk and file management. d. Use beginning word processing skills to create, edit, save, and print standard business documents such as letters, memos, and reports. e. Use basic skills to design and create simple spreadsheets using common formatting and editing commands. f. Use beginning skills needed to create an electronic database, including structure design, editing, sorting, listing, extracting, and saving information. g. Use basic skills to design and create simple presentations. h. Use Windows features to integrate information between applications. i. Define, explain, and demonstrate basic Internet concepts. j. Define, explain, and demonstrate basic GIS concepts. 			
<p>CIS 070A-01 Computer Business Applications/Windows Student Learning Outcomes: Use the basic features of the Windows Operating System. Create and revise a variety of electronic Word documents for business and personal use.</p>			

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<p>Prepare basic PowerPoint presentations. Build, use, and maintain a basic Access database to manage information. Create Excel spreadsheets to manipulate numeric data in preparation for personal or business use Understand the basic concepts of how GPS and GIS work as well as related terminology.</p>			
<p>CIS 070A-03 Computer Business Applications for Windows <u>STUDENT LEARNING OUTCOMES (SLOs)</u></p> <p>At the conclusion of this course students should have:</p> <ol style="list-style-type: none"> 1)A basic understanding of the Windows Office 2007 2)Ability to create and edit a Word 2007 document. 3)Ability to create and edit an Excel 2007 spreadsheet. 4)Ability to create and maintain an Access 2007 Database 5)Ability to create and edit a PowerPoint presentation. 			
<p>CIS 070A-04 Computer Business Applications for Windows <u>STUDENT LEARNING OUTCOMES:</u></p> <ol style="list-style-type: none"> a. Explain basic computer concepts, terms, and definitions. b. Describe and use basic Windows options and features. c. Demonstrate basic skills in disk and file management. d. Use beginning word processing skills to create, edit, save, and print standard 			

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<p>business documents such as letters, memos, and reports.</p> <p>e. Use basic skills to design and create simple spreadsheets using common formatting and editing commands.</p> <p>f. Use beginning skills needed to create an electronic database, including structure design, editing, sorting, listing, extracting, and saving information.</p> <p>g. Use basic skills to design and create simple presentations.</p> <p>h. Use Windows features to integrate information between applications.</p> <p>i. Define, explain, and demonstrate basic Internet concepts.</p> <p>j. Define, explain, and demonstrate basic GIS concepts.</p>			
<p>CIS 070B-01 Windows and Internet</p> <p>STUDENT OUTCOME: (How to succeed in this class)</p> <ol style="list-style-type: none"> 1. Read and study each chapter assignment prior to class for at least one hour. By familiarizing yourself with the weekly subject, most of your questions will be answered as we go through the lecture and “hands on” exercises. Please don’t be afraid to ask! 2. Take notes in class: jot down things you want to remember. There will also be additional information you will receive that is NOT in the books that you will want to save for future reference. 3. Prepare to spend a minimum one to two hours at your home computer or on a school computer after class with 			

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<p>homework. Practice lessons on the computer and review (including your notes) what you learned that day in class.</p> <ol style="list-style-type: none"> 4. Work in study groups or with a partner, between classes to *think out load*, share ideas, and learn from one another. 5. Complete your homework and in-class assignments. Turn them in on time. 6. Read instructions and questions carefully on your tests prior to giving your answers. 7. If you miss a class, be prepared to turn in homework and assignments the following week at the beginning of the class. You must do one of the case studies in the assigned chapter – if class is missed. <p>If you follow these steps, you will gain a comprehensive understanding of how Microsoft's Windows 7 Operating system performs along with a solid overview of the many different facets of the Internet and how it functions. You will become knowledgeable on fundamental navigation rules within the operating system itself and on the World Wide Web. Computer terminology will become logical. Software application standards will make sense and you will easily navigate within them; plus know how to install and uninstall product - in addition to what or what not to install. You will gain awareness of (with the ability to combat) Malware, Spyware, Trojans and Viruses.</p>			
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<p>You will understand “back-ups” and the importance of using them, in addition to learning regular computer maintenance. You will be able to make intelligent buying decisions when you are ready to purchase a computer or computer components.</p>			
<p>CIS 072D-01 Excel I <u>STUDENT LEARNIG OUTCOMES:</u> <i>Upon completion of this course, students will be able to:</i></p> <ol style="list-style-type: none"> a. Define and describe basic spreadsheet concepts, terms, and definitions. b. Start Excel and identify parts of the Excel screen. c. Create a simple spreadsheet using common formatting and editing commands. d. Enter numbers, text, formulas, and dates in a spreadsheet. e. Use Excel formulas and functions. f. Format a workbook. g. Create and use templates and workbooks. h. Link worksheets. i. Integrate spreadsheets within Excel and other applications. 			
<p>CIS 082C-01 Web Publishing I (Hybrid) <u>STUDENT LEARNING OUTCOMES</u> Students completing this class will:</p> <ul style="list-style-type: none"> • Develop skills in organizing information; writing clearly and concisely • Learn to use colors and graphics which are effective and pleasing to the eye • Develop a Web site hierarchy and file/site management system 			

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<ul style="list-style-type: none"> • Create and edit HTML code using Notepad • Develop tables, graphics, and styled text that are Section 508 compliant • Create layout tables for page design • Explore and develop interactive behaviors • Create Interactive hot spots in Images • Create Cascading Style Sheets (CSS) to define the site and page styles • Use the Internet tools available to check page code for errors • Use the Internet to validate the web pages for accessibility compliance • Search the internet for Reference sites on topics covered in class and create a Web resource page • Present a finished Web site project to an audience. 			
<p>CIS 082G-01 Adobe InDesign I <u>STUDENT LEARNING OUTCOMES</u></p> <ol style="list-style-type: none"> a. Manage the InDesign work area. b. Set up multiple-page documents using InDesign layout features. c. Print and create native documents and PDF (portable document format) files. d. Integrate text and graphics into simple documents using frames. e. Manage text frames with multiple columns and path type. f. Create a document that includes placed text and graphics and InDesign shapes. g. Design a document with stacked and grouped frames. h. Analyze graphic file formats and apply 			

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text wrap appropriately. i. Apply the principles of text formatting. j. Design documents with text styles and master pages.			
<u>COMPUTER SCIENCE PROGRAM SLOs</u>			
<u>COMPUTER SCIENCE COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
CS 001-01 Microcomputer Support Specialist A+ Training Course Objectives and Student Outcomes Upon successful completion of this course, you will have learned to <ul style="list-style-type: none"> • Identify basic terms, concepts, and functions of system modules, including how each module should work during normal operation and during the boot process • Identify basic procedures for adding and removing field-replaceable modules for both desktop and portable systems • Identify common peripheral ports, associated cabling, and their connectors • Identify proper procedures for installing and configuring Integrated Device Electronics (IDE)/Enhanced IDE (EIDE) devices • Identify proper procedures for installing and configuring Small Computer System Interface (SCSI) devices • Identify proper procedures for installing and configuring peripheral devices • Identify hardware methods of upgrading 			

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<p>system performance; learn procedures for replacing basic subsystem components and unique components; and learn when to use these procedures</p> <ul style="list-style-type: none">• Identify available interrupt requests (IRQs), direct memory access (DMA), and I/O addresses; and learn procedures for configuring them for device installation• Identify common symptoms and problems associated with each module and how to troubleshoot and isolate the problems• Identify basic troubleshooting procedures and good practices for eliciting problem symptoms from customers• Identify the purposes of various types of preventive maintenance products and procedures, and learn when to perform them.• Identify issues, procedures, and devices for protection within the computing environment, including people, hardware, and the surrounding workspace• Distinguish between the popular central processing unit (CPU) chips in terms of their basic characteristics• Identify the categories of random access memory (RAM) terminology and their locations and physical characteristics• Identify the most popular types of motherboards, their components, and their architecture (for example, bus structure and power supplies)			
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<ul style="list-style-type: none">• Identify the purpose of the complementary metal-oxide semiconductor (CMOS) chip, what it contains, and how to change its basic parameters• Identify the basic printer concepts, printer operations, and printer components• Identify care and service techniques and common problems with primary printer types• Identify basic networking concepts, including how a network works and the ramifications of repairs on the network• Identify the operating system's functions, structure, and major system files in order to navigate the operating system and obtain needed technical information• Identify basic concepts and procedures for creating, viewing, and managing files, directories, and disks. This includes procedures for changing file attributes, and understanding the ramifications of those changes (for example, security issues).• Identify the procedures for installing Microsoft Windows 9x and Microsoft Windows 2000 and bringing the software to a basic operational level• Identify steps to perform an operating system upgrade• Identify the boot sequences and boot methods, including the steps to create an emergency boot disk with utilities			
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<p>installed for Windows 9x, Microsoft Windows NT, and Windows 2000</p> <ul style="list-style-type: none"> • Identify procedures for loading or adding and configuring device drivers, applications, and the necessary software for certain devices • Recognize and interpret the meanings of common error codes and startup messages from the boot sequence, and identify steps to correct the problems • Recognize common problems and determine how to resolve them. • Identify the networking capabilities of Microsoft Windows, including procedures for connecting to the network 			
<p>CS 073-01 Introduction to Computer Science CS 073: Introduction to Computer Science <i>Student Learning Outcomes (SLOs)</i> Upon completion of this class the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss relevant historical events that evolved or influenced today's technology. 2. Illustrate how today's technology evolved from past applications and implementations and thus will affect us in the future. 3. Describe basic concepts of software and hardware. 			
<p>CS 073-02 Introduction to Computer Science Student Outcomes: <i>On successful completion of the course,</i></p>			

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<p><i>students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Explain the role of binary in the problem-solving process. ▪ Define the concepts of data and information processing in the microcomputer. ▪ Describe memory hierarchy and storage systems. ▪ Describe data representation in memory, particularly the difference between the representation of primitive types and reference types and representation of non-numeric data. ▪ Describe or identify basic social and ethical implications of computing, including basic intellectual property issues and historical examples of software risks. ▪ Identify major figures in computing and describe their contributions. ▪ Define and explain basic software processes and metrics such as the software life cycle. ▪ Describe the role of software standards and documentation in creating robust and maintainable software. ▪ Document methods in terms of preconditions, post conditions, returns. ▪ Be familiar with the types of knowledge and skills required of a computer technician and with the major career options available to computer science graduates. 			
<p>CS 086-01 Visual Basic Programming I <i>Student Learning Objectives (SLOs)</i></p>			

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<p>Upon completion of this class the student will be able to:</p> <ol style="list-style-type: none"> 1. Design, write, and debug Visual Basic Programs using the principles of structured programming. 2. Design algorithms based upon assigned specifications. 3. Test and Debug Visual Basic Programs utilizing applicable syntax and relevant logic. 			
<p>CS 086A-01 Visual Basic Programming II <i>Student Learning Objectives (SLOs)</i> Upon completion of this class the student will be able to:</p> <ol style="list-style-type: none"> 1. Design, write, and debug Visual Basic Programs using the principles of structured programming. 2. Design algorithms based upon assigned specifications. 3. Test and Debug Visual Basic Programs utilizing applicable syntax and relevant logic. 			
<p>CS 088-01 JAVA Programming <i>Student Learning Objectives (SLOs)</i> Upon completion of this class the student will be able to:</p> <ol style="list-style-type: none"> 1. Design, write, and debug Java Programs using the principles of structured programming. 2. Design algorithms based upon assigned specifications. 3. Test and Debug Java Programs utilizing applicable syntax and relevant logic. 			
<p>CS 089A-01 C++ Programming II <i>Student Learning Objectives (SLOs)</i></p>			

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Upon completion of this class the student will be able to: <ol style="list-style-type: none"> 1. Design, write, and debug C++ programming using the principles of structured programming. 2. Design algorithms based upon assigned specifications. 3. Test and Debug C++ Programs utilizing applicable syntax and relevant logic. 			
<u>DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS) PROGRAM SLOs</u>			
<u>DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS) COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
DSPS 041-01 Information Management Strategies Desired Outcome: Students will demonstrate the ability to use adaptive technology and software that will best accommodate their individual needs. They will have knowledge of all technology and software available in the High Tech Center. Students will develop learning strategies that assist them in becoming a successful college student.			
DSPS 044-01 Computer Access Keyboarding Desired Outcome: Students will be able to demonstrate keyboarding skill to assist them in writing papers and other computer skills.			
DSPS 301-01 Specialized Learning Skills Development STUDENT LEARNING OUTCOMES: Students will			

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understand their specific learning disability and use effective strategies for success in college and employment.			
EARLY CHILDHOOD EDUCATION (ECE) PROGRAM SLOs			
EARLY CHILDHOOD EDUCATION (ECE) COURSE SLOs			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>ECE 019-01 Children’s Language and Literature</p> <p>Student Learning outcomes: By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Summarize learning theory and research as they apply to development and literacy. 2. Describe how literacy would be incorporated into a learning environment that is set up according to Developmentally Appropriate Practices (DAP). 3. Integrate literature into children’s curriculum. 4. Demonstrate the use of tools and strategies for selecting and evaluating children’s books. 5. Explain language development, brain development, effects of television violence, and literacy development. 6. Demonstrate the use of puppetry, theater, and media with literature to foster language development. 7. Apply knowledge of current technologies and Web sites for use in enhancing children’s literacy. 			

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<p>8. Demonstrate how to use literature to motivate children.</p> <p>9. Describe the uses of genres of literature as they relate to various aspects of curriculum.</p>			
<p>CD 010-01 Child Development <u>STUDENT LEARNING OUTCOMES</u> By the end of the course, successful students will demonstrate that they are able to:</p> <ol style="list-style-type: none"> 1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies. 2. Analyze how cultural, economic, political, historical contexts affect children's development. 3. Compare and contrast various theoretical frameworks that relate to the study of human development. 4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. 5. Differentiate characteristics of typical and atypical development at various stages. 6. Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development. 			
<p>CD 010B-01 Child Development: School Age and Adolescence (Ages 6-18)</p>			

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<p><u>STUDENT LEARNING OUTCOMES</u> By the end of the course, successful students will demonstrate that they are able to:</p> <ol style="list-style-type: none"> 1. Identify, describe, and apply major concepts and principles of human development as they apply to children age six through adolescence. 2. Identify and discuss major current societal issues in the study of human development with an emphasis on those relevant to children aged six through adolescence. 3. Compare and contrast various theoretical frameworks that relate to the study of human development. 4. Critically analyze and evaluate research studies, conclusions, and recommendations. Students will discuss interpretations and applications to real-life situations involving school-age children and adolescents. 5. Observe and analyze records of behavior of children aged six through adolescence. 6. Apply the concepts and principles of development to personal and professional situations involving children from age six through adolescence. 			
<p>CD -015-01 Child Development Practicum <u>STUDENT LEARNING OUTCOMES:</u> By the end of the course, successful students will demonstrate that they are able to:</p> <ol style="list-style-type: none"> 1. Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, 			

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<p>supportive and challenging learning environments for all children.</p> <p>2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.</p> <p>3. Design, implement, and evaluate curriculum activities that are based on observation and assessment of young children.</p> <p>4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.</p> <p>5. Critically assess one's own teaching experiences to guide and inform practice.</p>			
<p>CD -020-01 Infant and Toddler Development</p> <p><u>STUDENT LEARNING OUTCOMES</u> : By the end of the course, successful students will demonstrate that they are able to:</p> <p>1. Describe the process of prenatal development and prepared childbirth.</p> <p>2. Summarize the history and trends in infant and toddler care and development.</p> <p>3. Define the differences between development and learning.</p> <p>4. Identify typical patterns of physical, emotional, social, and cognitive development between birth and thirty-six months of age.</p>			

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<p>5. Identify the developmental requirements for optimum physical, social, emotional, and cognitive growth from conception to 36 months of age.</p> <p>6. Explain how and why individual development differs from typical patterns of development.</p> <p>7. Demonstrate effective and appropriate observation skills of infants and toddlers.</p> <p>8. Understand the characteristics and care of infants and toddlers with special needs.</p> <p>9. Understand, appreciate, and describe how to respond sensitively to cultural diversity among infants and toddlers and their families.</p>			
<u>ECONOMICS PROGRAM SLOs</u>			
<u>ECONOMICS COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>ECON 001-01 Econ 1, Principles of Macroeconomics</p> <p>STUDENT LEARNING OUTCOMES: UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:</p> <p>a. DESCRIBE AND DISCUSS BASIC ECONOMIC CONCEPTS.</p> <p>b. EXPLAIN KEY MACROECONOMIC OUTCOMES INCLUDING UNEMPLOYMENT AND INFLATION.</p> <p>c. UNDERSTAND MEASUREMENT OF THE MACRO ECONOMY AND NATIONAL INCOME ACCOUNTING.</p>	<p>ACHIEVEMENT OF OUTCOMES WILL BE PRACTICED IN COURSE ASSIGNMENTS, DISCUSSIONS, QUIZZES AND MIDTERMS AND WILL BE DEMONSTRATED ON THE FINAL EXAM.</p>		

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<p>d. RECOGNIZE CYCLICAL BEHAVIOR OF THE MACRO ECONOMY AND RELATED POLICY IMPLICATIONS.</p> <p>e. DESCRIBE AND DISCUSS FISCAL AND MONETARY POLICY.</p> <p>f. UNDERSTAND SHORT AND LONG RUN ECONOMIC FLUCTUATIONS AND GROWTH.</p> <p>g. DISCUSS THE RELATIONSHIP BETWEEN A NATION'S MACRO ECONOMY AND THE GLOBAL ECONOMY.</p>			
<p>ECON 001-02 Econ 1, Principles of Macroeconomics</p> <p>STUDENT LEARNING OUTCOMES: UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:</p> <p>a. DESCRIBE AND DISCUSS BASIC ECONOMIC CONCEPTS.</p> <p>b. EXPLAIN KEY MACROECONOMIC OUTCOMES INCLUDING UNEMPLOYMENT AND INFLATION.</p> <p>c. UNDERSTAND MEASUREMENT OF THE MACRO ECONOMY AND NATIONAL INCOME ACCOUNTING.</p> <p>d. RECOGNIZE CYCLICAL BEHAVIOR OF THE MACRO ECONOMY AND RELATED POLICY IMPLICATIONS.</p> <p>e. DESCRIBE AND DISCUSS FISCAL AND MONETARY POLICY.</p> <p>f. UNDERSTAND SHORT AND LONG RUN ECONOMIC FLUCTUATIONS AND GROWTH.</p> <p>g. DISCUSS THE RELATIONSHIP BETWEEN A NATION'S MACRO ECONOMY AND THE GLOBAL ECONOMY.</p>	<p>ACHIEVEMENT OF OUTCOMES WILL BE PRACTICED IN COURSE ASSIGNMENTS, DISCUSSIONS, QUIZZES AND MIDTERMS AND WILL BE DEMONSTRATED ON THE FINAL EXAM.</p>		
<p>ECON 002-01 Econ 2, Principles of Microeconomics</p> <p>STUDENT LEARNING OUTCOMES: UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:</p>	<p>ACHIEVEMENT OF OUTCOMES WILL BE PRACTICED IN COURSE ASSIGNMENTS, DISCUSSIONS, QUIZZES AND MIDTERMS AND WILL BE DEMONSTRATED ON THE FINAL EXAM.</p>		

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<p>a. ANALYZE ECONOMIC DECISIONS USING CORE ECONOMIC PRINCIPLES.</p> <p>b. UNDERSTAND DETERMINANTS AND PRICE IMPLICATIONS FOR INDIVIDUAL AND MARKET DEMAND.</p> <p>c. DISCUSS THE COSTS OF PRODUCTION AND A FIRM'S MARGINAL ANALYSIS.</p> <p>d. CONTRAST PRODUCTION AND PRICING DECISIONS OF VARIOUS MARKET STRUCTURES.</p> <p>e. OUTLINE THE BASIC THEORY OF FACTOR MARKETS.</p> <p>f. EXPLAIN REGULATORY ISSUES INCLUDING PRICE CONTROLS, TAXES AND THEIR EFFECTS ON MARKETS.</p> <p>g. DISCUSS DISTRIBUTIONAL ISSUES RESULTING FROM MARKET FAILURE.</p>			
EMERGENCY MEDICAL TECHNICIAN (EMT) PROGRAM SLOs			
EMERGENCY MEDICAL TECHNICIAN (EMT) COURSE SLOs			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>EMT 084-01 Emergency Medical Technician STUDENT LEARNING OUTCOMES: Students completing the program will be able to perform these skills:</p> <p>Communication Skills: Demonstrate occupational specific communication skills including: apply reading and writing skills to complete a job application and interview; use appropriate terminology; communicate and work effectively with diverse groups.</p> <p>Critical thinking Skills: Recognize and assess</p>			

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<p>the nature and seriousness of patient's condition to identify requirements for emergency medical care and transport; apply reading, writing and math skills to identify and communicate the patient's condition and identify appropriate intervention.</p> <p>Ethics: Practice within the regulatory boundaries of an EMT as prescribed by statute, standard and recognized ethical and compassionate best practices.</p> <p>Personal Development: Obtain a position in the EMT field and continue to advance knowledge.</p> <p>Information Competency: Utilize technology to obtain and transmit patient assessment data.</p> <p>Pass National Registry Exam: EMT-Basic on first attempt.</p> <p>Perform safely and effectively as an entry-level EMT.</p>			
<u>ENGLISH PROGRAM SLOs</u>			
<p>Language Arts Mission: Students who complete the IGETC requirements for English and Speech Communication at Copper Mountain College will be prepared to compose, present, and comprehend written and oral scholarly and professional materials and utilize suitable rhetorical strategies, effective print and electronic sources, and appropriate format conventions while adhering to the principles of academic integrity.</p> <ul style="list-style-type: none"> • English Program SLO: Students who successfully complete the IGETC requirements for English at Copper Mountain College will be 			

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prepared to critically analyze substantive essays and works of literature and to compose formal, college-level compositions in a variety of rhetorical situations, utilizing reliable research skills and effective print and electronic sources in appropriate format conventions, and as well as recognize the importance of academic integrity and life-long learning.

- **Composition SLO:** Students who successfully fulfill composition requirements at Copper Mountain College will be able to analyze and respond critically to assigned reading; to evaluate source material, both electronic and print; to utilize writing as a process to compose, revise, and edit substantive, cohesive, and logical essays; and to understand the principles of academic integrity.
- **Literature SLO:** Students who successfully complete literature courses at Copper Mountain College will be able to analyze and explicate literary works and to compose effective critical analyses of poetry, prose fiction, and drama in MLA or APA format, utilizing correct, reliable, and ethical research and discourse conventions.
- **Creative Writing SLO:** Students who successfully complete Copper Mountain College creative writing courses will be able to utilize writing as a process to move a creative composition from conception to completion, demonstrating an understanding of the inter-relationship among writer, audience, purpose, and genre. Students will be able to critically analyze and respond to creative materials to identify structural, logical, and thematic relationships, to synthesize ideas, and to independently recognize and address mechanical deficiencies in their own creative compositions and in the works of others.

ENGLISH COURSE SLOs

<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<ul style="list-style-type: none"> • Literature SLO: Students who successfully complete literature courses at Copper Mountain College will be able to analyze and explicate literary works and to compose effective critical analyses of poetry, prose fiction, and drama in MLA or APA format, utilizing correct, reliable, and ethical research and discourse conventions. 			
ENG 001B -01 Composition-Literature Outcomes referred to in parentheses are Institutional Outcomes: 1. Communication Skills, 2. Critical Thinking Skills, 3. Ethics, 4. Personal Development, 5. Information Competency SLO 1: An appropriate understanding of academic integrity as applied to citing sources and avoiding plagiarism. (CMC Institutional Outcomes: 3, 4 & 5) Objectives: the course term paper, group projects, and in class discussions.	SLO 1: 20 point grading rubric for journal entries, papers, and reports. SLO 2: 20 point grading rubric for journal entries, papers, and reports. Attendance at library workshops. SLO 3: 20 point grading rubric for journal entries, papers, and report. Individual and group assignments, work sheets and attendance records SLO 4: 20 point grading rubric for journal entries,		

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<p>SLO 2: Knowledge of how to locate, interpret and use materials from sources, both print and electronic, to compose a standard MLA formatted term paper that explicates and analyzes works of literature. (CMC Institutional Outcomes: 2 & 5) Objectives: Journal entries, library workshops, term paper.</p> <p>SLO 3: The necessary skills to discuss works of literature utilizing literary terms that are common to such scholarly discourse. (CMC Institutional Outcomes: 1, 2, & 5) Objectives: journal entries, group reports, examinations, and class discussions.</p> <p>SLO 4: Familiarity with a range of literary genres, including plays, short stories and poems. (CMC Institutional Outcomes: 1 & 4) Objectives: examinations, term paper, journal work, class notes.</p>	<p>papers, and reports, graded examinations, graded group presentations.</p>		
<ul style="list-style-type: none"> • <i>Composition SLO:</i> Students who successfully fulfill composition requirements at Copper Mountain College will be able to analyze and respond critically to assigned reading; to evaluate source material, both electronic and print; to utilize writing as a process to compose, revise, and edit substantive, cohesive, and logical essays; and to understand the principles of academic integrity. 			
<p>ENG 003A-01 College English Given writing tasks, students will write papers in a range rhetorical situations with primary emphasis on expository, argumentative, and persuasive modes, including a research paper, that demonstrate audience awareness; are organized and logical; state a thesis; adequately support assertions with relevant, credible, adequate, and correctly formatted</p>			

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<p>evidence; and are technically correct in paragraph composition, sentence structure, grammar, spelling, and word use.</p>			
<p>ENG 003A-03</p> <p>1. Read, analyse, interpret, and critically evaluate college-level works of substantive literary merit fluently.</p> <p>2. Write: Use Writing as a Process: Prewrite, draft, revise, and edit expository, analytical, and argumentative/persuasive essays and papers, demonstrating an understanding of the inter-relationship of writer, audience, and purpose and using writing as a means of learning and understanding; independently recognize and address mechanical deficiencies in your own composition and in the composition of others.</p> <p>3. Think critically by analyzing essays to identify structural, logical, and thematic relationships; by synthesizing ideas; by drawing sound conclusions from data in a variety of forms; by evaluating essays on the basis of formulated criteria; by recognizing logical fallacies; by avoiding logical fallacies in your own writing.</p> <p>4. Select and use Research information from a variety of primary and secondary sources, incorporating methods of summary, paraphrase, quotation, interpretation, and attribution and outside research documentation to substantiate written</p>	<p>SLO 1: This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, oral presentations of assigned readings and obtained editorials and arguments, a mid-term and/or final exam responding to textual and/or supplemental reading material. (Relates to ISLOs 1, 2, 4, 5)</p> <p>SLO 2: This will be demonstrated by some or all of the following: participation in peer editing workshops, multiple drafts of assigned essays, submittal of at least 3 substantive and comprehensive final draft essays and a final essay exam of 1,000–1,500 words using Standard Written English, short essay responses to assigned reading and visual materials.(Relates to ISLOs 1, 4, 5)</p> <p>SLO 3: This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, oral presentations of assigned readings and obtained editorials and arguments, a mid-term and/or final exam on supplemental reading material, submittal of at least 3 substantive and comprehensive final draft essays of 1,000–1,500 words. (Relates to ISLOs 1, 2, 3, 4, 5.</p> <p>SLO 4: This will be demonstrated by attendance at scheduled Research and Library Skills Workshops and incorporating correctly formatted outside research in at least 3 substantive and</p>		

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<p>opinions and evaluations in correct MLA or APA format.</p> <p>5. Appreciate the necessity of conserving and sustaining our natural environment for the ethical and ecological well-being and integrity of our planet and for the health, sustenance, and continuance of future generations of all animals, including humans.</p>	<p>comprehensive final draft essays and a final essay exam of 1,000–1,500 words. (Relates to ISLOs 1, 2, 3, 4, 5).</p> <p>SLO 5: This will be demonstrated by submitting 2 comprehensive final draft essays of 1,000 to 1,500 words focused on an environmental issue and by short essay responses to assigned reading and visual materials, short quizzes, and a mid-term exam on supplemental reading material with an environmental focus. (Relates to ISLOs 1, 2, 3, 4)</p>		
<p>ENG 003A-04 Upon successful completion of this course, you should be able to</p> <p>1. Read, analyze, interpret, and critically evaluate college-level works of substantive literary merit fluently.</p> <p>2. Write: Use Writing as a Process: Pre-write, draft, revise, and edit expository, analytical, and argumentative/persuasive essays and papers, demonstrating an understanding of the inter-relationship of writer, audience, and purpose and using writing as a means of learning and understanding; independently recognize and address mechanical deficiencies in your own composition and in the composition of others.</p>	<p>SLO 1: This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, oral presentations of assigned readings and obtained editorials and arguments, a mid-term exam on supplemental reading material.</p> <p>SLO 2: This will be demonstrated by some or all of the following: participation in peer editing workshops; multiple drafts; submittal of at least 3 comprehensive final draft essays, using Standard Written English; short essay responses to assigned reading and visual materials.</p>		
<p>ENG 003A-05 Students will write 8000 to 10,000 word essays in a range of rhetorical situations with primary emphasis on exposition, argumentation, and persuasive modes, including a research paper. Students will develop the skills of critical analysis, logic,</p>			

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<p>and avoidance of logical fallacies. Upon successful completion of College Composition (Eng. 3A), students will understand the composition process to include evaluating appropriate (often peer reviewed) sources of information; reading source material critically and applying the information to analysis of a topic and development of support for a thesis; and writing effectively in a variety of academic and professional settings.</p>			
<p>ENG 003A-06 By the end of this course, (through critical reading analysis, writing workshops, in and out-of-class writing, and research writing) the successful student will be able to:</p> <ol style="list-style-type: none"> 1) read an author’s work to identify features of writing style as well as content, 2) use a variety of techniques to overcome writer’s block, 3) distinguish expository from narrative writing, 4) research a topic, integrating material with MLA sourcing into a larger context, 5) approach a topic with a variety of writing organizational patterns, 6) effectively use editing and peer review as a writing tool. 			
<p>ENG 003A-07 1. Read, analyze, interpret, and critically evaluate college-level works of substantive literary merit fluently. This will be demonstrated by some or all of the</p>			

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<p>following: short essay responses to assigned reading and visual materials, short quizzes, oral presentations of assigned readings and obtained editorials and arguments, a mid-term exam on supplemental reading material.</p> <p>2. Write: Use Writing as a Process: Pre-write, draft, revise, and edit expository, analytical, and argumentative/persuasive essays and papers, demonstrating an understanding of the inter-relationship of writer, audience, and purpose and using writing as a means of learning and understanding; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: participation in peer editing workshops; multiple drafts; submittal of at least 3 comprehensive final draft essays, using Standard Written English; short essay responses to assigned reading and visual materials.</p>			
<ul style="list-style-type: none"> • <i>Creative Writing SLO</i>: Students who successfully complete Copper Mountain College creative writing courses will be able to utilize writing as a process to move a creative composition from conception to completion, demonstrating an understanding of the inter-relationship among writer, audience, purpose, and genre. Students will be able to critically analyze and respond to creative materials to identify structural, logical, and thematic relationships, to synthesize ideas, and to independently recognize and address mechanical deficiencies in their own creative compositions and in the works of others. 			
<p>ENG 005A-01 Beginning Creative Writing <i>Upon successful completion of this course, you should be able to</i></p> <p>1. Read: Analyse, interpret, discuss, and critically evaluate college-level creative works of substantive literary merit fluently. This will be demonstrated by some or all of</p>			

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<p>the following: short essay responses to assigned readings and visual materials, short quizzes, and oral presentations and formal discussions of assigned readings and obtained creative materials.</p> <p>2. Write: Utilize <u>Writing as a Process</u> to move a piece from conception to completion: Prewrite, draft, revise, and edit poetry and prose, demonstrating an understanding of the inter-relationship of writer, audience, purpose, and genre. This will be demonstrated by some or all of the following: multiple drafts; submittal of at least 3 short stories or 12 poems during the semester, and at least one final piece of creative writing (1 additional short story or 4 additional poems) submitted for consideration to the college literary magazine, <i>Howl</i>.</p> <p>3. Respond: Critically analyze and respond to creative materials to identify structural, logical, and thematic relationships, to synthesize ideas, and to independently recognize and address mechanical deficiencies in your own creative composition and in the work of others. This will be demonstrated by some or all of the following: participation in structured peer review workshops, short responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned readings and obtained creative materials.</p>			
<p>ENG 005B-01 Advanced Creative Writing Student Learning Outcomes: <i>Upon successful completion of this course, you</i></p>			

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<p><i>should be able to</i></p> <p>1. Read: Analyse, interpret, discuss, and critically evaluate college-level creative works of substantive literary merit fluently. This will be demonstrated by some or all of the following: short essay responses to assigned readings and visual materials, short quizzes, and oral presentations and formal discussions of assigned readings and obtained creative materials.</p> <p>2. Write: Utilize <u>Writing as a Process</u> to move a piece from conception to completion: Prewrite, draft, revise, and edit poetry and prose, demonstrating an understanding of the inter-relationship of writer, audience, purpose, and genre. This will be demonstrated by some or all of the following: multiple drafts; submittal of at least 3 short stories or 12 poems during the semester, and at least one final piece of creative writing (1 additional short story or 4 additional poems) submitted for consideration to the college literary magazine, <i>Howl</i>.</p> <p>3. Respond: Critically analyze and respond to creative materials to identify structural, logical, and thematic relationships, to synthesize ideas, and to independently recognize and address mechanical deficiencies in your own creative composition and in the work of others. This will be demonstrated by some or all of the following: participation in structured peer review workshops, short responses to assigned reading and visual materials, short</p>			
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quizzes, and oral presentations of assigned readings and obtained creative materials.			
<ul style="list-style-type: none"> Literature SLO: Students who successfully complete literature courses at Copper Mountain College will be able to analyze and explicate literary works and to compose effective critical analyses of poetry, prose fiction, and drama in MLA or APA format, utilizing correct, reliable, and ethical research and discourse conventions. 			
<p>ENG 10A-01 American Literature <u>Student Learning Outcomes:</u> Students who complete this course with a passing grade will have demonstrated:</p> <ul style="list-style-type: none"> an appropriate understanding of academic integrity as applied to citing sources and avoiding plagiarism; knowledge of how to locate, interpret and use materials from sources, both print and electronic, to compose a standard MLA formatted term paper that explicates and analyzes works of literature; an appreciation and understanding of the diversity of early American writers and thinkers in both their historical and literary contexts. the necessary skills to discuss works of literature utilizing literary terms that are common to such scholarly discourse; familiarity (through examinations, papers and assignments) with a range of literary genres, including plays, short stories and poems. 	<p><u>Methods of Evaluating Student Progress:</u></p> <ul style="list-style-type: none"> Participation in classroom discussion. Written critical responses to quizzes. Short essays responses to exams. <p>Research paper, in MLA format with Works Cited Page</p>		
<p>ENG 035-01 Myth & Legend SLOs, Objectives, and Measures for <u>Myth and Legend</u> The following Student Learning Outcomes have been developed for English 035: Students who complete this course with a</p>	<p>SLO 1. Measures: Source Review for journal entries, papers, and reports. Journal and paper rubric.</p> <p>SLO 2. Measures: 20 point grading rubric for journal entries, papers, and reports.</p>		

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<p>passing grade will have demonstrated the following:</p> <ul style="list-style-type: none"> • SLO 1: An appropriate understanding of academic integrity as applied to citing sources and avoiding plagiarism. (CMC Institutional Outcomes: 3, 4 & 5) <p>Objectives: the course term paper, group projects, and in class discussions.</p> <ul style="list-style-type: none"> • SLO 2: Knowledge of how to locate, interpret and use materials from sources, both print and electronic, to compose a standard MLA formatted term paper that explicates, analyzes, and considers literature related to mythology. (CMC Institutional Outcomes: 2 & 5) <p>Objectives: Journal entries, library workshops, term paper.</p> <ul style="list-style-type: none"> • SLO 3: The necessary skills to discuss works of mythology utilizing literary terms that are common to such scholarly discourse. (CMC Institutional Outcomes: 1, 2, & 5) <p>Objectives: journal entries, group reports, examinations, and class discussions.</p> <ul style="list-style-type: none"> • SLO 4: Ability to recognize, compare and contrast, and analyze the fundamental motifs and symbols universally present in myths from world cultures. (CMC Institutional Outcomes: 2, 5) <p>Objectives: journal entries, group reports, papers, and reports individual and group assignments, and work sheets</p> <ul style="list-style-type: none"> • SLO 5: Preparation to distinguish mythic 	<p style="text-align: center;">Attendance at library workshops</p> <p>SLO 3. Measures: 20 point grading rubric for journal entries, papers, and reports Individual and group assignments, and work sheets</p> <p>SLO 4. Measures: 20 point grading rubric for journal entries, papers, and reports</p> <p>SLO 5. Measures: 20 point grading rubric for journal entries, papers, and reports</p>		
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<p>sources in literature, the visual arts, and music. (CMC Institutional Outcomes 2, 5) Objectives: journal entries, group reports, papers, and reports Individual group assignments and work sheets</p>			
<ul style="list-style-type: none"> • <i>Composition SLO</i>: Students who successfully fulfill composition requirements at Copper Mountain College will be able to analyze and respond critically to assigned reading; to evaluate source material, both electronic and print; to utilize writing as a process to compose, revise, and edit substantive, cohesive, and logical essays; and to understand the principles of academic integrity. 			
<p>ENG 050-01 Basic Writing Student Learning Outcomes: Upon successful completion of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Read, analyze, and respond critically to assigned reading and viewing material. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned textbook or supplemental reading materials. 2. Write unified and coherent paragraphs and short essays utilizing Writing as a Process in a variety of rhetorical patterns: Prewrite, draft, revise, and edit narrative, expository, and argumentative/persuasive paragraphs and short essays and papers, demonstrating an understanding of topic sentences and theses statements, audience, and purpose. This will be demonstrated by some or all of the following: participation in peer editing workshops, multiple drafts, short essay responses to assigned reading and visual materials, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating 			

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<p>Standard Written English.</p> <p>3. Recognize and utilize Standard Written American English grammar, syntax, punctuation, and mechanics; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, at least 4 grammar quizzes and a comprehensive final exam, participation in peer editing workshops, multiple drafts, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.</p>			
<p>ENG 050-02</p> <p>STUDENT LEARNING OUTCOMES: <i>Upon successful completion of this course, you should be able to</i></p> <ol style="list-style-type: none"> 1. Read, analyze, and respond critically to assigned reading and viewing material. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned textbook or supplemental reading materials. 2. Write unified and coherent paragraphs and short essays utilizing Writing as a Process in a variety of rhetorical patterns: Pre-write, draft, revise, and edit narrative, expository, and argumentative/persuasive paragraphs and short essays and papers, 			

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<p>demonstrating an understanding of topic sentences and theses statements, audience, and purpose. This will be demonstrated by some or all of the following: participation in peer editing workshops, multiple drafts, short essay responses to assigned reading and visual materials, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.</p> <p>3. Recognize and utilize Standard Written American English grammar, syntax, punctuation, and mechanics; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, at least 4 grammar quizzes and a comprehensive final exam, participation in peer editing workshops, multiple drafts, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.</p> <p>4. Demonstrate use of reference materials by writing a “works cited” page.</p> <p>5. Demonstrate familiarity (through examinations, papers and assignments) with writing processes.</p>			
<p>ENG 050-03 Course Objectives: (Upon completion of this course, students will be able to:)</p>			

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<ul style="list-style-type: none"> a. Employ knowledge of writing as a process for discovering, organizing, and communicating ideas. b. Demonstrate competence at developing, organizing, and expressing ideas in paragraph and essay form. c. Apply knowledge of the standard rules of grammar, punctuation, and mechanics in written responses. d. Make use of basic vocabulary and style. e. Demonstrate proficiency using the dictionary and other reference materials, including electronic sources in and outside of the library. f. Compose simple, organized responses to readings. g. Participate in class discussions and assigned projects. h. Employ the knowledge of fundamental study skills and learning habits. i. Type properly formatted writing assignments. 			
<p>ENG 050-04 STUDENT LEARNING OUTCOMES: UPON COMPLETION OF THIS COURSE, YOU SHOULD BE ABLE TO:</p> <ol style="list-style-type: none"> 1. READ AND DIGEST TEXTS 2. PROGRESS COMFORTABLY THROUGH THE WRITING PROCESS 3. BE ABLE TO PROPERLY ASSIMILATE OUTSIDE SOURCES INTO YOUR WRITING 4. ASSEMBLE COHERENT, APPROPRIATE AND PROFITABLE PARAGRAPH-FORMAT COLLEGE ESSAYS 5. HAVE AN UNDERSTANDING OF THE BASIC STYLES AND RHETORICAL PATTERNS OF COMPOSITIONAL 			

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<p>DEVELOPMENT 6.. PRODUCE COPY FREE OF SUBSTANTIAL GRAMMATICAL, TECHNICAL AND WORD USAGE ERRORS</p>			
<p>ENG 050-05 <u>Student Learning Outcomes SLOs:</u> Upon successful completion of this course, students will be able to</p> <ol style="list-style-type: none"> 1. Read, analyze, and respond critically to assigned reading and viewing material. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned textbook or supplemental reading materials. (Relates to ISLOs 1, 2, 4, 5) 2. Write unified and coherent paragraphs and short essays utilizing Writing as a Process in a variety of rhetorical patterns: Prewrite, draft, revise, and edit narrative, expository, and argumentative/persuasive paragraphs and short essays and papers, demonstrating an understanding of topic sentences and theses statements, audience, and purpose. This will be demonstrated by some or all of the following: participation in peer editing workshops, multiple drafts, short essay responses to assigned reading and visual materials, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English. (Relates to ISLOs 1, 3, 4, 5) 3. Recognize and utilize Standard Written American English grammar, syntax, 			

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<p>punctuation, and mechanics; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, at least 4 grammar quizzes and a comprehensive final exam, participation in peer editing workshops, multiple drafts, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English. (Relates to ISLOs 1, 4, 5)</p>			
<p>ENG 050-06 STUDENT LEARNING OUTCOMES: <i>Upon successful completion of this course, you should be able to</i></p> <ol style="list-style-type: none"> 1. Read, analyze, and respond critically to assigned reading and viewing material. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned textbook or supplemental reading materials. 2. Write unified and coherent paragraphs and short essays utilizing Writing as a Process in a variety of rhetorical patterns: Pre-write, draft, revise, and edit narrative, expository, and argumentative/persuasive paragraphs and short essays and papers, demonstrating an understanding of topic sentences and theses statements, 			

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<p>audience, and purpose. This will be demonstrated by some or all of the following: participation in peer editing workshops, multiple drafts, short essay responses to assigned reading and visual materials, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.</p> <p>3. Recognize and utilize Standard Written American English grammar, syntax, punctuation, and mechanics; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, at least 4 grammar quizzes and a comprehensive final exam, participation in peer editing workshops, multiple drafts, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.</p> <p>4. Demonstrate use of reference materials by writing a “works cited” page.</p> <p>Demonstrate familiarity (through examinations, papers a</p>			
<p>ENG 050-07 STUDENT LEARNING OUTCOMES: <i>Upon successful completion of this course, you should be able to</i></p> <p>1. Read, analyze, and respond critically to assigned reading and viewing material.</p>			

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<p>This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, short quizzes, and oral presentations of assigned textbook or supplemental reading materials.</p> <p>2. Write unified and coherent paragraphs and short essays utilizing Writing as a Process in a variety of rhetorical patterns: Pre-write, draft, revise, and edit narrative, expository, and argumentative/persuasive paragraphs and short essays and papers, demonstrating an understanding of topic sentences and theses statements, audience, and purpose. This will be demonstrated by some or all of the following: participation in peer editing workshops, multiple drafts, short essay responses to assigned reading and visual materials, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.</p> <p>3. Recognize and utilize Standard Written American English grammar, syntax, punctuation, and mechanics; independently recognize and address mechanical deficiencies in your own composition and in the composition of others. This will be demonstrated by some or all of the following: short essay responses to assigned reading and visual materials, at least 4 grammar quizzes and a comprehensive final exam,</p>			
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<p>participation in peer editing workshops, multiple drafts, and submittal of at least 4 comprehensive final draft paragraphs and at least 1 final draft essay incorporating Standard Written English.</p> <p>4. Demonstrate use of reference materials by writing a “works cited” page.</p> <p>Demonstrate familiarity (through examinations, papers a</p>			
<p>ENG 051-01 Expository Writing</p> <p>STUDENT LEARNER OUTCOMES:</p> <ol style="list-style-type: none"> 1. Students will develop an inquiring and critical attitude toward writing through practice (five essays and a research paper). 2. Students will exhibit proper, formal grammar, punctuation, and sentence structure of a complex nature in all written work. 3. Students will participate in review exercises of the skills listed in #2 as deemed necessary by the instructor. Review exercises will be taken from the textbook and from quizzes supplied by the instructor. 4. Students will employ writing as a process to generate and develop ideas and to clarify and organize thoughts; they will recognize and employ varying patterns of organization in expository and argumentative writing. 5. Students will communicate effectively with various audiences by anticipating and meeting expectations and needs in formal writing situations. 6. Students will use reference 			

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<p>materials, including electronic sources, to produce a research paper.</p>			
<p>ENG 051-02 No SLOs</p>			
<p>ENG 051-03 <u>STUDENT LEARNING OUTCOMES:</u> On completion of this course, students will be able to</p> <ol style="list-style-type: none"> 1) brainstorm and organize ideas, 2) identify and utilize various writing constructs, 3) complete a writing process which includes drafting, editing, revising, and polishing essays, 4) review and assess their own and others' writing, 5) find, incorporate, and present research in MLA format for internal citations and works cited page, 6) use proper sentencng, paragraphing, and essay formats, 7) identify definitive expository structures in published essays. <p>Students will demonstrate mastery of these objectives through class practice, reviewed writing samples, polished writing, readings, and written exams.</p>			
<p>ENG 051-04 <u>STUDENT LEARNER OUTCOMES:</u></p> <ol style="list-style-type: none"> 1. Students will develop an inquiring and critical attitude toward writing through practice (five essays and a research paper). 2. Students will exhibit proper, formal grammar, punctuation, and sentence 			

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<p>structure of a complex nature in all written work.</p> <p>3. Students will participate in review exercises of the skills listed in #2 as deemed necessary by the instructor. Review exercises will be taken from the textbook and from quizzes supplied by the instructor.</p> <p>4. Students will employ writing as a process to generate and develop ideas and to clarify and organize thoughts; they will recognize and employ varying patterns of organization in expository and argumentative writing.</p> <p>5. Students will communicate effectively with various audiences by anticipating and meeting expectations and needs in formal writing situations.</p> <p>6. Students will use reference materials, including electronic sources, to produce a research paper.</p>			
<p>ENG 051-05</p> <p>STUDENT LEARNING OUTCOMES: UPON COMPLETION OF THIS COURSE, YOU SHOULD BE ABLE TO</p> <p>1, Students will be able to develop an inquiring and critical attitude through the practice of composition.</p> <p>2. Employ writing as a process to generate and develop ideas and to clarify and organize thoughts; recognize and employ varying patterns of organization.</p> <p>3. Be able to deploy assertive and accurate grammar and rhetoric into the overall writing process.</p> <p>4. Exercise mechanical skills appropriate to the expression of relatively complex</p>			

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<p>ideas.</p> <p>5. Compose expressive and expository responses to readings; communicate effectively with various audiences by anticipating and meeting reader expectations and needs.</p> <p>6. Use reference materials, including electronic sources to support assertions, integrating and documenting outside sources into written assignments.</p>			
<p>ENG 051-06</p> <p>STUDENT LEARNING OUTCOMES: UPON COMPLETION OF THIS COURSE, YOU SHOULD BE ABLE TO</p> <p>1, Students will be able to develop an inquiring and critical attitude through the practice of composition.</p> <p>2. Employ writing as a process to generate and develop ideas and to clarify and organize thoughts; recognize and employ varying patterns of organization.</p> <p>3. Be able to deploy assertive and accurate grammar and rhetoric into the overall writing process.</p> <p>4. Exercise mechanical skills appropriate to the expression of relatively complex ideas.</p> <p>5. Compose expressive and expository responses to readings; communicate effectively with various audiences by anticipating and meeting reader expectations and needs.</p> <p>6. Use reference materials, including electronic sources to support assertions, integrating and documenting outside</p>			

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sources into written assignments.			
<p>ENG 051-07</p> <p>Students will be able to develop an inquiring and critical attitude through the practice of composition; employ writing as a process to generate and develop ideas and to clarify and organize thoughts; recognize and employ varying patterns of organization; learn to select, develop, and express ideas through the essay form; obtain knowledge in word use as it pertains to grammar and rhetoric and the overall writing process; exercise mechanical skills appropriate to the expression of relatively complex ideas; compose expressive and expository responses to readings; communicate effectively with various audiences by anticipating and meeting expectations and needs; use reference materials, including electronic sources to support assertions, integrating and documenting outside sources into written assignments.</p>			
<p>ENG 051-08</p> <p>STUDENT LEARNER OUTCOMES:</p> <ol style="list-style-type: none"> 1. Students will develop an inquiring and critical attitude toward writing through practice (five essays and a research paper). 2. Students will exhibit proper, formal grammar, punctuation, and sentence structure of a complex nature in all written work. 3. Students will participate in review 			

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<p>exercises of the skills listed in #2 as deemed necessary by the instructor. Review exercises will be taken from the textbook and from quizzes supplied by the instructor.</p> <p>4. Students will employ writing as a process to generate and develop ideas and to clarify and organize thoughts; they will recognize and employ varying patterns of organization in expository and argumentative writing.</p> <p>5. Students will communicate effectively with various audiences by anticipating and meeting expectations and needs in formal writing situations.</p> <p>6. Students will use reference materials, including electronic sources to produce a research paper.</p>			
<u>FIRE TECHNOLOGY PROGRAM SLOs</u>			
<u>FIRE TECHNOLOGY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<u>GEOGRAPHY PROGRAM SLOs</u>			
<u>GEOGRAPHY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>

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<u>GEOLOGY PROGRAM SLOs</u>			
<u>GEOLOGY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<u>HEALTH EDUCATION PROGRAM SLOs</u>			
<u>HEALTH EDUCATION COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>HE 001-01, 02 Personal and Community Health</p> <p>STUDENT LEARNING OUTCOME: At the end of the semester, the student will be able to:</p> <ol style="list-style-type: none"> 1. Assess and explain scientifically-based accurate, up-to-date information about personal and community health concepts. 2. Describe the dimensions of wellness and identify major health problems in the United States today. 3. List some available sources of health information and explain how to think critically about them. 4. Explain what stress is and how people react to it physically, emotionally and behaviorally. 5. Describe common psychological disorders. 6. Describe the different types of help 			

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<p>available for psychological problems.</p> <ol style="list-style-type: none"> 7. List some characteristics of healthy families and some potential problems families face. 8. Explain how contraceptives work and how to interpret information about a contraceptive method's effectiveness, risks, and benefits. 9. Explain factors that may contribute to weight problems including genetic, physiological, lifestyle and psychosocial factors. 10. List the major components of the cardiovascular system and describe how blood is pumped and circulated throughout the body. 11. Discuss the causes and effects of air and water pollution and describe strategies that people can take to protect these resources. 			
<p>HE 001-03 Student Learning Outcomes: Critically evaluate, research, and analyze sources of health information that promote a healthy lifestyle. (cognitive)</p> <p>Demonstrate the ability to recognize and practice healthy behaviors, including recognizing the value of practicing responsible sexual behavior. (Affective)</p> <p>Responding to the FDA Food Guide Pyramid, develop healthy eating habits and understand its impact on overall fitness and health. (Psychomotor)</p>			

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Recognize the importance of constructing a lifelong personal health-screening schedule. (Affective)			
<u>HEALTH SCIENCE PROGRAM SLOs</u>			
<u>HEALTH SCIENCE COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>HS 061-01 Medical Terminology <u>Student Learning Outcomes</u> At the end of the semester the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and define medical terms when reading medical reports, lab reports, articles, etc. as measured by the examinations, word scramble puzzles and crossword puzzles. 2. Be able to correctly pronounce medical terms speaking to health professionals as measures by the verbal participation in the classroom setting. 3. Recognize basic anatomical landmarks and be able to label them in correct medical terminology language. This will be measured by group-discussions projects and written examinations. 4. Identify at least three (3) disease processes in terms of correct medical terminology, anatomical and physiological diagnostic techniques, impact on the anatomy and physiology, treatment options and progress. This 			

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<p>will be evaluated by a written assignment due towards the end of the semester.</p> <p>5. Be able to identify basic anatomical systems, organs and bones involved in that system and how these systems function by themselves and with other systems. This will be evaluated by written examination questions.</p>			
<p>HS 061-02 Medical Terminology STUDENT LEARNING OUTCOMES: Upon completion of this course, the student will:</p> <p>Personal development</p> <ol style="list-style-type: none"> 1. Gain knowledge of the basic structure of medical words, recognizing word roots and understanding word building processes. <p>Communication Skills</p> <ol style="list-style-type: none"> 2. Demonstrate ability to spell, define pronounce and accurately use medical terminology pertinent to each body system. 3. Spell, pronounce, define, and apply medical terminology that is used to describe common pathology, diagnostic tests and procedures and medical interventions that are pertinent to each body system. 4. Recognize and apply abbreviations that are commonly used and accepted in the medical field. <p>Information Competency</p> <ol style="list-style-type: none"> 5. Demonstrate ability to use the internet for learning in the online distance education format. 6. Demonstrate ability to use the internet based resources to augment the learning 			

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experience.			
<p>HS 065-01 Basic Pharmacology STUDENT LEARNING OUTCOMES: Upon successful completion of the Basic Pharmacology course, the student will possess knowledge related to the administration of medications and related content:</p> <ul style="list-style-type: none"> • ADVERSE DRUG EFFECTS • DOSAGE CALCULATIONS • EXPECTED EFFECTS OF MEDICATIONS • SAFE MEDICATION ADMINISTRATION • PHARMACOLOGICAL ACTIONS • PHARMACOLOGICAL CLASSES • DRUG SIDE EFFECTS • EFFICACY AND THE LAW 	<p>Your understanding of the above will be measured by your performance on the examinations taken during the course. The VN Program requires a grade of C or better in this course to satisfy the prerequisite for entry into the Program.</p>		
<p>HS 081-01 Basic Arrhythmias STUDENT LEARNING OUTCOMES: Upon completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • IDENTIFY AND LABEL MAJOR STRUCTURES OF THE HEART • IDENTIFY AND LABEL THE CARDIAC CONDUCTION SYSTEM • DESCRIBE THE MEMBRANE ACTION POTENTIAL OF THE CARDIAC CELL • DISCUSS THE NORMAL ECG MONITORING • OUTLINE THE PRINCIPLES OF ECG MONITORING • RECOGNIZE AND IDENTIFY SINUS, ATRIAL, JUNCTIONAL , VENTRICULAR DYSRHYTHMIAS AND HEART BLOCKS • RECOGNIZE SITUATION WHEN CARDIOVERSION OR DEFIBRILLATION WOULD BE INDICATED • Identify basic principles of cardiac pacing 			

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<p>(sensing, capture, pacing)</p> <ul style="list-style-type: none"> • DISCUSS THE EFFECTS OF HEART RATE ATRIAL KICK, ECTOPY AND CONDUCTION DISTURBANCES AS THEY RELATE TO CARDIAC OUTPUT 			
<p>HS 098-01 Nursing Skills Lab STUDENT LEARNING OUTCOME: Students will competently perform skills in the live clinical setting, demonstrating critical thinking, with expected patient outcomes occurring and without harm to patient. Students will demonstrate communication skills with instructors, peers and in clinical simulation scenarios that are effective and appropriate to the clinical setting. Students will develop competency in their ability to recognize the need for information and to be able to identify the resource for finding that information.</p>			
<u>HISTORY PROGRAM SLOs</u>			
<u>HISTORY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>HIST 003-01 History of World Civilizations I STUDENT LEARNING OUTCOMES: During this course, you can expect to:</p> <ul style="list-style-type: none"> ☑ increase your understanding of historical chronology and causality (assessed by offering evidence in furthering your arguments in essay exams); 			

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<p>☐ expand and deepen your appreciation of major literary and religious works (assessed by student commentaries on literary and religious works in class discussions and presentations);</p> <p>☐ utilize the primary and secondary documents upon which historians rely (assessed by written analysis of historical fiction).</p>			
<p>HIST 003-02 History of World Civilizations I <u>Student Learning Outcomes:</u> During this course, you can expect to:</p> <p style="padding-left: 40px;">☐ increase your understanding of historical chronology and causality (assessed by offering evidence in furthering your arguments in essay exams),</p> <p style="padding-left: 40px;">☐ expand and deepen your appreciation of major literary and religious works (assessed by student commentaries on literary and religious works in class presentations),</p> <p style="padding-left: 40px;">☐ and utilize the primary and secondary documents upon which historians rely (assessed by written analysis of historical fiction).</p>			
<p>HIST 017-01 United States History to 1877 <u>Course Objectives:</u> Upon completion of the course the student should be able to: Identify and understand some of the most salient recurring patterns in American history, an example of which are the ongoing conflicts and contrasts between American ideals, such as those set forth in the Declaration of Independence, and patterns of discrimination and exclusion.</p>			

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<p>Understand and appreciate the diversity of groups and peoples who have participated in the shaping of American history.</p> <p>Analyze the interrelationships between economic, political history and societal life.</p> <p>Perceive the value in adopting a historical evolution of the primary institutions of American society.</p> <p>Understand the unfolding of American history in the context of related world history.</p> <p>Foster the habit of critically evaluating interpretations of historical events.</p>			
<p>HIST 017-02 United States History to 1877</p> <p>Course Objectives:</p> <p>Upon completion of the course the student should be able to:</p> <p>Identify and understand some of the most salient recurring patterns in American history, an example of which are the ongoing conflicts and contrasts between American ideals, such as those set forth in the Declaration of Independence, and patterns of discrimination and exclusion.</p> <p>Understand and appreciate the diversity of groups and peoples who have participated in the shaping of American history.</p> <p>Analyze the interrelationships between economic, political history and societal life.</p> <p>Perceive the value in adopting a historical evolution of the primary institutions of American society.</p> <p>Understand the unfolding of American history in the context of related world history.</p> <p>Foster the habit of critically evaluating interpretations of historical events.</p>			
<p>HIST 017-03 United States History to 1877</p> <p>Course Objectives:</p> <p>Upon completion of the course the student should</p>			

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<p>be able to:</p> <p>Identify and understand some of the most salient recurring patterns in American history, an example of which are the ongoing conflicts and contrasts between American ideals, such as those set forth in the Declaration of Independence, and patterns of discrimination and exclusion.</p> <p>Understand and appreciate the diversity of groups and peoples who have participated in the shaping of American history.</p> <p>Analyze the interrelationships between economic, political history and societal life.</p> <p>Perceive the value in adopting a historical evolution of the primary institutions of American society.</p> <p>Understand the unfolding of American history in the context of related world history.</p> <p>Foster the habit of critically evaluating interpretations of historical events.</p>			
<p>HIST 017-04 US History through Reconstruction</p> <p>STUDENT LEARNING OUTCOMES:</p> <p>Students will be able to analyze and synthesize American History sources to formulate a historical thesis.</p> <ol style="list-style-type: none"> 1. Students will be able to explain relationships between the causes of historical event in American History and their effects. 2. Students will be able to describe historical key individuals and events and explain their significance in historical content. <p>STUDENT LEARNING OBJECTIVES:</p> <p>Upon successful completion of the course the student will be able to:</p>			

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<p>1. Identify persons, events, major developments, and institutions that have shaped US history in the period covered by the course.</p> <p>2. Analyze the causes and origins of major historical developments.</p> <p>3. Compare and contrast developments in US history to 1877 with similar developments in other countries and in the US in other time periods.</p> <p>4. Research, organize and develop a written analysis of a major topic or problem in US history to 1877.</p> <p>5. Discuss the ways in which historical developments affect the rights, responsibilities, and choices of modern US citizens.</p>			
<p>HIST 018-01 US History 1865 to the Present Course Objectives: Upon completion of the course the student should be able to:</p> <p>Identify and understand some of the most salient recurring patterns in American history, an example of which are the ongoing conflicts and contrasts between American ideals, such as those set forth in the Declaration of Independence, and patterns of discrimination and exclusion.</p> <p>Understand and appreciate the diversity of groups and peoples who have participated in the shaping of American history.</p> <p>Analyze the interrelationships between economic, political history and societal life.</p> <p>Perceive the value in adopting a historical evolution of the primary institutions of American society.</p> <p>Understand the unfolding of American history</p>			

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<p>context of related world history. Evaluate interpretations of historical events.</p>			
<p>HIST 018-02 US History 1865 to the Present Course Objectives: Upon completion of the course the student should be able to: Identify and understand some of the most salient recurring patterns in American history, an example of which are the ongoing conflicts and contrasts between American ideals, such as those set forth in the Declaration of Independence, and patterns of discrimination and exclusion. Understand and appreciate the diversity of groups and peoples who have participated in the shaping of American history. Analyze the interrelationships between economic, political history and societal life. Perceive the value in adopting a historical evolution of the primary institutions of American society. Understand the unfolding of American history in the context of related world history. Evaluate interpretations of historical events.</p>			
<p>HIST 018-03 US History from Reconstruction to Present <u>Student Learning Outcome</u> Students will be able to identify the contributions of diverse peoples in the development of the United States as a modern nation. Students will increase their skills in conducting research into historical events and issues in modern American history.</p>			
HOME ECONOMICS/NUTRITION (HEC) PROGRAM SLOs			

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HOME ECONOMICS/NUTRITION (HEC) COURSE SLOs			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>HE001-01/02 Personal & Community Health <u>STUDENT LEARNING OUTCOME:</u></p> <p>At the end of the semester, the student will be able to:</p> <ol style="list-style-type: none"> 1. Assess and explain scientifically-based accurate, up-to-date information about personal and community health concepts. 2. Describe the dimensions of wellness and identify major health problems in the United States today. 3. List some available sources of health information and explain how to think critically about them. 4. Explain what stress is and how people react to it physically, emotionally and behaviorally. 5. Describe common psychological disorders. 6. Describe the different types of help available for psychological problems. 7. List some characteristics of healthy families and some potential problems families face. 8. Explain how contraceptives work and how to interpret information about a contraceptive method's effectiveness, risks, and benefits. 9. Explain factors that may contribute to weight problems including 			

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<p>genetic, physiological, lifestyle and psychosocial factors.</p> <p>10. List the major components of the cardiovascular system and describe how blood is pumped and circulated throughout the body.</p> <p>11. Discuss the causes and effects of air and water pollution and describe strategies that people can take to protect these resources.</p>			
<p>HE001-03 <u>Student Learning Outcomes:</u> Critically evaluate, research, and analyze sources of health information that promote a healthy lifestyle. (cognitive) Demonstrate the ability to recognize and practice healthy behaviors, including recognizing the value of practicing responsible sexual behavior. (Affective) Responding to the FDA Food Guide Pyramid, develop healthy eating habits and understand its impact on overall fitness and health. (Psychomotor) Recognize the importance of constructing a lifelong personal health-screening schedule. (Affective) <u>Course Objectives:</u> <i>Upon completion of this course, students will be able to:</i></p> <ol style="list-style-type: none"> a. Assess their own state of wellness (both physically and emotionally). b. Recognize the difference between drug use and drug abuse, and be well informed about drug types and their abuse potential. c. Appreciate the uniqueness of the 			

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<p>human body (their own), and the responsibility to maintain and/or enhance its function, not only for self, but also for societal good.</p> <ul style="list-style-type: none"> i. Formulating healthful diet and exercise regimen. ii. Understanding the concepts of birth control. iii. Understanding the responsibilities of parenting. iv. Recognizing parameters of acceptable interpersonal relationships. v. Understanding transmission and treatment of communicable diseases. vi. Understanding characteristics of chronic and degenerative diseases. vii. Critically evaluating health claims, program, "studies" presented in mass media. 			
<p>HEC013-01 General Nutrition At the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> 1. Identify and define nutrients the body uses to perform at its maximum capacity. <ul style="list-style-type: none"> a. Carbohydrates b. Proteins c. Lipids d. Alcohol e. Vitamins f. Minerals g. Water 			

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<p style="text-align: center;">h. Fiber</p> <p>2. Use the calorie values of energy-yielding nutrients to determine the total calories of a food or diet.</p> <p>3. Outline the basic units of the metric system used in nutrition and calculate a percentage value, such as, percent of calories from fat in a diet.</p> <p>4. Describe how our food habits are affected by body physiological processes, meal size and composition, early experiences, ethnic customs, health concerns, advertising, social class, and economics.</p> <p>5. Identify reliable sources of nutrition information.</p>			
<p>HEC013-02 <u>Student Learning Outcomes:</u> Analyze the nutrients in food with relation to functions, sources, and requirements to explain the interrelationship, which exist between nutrients found in foods. (cognitive)</p> <p>Create a diet meeting the federal guidelines for every stage of the life-cycle taking into account the physical condition of the individual. (Psychomotor)</p> <p>Define and describe public and private state and federal consumer protection agencies. (cognitive)</p> <p>Diagram the digestion, absorption, and metabolism of the nutrients, and evaluate</p>			

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<p>their significant roll in supporting overall nutritional health. (cognitive)</p> <p>Adapt eating patterns as a result of becoming aware and understanding the importance of nutrition to the health and well-being of the individual throughout the lifespan. (Affective)</p> <p><u>Disclaimer:</u> Syllabus is subject to change.</p> <p><u>General Course Objectives:</u> At the conclusion of the course the student will be able to:</p> <ol style="list-style-type: none">1. Identify major nutrients, their sources and functions in the body.2. Understand the roles of vitamins and minerals in the human body.3. Comprehend the relationships between nutrients and metabolic processes.4. Critically evaluate nutrition claims.5. Appreciate the influence of nutrition on human performance.6. Recognize changing nutritional need during the life cycle.			
JOURNALISM PROGRAM SLOs			

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<u>JOURNALISM COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>J 003A-01 News Reporting & Writing Student Learning Outcomes: The purpose of this course is to introduce students to news writing in today’s media. At the end of each semester, students should have the knowledge and capabilities to write news and feature stories in the Associated Press writing style. The students will understand the importance of: the beat, the lead, current issues such as cultural sensitivity, as well as legal and ethical considerations when writing news and feature stories. Students will understand the Associated Press style of punctuation and abbreviation usage. Students will learn how to write stories in accordance to the “Inverted Pyramid” for the purpose of cutting copy for space from the bottom up. Students will learn how to interview and to how to answer to the “Five Ws and the H (who, what, where, when, why, and how).” Students will also learn how to write captions, titles, headlines, obituaries, and direct quotes. Students will learn how writing news stories differ from writing academic papers. Students will learn how to write objectively while leaving one’s own opinion out of the story. Students will learn how to gather information and that accuracy is a journalist’s first goal. Students will hone their skills by learning to recognize “what is</p>			

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news and what isn't news" based upon the community that they are serving.			
<u>MASS COMMUNICATION PROGRAM SLOs</u>			
<u>MASS COMMUNICATION COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
Not offered in the fall			
<u>MATHEMATICS PROGRAM SLOs</u>			
Apply mathematical concepts to model and solve real-life situations. (Associated Core Competency: Lower-level critical thinking)			
Demonstrate mathematical knowledge by using the appropriate terminology and notation. (Associated Core Competency: Communication)			
<u>MATHEMATICS COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
MATH 040-01 Intermediate Algebra Student Learning Outcomes: The students will know and/or be able to: <ul style="list-style-type: none"> • apply algebraic concepts to model and solve real-life situations involving linear, quadratic, polynomial, exponential and logarithmic equations and systems of linear equations. • simplify quadratic expressions and solve quadratic equations and inequalities using factoring, completing the square and the Quadratic Formula. • represent functions using graphs, equation and tables, use appropriate function notation, identify domain and range of functions. 			
MATH 001A-01 Calculus			

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<p>General student learning outcome upon successful completion of the class:</p> <p style="padding-left: 40px;">The student will be able to:</p> <ol style="list-style-type: none"> a. Compute the limit of a function at a real number. b. Determine if a function is continuous at a real number. c. Find the derivative of a function as a limit. d. Find the equation of a tangent line to a function. e. Compute derivatives using differentiation formulas. f. Apply differentiation to solve related rate problems and optimization problems. g. Use implicit differentiation. h. Graph functions using methods of calculus. i. Evaluate a definite integral as a limit. 			
<p>MATH 010-01 College Algebra</p> <p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • apply algebraic concepts to model and solve real-life situations using linear, polynomial, rational, exponential, root and logarithmic equations and/or inequalities. • understand and use basic concepts of functions, including domain, range, operations, compositions, and inverses. • Use tables, transformations, critical points, and other characteristics to graph functions, conic sections and parametric equations. 			
<p>MATH 010-02 College Algebra</p>			

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<p>Student Learning Outcomes: The students will know and/or be able to:</p> <ul style="list-style-type: none"> • apply algebraic concepts to model and solve real-life situations using linear, polynomial, rational, exponential, root and logarithmic functions. • Understand basic concepts of functions, including domain, range, basic operations, compositions, and inverses. • model real-life situations using systems of linear equations and solve using graphing, substitution, elimination, and matrices. 			
<p>MATH 010-03 College Algebra Student Learning Outcomes:</p> <ul style="list-style-type: none"> • apply algebraic concepts to model and solve real-life situations using linear, polynomial, rational, exponential, root and logarithmic equations and/or inequalities. • understand and use basic concepts of functions, including domain, range, operations, compositions, and inverses. • Use tables, transformations, critical points, and other characteristics to graph functions, conic sections and parametric equations. 			
<p>MATH 010-04 College Algebra Student Learning Outcomes:</p> <ul style="list-style-type: none"> • apply algebraic concepts to model and solve real-life situations using linear, polynomial, rational, exponential, root and logarithmic equations and/or inequalities. • understand and use basic concepts of 			

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<p>functions, including domain, range, operations, compositions, and inverses.</p> <ul style="list-style-type: none"> • Use tables, transformations, critical points, and other characteristics to graph functions, conic sections and parametric equations. 			
<p>MATH 010-05 College Algebra Student Learning Outcomes: The students will know and/or be able to:</p> <ul style="list-style-type: none"> • apply algebraic concepts to model and solve real-life situations using linear, polynomial, rational, exponential, root and logarithmic functions. • Understand basic concepts of functions, including domain, range, basic operations, compositions, and inverses. • model real-life situations using systems of linear equations and solve using graphing, substitution, elimination, and matrices. 			
<p>MATH 013-01 Liberal Arts Mathematics <i>Student Learning Outcomes:</i></p> <ul style="list-style-type: none"> • Apply algebraic concepts to model and solve real-life situations. • Understand and use basic concepts of set theory, logic, numeration systems, trigonometry, and graph theory. • Apply mathematical reasoning to new situations and concepts. 			
<p>MATH 014-01 Statistical Methods General student learning outcome upon successful completion of the course: The student will be able to: 1) Calculate descriptive statistics for a data set.</p>			

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<p>2) Determine the probability of an event. 2) Use various distributions. 3) Formulate and test a hypothesis.</p>			
<p>MATH 040-02 Intermediate Algebra General student learning outcome upon successful completion of the class: The student will be able to: 1) Communicate fluently using function notation. 2) Analyze basic functions using their graphical representation. 3) Use properties and rules of mathematics to solve applied problems</p>			
<p>MATH 040-03 Intermediate Algebra Student Learning Outcomes The students will know and/or be able to:</p> <ul style="list-style-type: none"> • apply algebraic concepts to model and solve real-life situations involving linear, quadratic, polynomial, exponential and logarithmic equations and systems of linear equations. • simplify quadratic expressions and solve quadratic equations and inequalities using factoring, completing the square and the Quadratic Formula. • represent functions using graphs, equation and tables, use appropriate function notation, identify domain and range of functions. 			
<p>MATH 040-04 Intermediate Algebra Course Objectives: (Upon completion of this course, students will be able to:)</p> <ol style="list-style-type: none"> a. Add, subtract, multiply, divide and simplify rational expressions. b. Solve rational equations that simplify to 			

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<p>linear equations.</p> <p>c. Simplify complex fractions.</p> <p>d. Apply rational equations and proportions.</p> <p>e. Describe the concepts of relation, function, domain and range.</p> <p>f. Identify a relation as a function, and state the domain of the function given the equation, the graph, or the table of values.</p> <p>g. Find function values given the equation, the graph, or the table of values.</p> <p>h. Graph and identify characteristics of linear, constant, quadratic, cubic, absolute value, square root, rational, radical, exponential and logarithmic functions.</p> <p>i. Find the x- and y- intercepts of a function, and use them to graph the function.</p> <p>j. Model problems using direct, inverse, joint and combined variations.</p> <p>k. Describe the connection between the solution of system of linear equations and the graph of the system.</p> <p>l. Solve 3x3 systems of linear equation using elimination.</p> <p>m. Apply systems of linear equations to application problems involving cost, principal and interest, mixtures and distance, rate and time.</p> <p>n. Solve and graph linear, quadratic, absolute value and rational compound inequalities giving the solution in set-builder and interval notation.</p>			
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<p>o. Solve absolute value, radical, and literal equations.</p> <p>p. Graph linear inequalities in two variables.</p> <p>q. Apply concepts of linear inequalities in two variable to model word problems.</p> <p>r. Identify the principal n^{th} root of a rational number.</p> <p>s. Simplify roots of variable expressions.</p> <p>t. Convert between rational exponents and radical notation and use properties of rational exponents to simplify expressions.</p> <p>u. Simplify rational expressions with irrational and complex denominators.</p> <p>v. Use properties of complex numbers to simplify expressions.</p> <p>w. Solve quadratic equations (and equations in quadratic form) using factoring, the square root property, completing the square and the quadratic formula.</p> <p>x. Use transformations of functions to graph quadratics in the form $f(x)=a(x-h)^2+k$.</p> <p>y. Determine the vertex and intercepts of a quadratic function in the form $f(x)=ax^2+bx+c$ by converting the form $f(x)=a(x-h)^2+k$.</p> <p>z. Model and analyze a word problem using the concepts of quadratic functions.</p> <p>aa. Apply operations on functions, including adding, subtracting, multiplying, dividing and compositions.</p>			
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<p>bb. Identify the domain of a function derived from the above operations.</p> <p>cc. Find the equation and graph the inverse of a function.</p> <p>dd. Use the Horizontal and Vertical Line Tests to determine whether a relation is a function.</p> <p>ee. Write a mathematical model of given information using exponential, common logarithmic and natural logarithmic functions.</p> <p>ff. Understand that the key characteristic of an exponential function is its constant growth (decay) factor.</p> <p>gg. Understand the relationship between exponential and logarithmic functions, and convert one to the other.</p> <p>hh. Solve exponential and logarithmic equations.</p> <p>ii. Apply learned principles and skills to new situations in addition to situations that mimic those on the homework and those show in class.</p>			
<p>MATH 040-05 Intermediate Algebra Student Learning Outcomes:</p> <ul style="list-style-type: none"> ➤ Apply algebraic concepts to model and solve real-life situations using linear, polynomial, rational, exponential, radical and logarithmic equations and/or inequalities ➤ Understand and use more advanced techniques and procedures on polynomials, ➤ Use a variety of techniques in solving systems of equations. 			

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<p>MATH 040-06 Intermediate Algebra STUDENT LEARNING OUTCOMES: The students will know and/or be able to:</p> <ul style="list-style-type: none"> ▪ apply elementary algebra concepts to model real-life situations using formulas, a table of values, equations and/or graphs. ▪ simplify algebraic expressions and solve linear, square root, quadratic, polynomial and systems of 2x2 equations. ▪ simplify, combine and factor quadratic expressions and solve quadratic equations by factoring. 			
<p>MATH 040-07 Intermediate Algebra STUDENT LEARNING OUTCOMES: The student will know and/or be able to:</p> <ul style="list-style-type: none"> • Apply algebraic concepts to model and solve real-life situations involving linear, quadratic, polynomial, exponential and logarithmic equations and systems of linear equations. • Simplify quadratic expressions and solve quadratic equations and inequalities using factoring, completing the square and the Quadratic Formula. • Represent functions using graphs, equation and tables, use appropriate function notation, identify domain and range of functions. 			
<p>MATH 050-01 Elementary Algebra <u>Student Learning Outcomes:</u> Students will be able to:</p> <ol style="list-style-type: none"> 1) apply elementary algebra concepts to model real-life situations using formulas, 			

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<p>table of values, equations and graphs; 2) simplify algebraic expressions and solve linear, square root, quadratic and polynomial equations and inequalities; and 3) simplify, combine and factor polynomial expressions and solve polynomial equations and inequalities.</p>			
<p>MATH 050-02 Elementary Algebra STUDENT LEARNING OUTCOMES: The students will know and/or be able to:</p> <ul style="list-style-type: none"> ▪ apply elementary algebra concepts to model real-life situations using formulas, a table of values, equations and/or graphs. ▪ simplify algebraic expressions and solve linear, square root, quadratic, polynomial and systems of 2x2 equations. ▪ simplify, combine and factor quadratic expressions and solve quadratic equations by factoring. 			
<p>MATH 050-03 Elementary Algebra Course Objectives: (Upon completion of this course, students will be able to:)</p> <ol style="list-style-type: none"> a. Employ knowledge of writing as a process for discovering, organizing, and communicating ideas. b. Demonstrate competence at developing, organizing, and expressing ideas in paragraph and essay form. c. Apply knowledge of the standard rules of grammar, punctuation, and mechanics in writing responses. d. Make use of basic vocabulary and style. 			

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<p>e. Demonstrate proficiency using the dictionary and other reference materials, including electronic sources in and out of the library.</p> <p>f. Compose simple, organized responses to readings.</p> <p>g. Participate in class discussions and assigned projects.</p> <p>h. Employ the knowledge of fundamental study skills and learning habits.</p> <p>i. Type properly formatted writing assignments.</p>			
<p>MATH 050-03 Elementary Algebra Student Learning Outcomes: The students will know and/or be able to:</p> <ul style="list-style-type: none"> • apply elementary algebra concepts to model real-life situations using formulas, a table of values, equations and/or graphs. • simplify algebraic expressions and solve linear, square root, quadratic, polynomial and systems of 2x2 equations. • simplify, combine and factor quadratic expressions and solve quadratic equations by factoring. 			
<p>MATH 050-04 Elementary Algebra Student Learning Outcomes: The students will know and/or be able to:</p> <ul style="list-style-type: none"> • apply elementary algebra concepts to model real-life situations using formulas, a table of values, equations and/or graphs. • simplify algebraic expressions and solve linear, square root, quadratic, 			

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<p>polynomial and systems of 2x2 equations.</p> <ul style="list-style-type: none"> • simplify, combine and factor quadratic expressions and solve quadratic equations by factoring. 			
<p>MATH 050-05 Elementary Algebra Student Learning Outcomes: The students will know and/or be able to:</p> <ul style="list-style-type: none"> • apply elementary algebra concepts to model real-life situations using formulas, a table of values, equations and/or graphs. • simplify algebraic expressions and solve linear, square root, quadratic, polynomial and systems of 2x2 equations. • simplify, combine and factor quadratic expressions and solve quadratic equations by factoring. 			
<p>MATH 050-06 Elementary Algebra <u>Student Learning Outcomes: The students will know and/or be able to:</u></p> <ol style="list-style-type: none"> i. apply elementary algebra concepts to model real-life situations using formulas, a table of values, equations and/or graphs. ii. simplify algebraic expressions and solve linear, square root, quadratic, polynomial and systems of 2x2 equations. iii. simplify, combine and factor quadratic expressions and solve quadratic equations by factoring. 			
<p>MATH 057-01 Pre-Algebra Course Objectives: <i>(Upon completion of this</i></p>			

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<p><i>course, students will be able to:)</i></p> <ul style="list-style-type: none"> a. Add, subtract, multiply and divide whole numbers, fractions and decimals. b. Solve simple one-step equations using the four basic operations with whole numbers, integers, fractions, and decimals. c. Solve applied problems involving operations of numbers. d. Write and evaluate exponential notation for products. e. Simplify numerical and algebraic expressions using the rules for order of operations. f. Find the absolute value of an integer and compare integers using $<$ and $>$ symbols. g. Add, subtract, multiply, divide and simplify powers of integers. h. Evaluate algebraic expressions using integers, fractions and decimals. i. Simplify algebraic expressions by using the basic properties of algebra: commutative, associative, distributive, identity and inverse. j. Model problems using equations with integers, whole numbers, fractions and decimals. k. Simplify numerical expressions involving fractions and decimals, including mixed numbers and improper fractions. l. Solve equations with two or more variable terms. m. Extract and interpret data from tables, pictographs, bar graphs and line graphs. 			
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<p>n. Draw pictographs, bar graphs and line graphs.</p> <p>o. Plot a point, given its coordinates.</p> <p>p. Find coordinates, given a point.</p> <p>q. Determine the quadrant in which a point lies.</p> <p>r. Determine whether an ordered pair is a solution of an equation with two variables.</p> <p>s. Find solutions of equations in two variables.</p> <p>t. Graph linear equations in two variables.</p> <p>u. Graph equations for horizontal or vertical lines.</p> <p>v. Find the mean, median and mode of a set of numbers and solve applied problems involving mean, median and mode.</p> <p>w. Compare two sets of data using their means.</p> <p>x. Make predictions from a set of data using interpolation or extrapolation.</p> <p>y. Calculate the probability of an event occurring.</p> <p>z. Simplify and apply ratios and rates.</p> <p>aa. Solve applied problems involving proportions.</p> <p>bb. Convert between fraction, decimal and percent notation.</p> <p>cc. Use percents, proportions and equations to solve applied problems involving increase and decrease, sales tax, commission, discount, simple and compound interest.</p> <p>dd. Conversion of American and metric units</p>			
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<p>of measure, including length, weight, capacity and temperature.</p> <p>ee. Find the area and perimeter of geometric figures.</p> <p>ff. Find the circumference, area, radius, or diameter of a circle given the length of a radius or a diameter.</p> <p>gg. Find the volume of a rectangular solid, a cylinder, and a sphere.</p> <p>hh. Convert from one unit of capacity to another.</p> <p>ii. Solve applied problems involving volume and capacity.</p> <p>jj. Name an angle in six different ways and given an angle, measure it with a protractor.</p> <p>kk. Classify an angle as right, straight, acute, or obtuse.</p> <p>ll. Identify vertical, complementary, and supplementary angles and find the measure of a complement or a supplement.</p> <p>mm. Given two of the angle measures of a triangle, find the third.</p> <p>nn. Classify a triangle as equilateral, isosceles, or scalene, and as right, obtuse, or acute.</p> <p>oo. Simplify and approximate square roots.</p> <p>pp. Given the lengths of any two sides of a right triangle, find the length of the third side.</p> <p>qq. Solve applied problems involving right triangles.</p> <p>rr. Make conversions and solve applied problems concerning medical dosages.</p>			
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<p>ss. Apply learned principles and skills to new situations in addition to situations that mimic those on the homework and those shown in class.</p>			
<p>MATH 057-02 Pre-Algebra DETAILED COURSE OBJECTIVES: Upon successful completion of this class, the student will be able to</p> <ul style="list-style-type: none"> a. Add, subtract, multiply and divide whole numbers, fractions and decimals. b. Solve simple one-step equations using the four basic operations with whole numbers, integers, fractions, and decimals. c. Solve applied problems involving operations of numbers. d. Write and evaluate exponential notation for products. e. Simplify numerical and algebraic expressions using the rules for order of operations. f. Find the absolute value of an integer and compare integers using $<$ and $>$ symbols. g. Add, subtract, multiply, divide and simplify powers of integers. h. Evaluate algebraic expressions using integers, fractions and decimals. <ul style="list-style-type: none"> i. Simplify algebraic expressions by using the basic properties of algebra: commutative, associative, distributive, identity and inverse. j. Model problems using equations with integers, whole numbers, fractions and decimals. 			

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<p>k. Simplify numerical expressions involving fractions and decimals, including mixed numbers and improper fractions.</p> <p>l. Solve equations with two or more variable terms.</p> <p>m. Extract and interpret data from tables, pictographs, bar graphs and line graphs.</p> <p>n. Draw pictographs, bar graphs and line graphs.</p> <p>o. Plot a point, given its coordinates.</p> <p>p. Find coordinates, given a point.</p> <p>q. Determine the quadrant in which a point lies.</p> <p>r. Determine whether an ordered pair is a solution of an equation with two variables.</p> <p>s. Find solutions of equations in two variables.</p> <p>t. Graph linear equations in two variables.</p> <p>u. Graph equations for horizontal or vertical lines.</p> <p>v. Find the mean, median and mode of a set of numbers and solve applied problems involving mean, median and mode.</p> <p>w. Compare two sets of data using their means.</p> <p>x. Make predictions from a set of data using interpolation or extrapolation.</p> <p>y. Calculate the probability of an event occurring.</p> <p>z. Simplify and apply ratios and rates.</p>			
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<p>aa. Solve applied problems involving proportions.</p> <p>bb. Convert between fraction, decimal and percent notation.</p> <p>cc. Use percents, proportions and equations to solve applied problems involving increase and decrease, sales tax, commission, discount, simple and compound interest.</p> <p>dd. Conversion of American and metric units of measure, including length, weight, capacity and temperature.</p> <p>ee. Find the area and perimeter of geometric figures.</p> <p>ff. Find the circumference, area, radius, or diameter of a circle given the length of a radius or a diameter.</p> <p>gg. Find the volume of a rectangular solid, a cylinder, and a sphere.</p> <p>hh. Convert from one unit of capacity to another.</p> <p>ii. Solve applied problems involving volume and capacity.</p> <p>jj. Name an angle in six different ways and given an angle, measure it with a protractor.</p> <p>kk. Classify an angle as right, straight, acute, or obtuse.</p> <p>ll. Identify vertical, complementary, and supplementary angles and find the measure of a complement or a supplement.</p> <p>mm. Given two of the angle measures of a triangle, find the third.</p> <p>nn. Classify a triangle as equilateral,</p>			
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<p>isosceles, or scalene, and as right, obtuse, or acute.</p> <p>oo. Simplify and approximate square roots.</p> <p>pp. Given the lengths of any two sides of a right triangle, find the length of the third side.</p> <p>qq. Solve applied problems involving right triangles.</p> <p>rr. Make conversions and solve applied problems concerning medical dosages.</p> <p>ss. Apply learned principles and skills to new situations in addition to situations that mimic those on the homework and those shown in class.</p>			
<p>MATH 057-03 Pre-Algebra General student learning outcomes upon successful completion of the class: The student will be able to:</p> <ol style="list-style-type: none"> 1) Work with numbers and variables from the basic number sets. 2) Use properties and rules of mathematics to solve problems. 3) Work with various units of measure. 4) Apply simple concepts of geometry. 			
<p>MATH 057-04 Pre-Algebra DETAILED COURSE OBJECTIVES: Upon successful completion of this class, the student will be able to</p> <ol style="list-style-type: none"> a. Add, subtract, multiply and divide whole numbers, fractions and decimals. b. Solve simple one-step equations using the four basic operations with whole numbers, integers, fractions, and decimals. 			

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<p>c. Solve applied problems involving operations of numbers.</p> <p>d. Write and evaluate exponential notation for products.</p> <p>e. Simplify numerical and algebraic expressions using the rules for order of operations.</p> <p>f. Find the absolute value of an integer and compare integers using $<$ and $>$ symbols.</p> <p>g. Add, subtract, multiply, divide and simplify powers of integers.</p> <p>h. Evaluate algebraic expressions using integers, fractions and decimals.</p> <p>i. Simplify algebraic expressions by using the basic properties of algebra: commutative, associative, distributive, identity and inverse.</p> <p>j. Model problems using equations with integers, whole numbers, fractions and decimals.</p> <p>k. Simplify numerical expressions involving fractions and decimals, including mixed numbers and improper fractions.</p> <p>l. Solve equations with two or more variable terms.</p> <p>m. Extract and interpret data from tables, pictographs, bar graphs and line graphs.</p> <p>n. Draw pictographs, bar graphs and line graphs.</p> <p>o. Plot a point, given its coordinates.</p> <p>p. Find coordinates, given a point.</p> <p>q. Determine the quadrant in which a</p>			
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<p>point lies.</p> <p>r. Determine whether an ordered pair is a solution of an equation with two variables.</p> <p>s. Find solutions of equations in two variables.</p> <p>t. Graph linear equations in two variables.</p> <p>u. Graph equations for horizontal or vertical lines.</p> <p>v. Find the mean, median and mode of a set of numbers and solve applied problems involving mean, median and mode.</p> <p>w. Compare two sets of data using their means.</p> <p>x. Make predictions from a set of data using interpolation or extrapolation.</p> <p>y. Calculate the probability of an event occurring.</p> <p>z. Simplify and apply ratios and rates.</p> <p>aa. Solve applied problems involving proportions.</p> <p>bb. Convert between fraction, decimal and percent notation.</p> <p>cc. Use percents, proportions and equations to solve applied problems involving increase and decrease, sales tax, commission, discount, simple and compound interest.</p> <p>dd. Conversion of American and metric units of measure, including length, weight, capacity and temperature.</p> <p>ee. Find the area and perimeter of geometric figures.</p>			
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<p>ff. Find the circumference, area, radius, or diameter of a circle given the length of a radius or a diameter.</p> <p>gg. Find the volume of a rectangular solid, a cylinder, and a sphere.</p> <p>hh. Convert from one unit of capacity to another.</p> <p>ii. Solve applied problems involving volume and capacity.</p> <p>jj. Name an angle in six different ways and given an angle, measure it with a protractor.</p> <p>kk. Classify an angle as right, straight, acute, or obtuse.</p> <p>ll. Identify vertical, complementary, and supplementary angles and find the measure of a complement or a supplement.</p> <p>mm. Given two of the angle measures of a triangle, find the third.</p> <p>nn. Classify a triangle as equilateral, isosceles, or scalene, and as right, obtuse, or acute.</p> <p>oo. Simplify and approximate square roots.</p> <p>pp. Given the lengths of any two sides of a right triangle, find the length of the third side.</p> <p>qq. Solve applied problems involving right triangles.</p> <p>rr. Make conversions and solve applied problems concerning medical dosages.</p> <p>ss. Apply learned principles and skills to new situations in addition to situations that mimic those on the homework and those</p>			
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shown in class.			
<p>MATH 057-05 Pre-Algebra DETAILED COURSE OBJECTIVES: Upon successful completion of this class, the student will be able to</p> <ul style="list-style-type: none"> a. Add, subtract, multiply and divide whole numbers, fractions and decimals. b. Solve simple one-step equations using the four basic operations with whole numbers, integers, fractions, and decimals. c. Solve applied problems involving operations of numbers. d. Write and evaluate exponential notation for products. e. Simplify numerical and algebraic expressions using the rules for order of operations. f. Find the absolute value of an integer and compare integers using $<$ and $>$ symbols. g. Add, subtract, multiply, divide and simplify powers of integers. h. Evaluate algebraic expressions using integers, fractions and decimals. <ul style="list-style-type: none"> i. Simplify algebraic expressions by using the basic properties of algebra: commutative, associative, distributive, identity and inverse. j. Model problems using equations with integers, whole numbers, fractions and decimals. k. Simplify numerical expressions involving fractions and decimals, including mixed numbers and improper 			

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<p>fractions.</p> <p>l. Solve equations with two or more variable terms.</p> <p>m. Extract and interpret data from tables, pictographs, bar graphs and line graphs.</p> <p>n. Draw pictographs, bar graphs and line graphs.</p> <p>o. Plot a point, given its coordinates.</p> <p>p. Find coordinates, given a point.</p> <p>q. Determine the quadrant in which a point lies.</p> <p>r. Determine whether an ordered pair is a solution of an equation with two variables.</p> <p>s. Find solutions of equations in two variables.</p> <p>t. Graph linear equations in two variables.</p> <p>u. Graph equations for horizontal or vertical lines.</p> <p>v. Find the mean, median and mode of a set of numbers and solve applied problems involving mean, median and mode.</p> <p>w. Compare two sets of data using their means.</p> <p>x. Make predictions from a set of data using interpolation or extrapolation.</p> <p>y. Calculate the probability of an event occurring.</p> <p>z. Simplify and apply ratios and rates.</p> <p>aa. Solve applied problems involving proportions.</p> <p>bb. Convert between fraction, decimal</p>			
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<p>and percent notation.</p> <p>cc. Use percents, proportions and equations to solve applied problems involving increase and decrease, sales tax, commission, discount, simple and compound interest.</p> <p>dd. Conversion of American and metric units of measure, including length, weight, capacity and temperature.</p> <p>ee. Find the area and perimeter of geometric figures.</p> <p>ff. Find the circumference, area, radius, or diameter of a circle given the length of a radius or a diameter.</p> <p>gg. Find the volume of a rectangular solid, a cylinder, and a sphere.</p> <p>hh. Convert from one unit of capacity to another.</p> <p>ii. Solve applied problems involving volume and capacity.</p> <p>jj. Name an angle in six different ways and given an angle, measure it with a protractor.</p> <p>kk. Classify an angle as right, straight, acute, or obtuse.</p> <p>ll. Identify vertical, complementary, and supplementary angles and find the measure of a complement or a supplement.</p> <p>mm. Given two of the angle measures of a triangle, find the third.</p> <p>nn. Classify a triangle as equilateral, isosceles, or scalene, and as right, obtuse, or acute.</p> <p>oo. Simplify and approximate square</p>			
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<p>roots.</p> <p>pp. Given the lengths of any two sides of a right triangle, find the length of the third side.</p> <p>qq. Solve applied problems involving right triangles.</p> <p>rr. Make conversions and solve applied problems concerning medical dosages.</p> <p>ss. Apply learned principles and skills to new situations in addition to situations that mimic those on the homework and those shown in class.</p>			
<p>MATH 057-06 Pre-Algebra</p> <p>COURSE OBJECTIVES: Upon completion of this course, students will be able to:</p> <p>a. Add, subtract, multiply and divide whole numbers, fractions and decimals.</p> <p>b. Solve simple one-step equations using the four basic operations with whole numbers, integers, fractions, and decimals.</p> <p>c. Solve applied problems involving operations of numbers.</p> <p>d. Write and evaluate exponential notation for products.</p> <p>e. Simplify numerical and algebraic expressions using the rules for order of operations.</p> <p>f. Find the absolute value of an integer and compare integers using $<$ and $>$ symbols.</p> <p>g. Add, subtract, multiply, divide and simplify powers of integers.</p> <p>h. Evaluate algebraic expressions using integers, fractions and decimals.</p> <p>i. Simplify algebraic expressions by using</p>			

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<p>the basic properties of algebra: commutative, associative, distributive, identity and inverse.</p> <p>j. Model problems using equations with integers, whole numbers, fractions and decimals.</p> <p>k. Simplify numerical expressions involving fractions and decimals, including mixed numbers and improper fractions.</p> <p>l. Solve equations with two or more variable terms.</p> <p>m. Extract and interpret data from tables, pictographs, bar graphs and line graphs.</p> <p>n. Draw pictographs, bar graphs and line graphs.</p> <p>o. Plot a point, given its coordinates.</p> <p>p. Find coordinates, given a point.</p> <p>q. Determine the quadrant in which a point lies.</p> <p>r. Determine whether an ordered pair is a solution of an equation with two variables.</p> <p>s. Find solutions of equations in two variables.</p> <p>t. Graph linear equations in two variables.</p> <p>u. Graph equations for horizontal or vertical lines.</p> <p>v. Find the mean, median and mode of a set of numbers and solve applied problems involving mean, median and mode.</p> <p>w. Compare two sets of data using their means.</p> <p>x. Make predictions from a set of data</p>			
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<p>using interpolation or extrapolation.</p> <p>y. Calculate the probability of an event occurring.</p> <p>z. Simplify and apply ratios and rates.</p> <p>aa. Solve applied problems involving proportions</p> <p>bb. Convert between fraction, decimal and percent notation.</p> <p>cc. Use percents, proportions and equations to solve applied problems involving increase and decrease, sales tax, commission, discount, simple and compound interest.</p> <p>dd. Conversion of American and metric units of measure, including length, weight, capacity and temperature.</p> <p>ee. Find the area and perimeter of geometric figures.</p> <p>ff. Find the circumference, area, radius, or diameter of a circle given the length of a radius or a diameter.</p> <p>gg. Find the volume of a rectangular solid, a cylinder, and a sphere.</p> <p>hh. Convert from one unit of capacity to another.</p> <p>ii. Solve applied problems involving volume and capacity.</p> <p>jj. Name an angle in six different ways and given an angle, measure it with a protractor.</p> <p>kk. Classify an angle as right, straight, acute, or obtuse.</p> <p>ll. Identify vertical, complementary, and supplementary angles and find the measure of a complement or a</p>			
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<p>supplement.</p> <p>mm. Given two of the angle measures of a triangle, find the third.</p> <p>nn. Classify a triangle as equilateral, isosceles, or scalene, and as right, obtuse, or acute.</p> <p>oo. Simplify and approximate square roots.</p> <p>pp. Given the lengths of any two sides of a right triangle, find the length of the third side.</p> <p>qq. Solve applied problems involving right triangles</p> <p>rr. Make conversions and solve applied problems concerning medical dosages.</p> <p>ss. Apply learned principles and skills to new situations in addition to situations that mimic those on the homework and those shown in class.</p>			
<p>MATH 057-07 Pre-Algebra Student Learning Outcomes:</p> <ul style="list-style-type: none"> ➤ Develop computing skills in the basic operations of $+$, $-$, \times, \div with whole numbers and common and decimal fractions. ➤ Develop skills in solving basic equations and fundamental applications. ➤ Develop basic understanding in concepts of ratios, metric system, geometric figures, and percent. 			
<p>MATH 097-01 Mathematics Supplementary Laboratory</p>			
<p>MATH 098-01 Mathematics Supplementary Laboratory</p>			

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<u>Military Academic Skills Program (MASP) SLOs</u>			
<p>DE 300A Basic College Mathematics</p> <ul style="list-style-type: none"> • Correctly apply the Real Number System to the four operations addition, subtraction, multiplication, division, and the rational number set as demonstrated on the TABE test on or above a 10.2 • Answer questions correctly in Business and Consumer Applications by use of the Basic Percent Equation and the Simple Interest Formula as well as questions • Interpret and draw conclusion in an introduction to Statics and Probability by the use of graphs • Demonstrate an understanding of the principles of work, energy and power while using the Metric System measurement of length, mass, capacity and times as well as the ability to navigate between the U.S. Customary System by the use of conversation rates • Ability to solve First Order Equations as an Introduction to Algebra and to translate verbal expression into algebraic Equations • Interpret questions involving basic known geometric shapes as an Introduction to Geometry by correctly calculating perimeter, area, and volume as well as applying Pythagorean's Theorem 			

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<p>DE 300A Language Skills</p> <ul style="list-style-type: none"> • Correctly apply the Real Number System to the four operations addition, subtraction, multiplication, division, and the rational number set as demonstrated on the TABE test on or above a 10.2 • Answer questions correctly in Business and Consumer Applications by use of the Basic Percent Equation and the Simple Interest Formula as well as questions • Interpret and draw conclusion in an introduction to Statics and Probability by the use of graphs • Demonstrate an understanding of the principles of work, energy and power while using the Metric System measurement of length, mass, capacity and times as well as the ability to navigate between the U.S. Customary System by the use of conversation rates • Ability to solve First Order Equations as an Introduction to Algebra and to translate verbal expression into algebraic Equations • Interpret questions involving basic known geometric shapes as an Introduction to Geometry by correctly calculating perimeter, area, and volume as well as applying Pythagorean's Theorem 			
<p>DE 302, 305, 308 English as a Second Language</p>			

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<p>I. <u>Beginning English Learners</u> <i>(Upon completion of this course, students will be able to :</i> Recognize and pronounce all consonants, vowels, and blends of the International Phonetic Alphabet.</p> <ol style="list-style-type: none"> a. Expand English vocabulary and demonstrate mastery through formal and informal conversation, reading, writing, and correct spelling. b. By reading basic vocabulary words, demonstrate knowledge of syllabication rules, phonics, and regular and irregular plurals. c. Read simple vocabulary, phrases, and sentences independently. d. Recognize and correctly pronounce most English phonemes while reading aloud. e. Respond with simple words or phrases to questions from readings. f. Retell stories using proper English language. g. Communicate basic needs in social and academic settings. <p>II. <u>Intermediate/and Advanced English Learners</u> <i>(Upon completion of this course, students will be able to:)</i> Ask and answer questions using phrases or simple sentences.</p> <ol style="list-style-type: none"> a. Orally communicate basic needs. b. Restate in simple sentences the main idea of an article or story. 			
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<p>c. Prepare and deliver short oral presentations.</p> <p>d. Restate and execute multi-step oral directions.</p> <p>e. Pronounce most English phonemes correctly while reading their own writing, simple sentences, or academic texts.</p> <p>f. Identify and correctly use regular and irregular plurals.</p> <p>g. Use a standard dictionary to determine meaning of unknown words.</p> <p>h. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p>i. Independently write short paragraphs following a model.</p> <p>j. Use common verbs, nouns, and high frequency modifiers in simple sentences.</p> <p>k. Based on a model, write a personal letter.</p>			
<p>DE 0316 Reading Development The student will know and/or be able to:</p> <ul style="list-style-type: none"> ➤ Determine word meanings by identifying letter sounds, syllables, prefixes, suffixes, and root words as well as using context clues and a dictionary, ➤ Apply reading skills to practical, daily, personal, and professional activities, 			

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<ul style="list-style-type: none"> ➤ Establish specific strategies to increase comprehension of general concepts in academic subjects with 68 % accuracy on worksheets and tests. 			
<p>DE 320: American Literature Student Learning Outcomes: The student will know or be able to:</p> <ul style="list-style-type: none"> ➤ Compare and contrast various types of literary documents between 1620 to present time within American history ,including diary entries, poems, pamphlets, myths and short stories with 68% accuracy or greater on worksheets and tests. 			
<p>DE 332: PRE-ALGEBRA</p> <ul style="list-style-type: none"> ➤ Apply basic algebraic and arithmetic concepts to model real-life situations using whole numbers, fractions, decimals, mixed numbers, percents and integers, ➤ Use basic properties of algebra to solve simple equations, ➤ Use formulas to find perimeter, area, and volume of geometric figures, ➤ Use graphing techniques to graph and analyze data on a number line or coordinate system (e.g. x-y graph, bar graph, circle graph) with 68% accuracy or greater on worksheets and tests. 			
<p>DE 340: WORLD GEOGRAPHY AND CULTURES</p>			

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<p>The student will know or be able to</p> <ul style="list-style-type: none"> ➤ Explain fundamental concepts and themes of geography, ➤ Define and describe concepts faced in global culture, ➤ Describe the geographic location, climatic features, natural resources, cultures, and religions of areas of the United States, Canada, Mexico, Central America, the Caribbean, South America, Europe, Russia, Africa, the Middle East, the Indian subcontinent, Asia, Australia, New Zealand, the Pacific Islands, and Antarctica <p>with 68 % accuracy on worksheets and tests.</p>			
<p>DE 354: ART HISTORY</p> <p>The student will know and/or be able to:</p> <ul style="list-style-type: none"> ➤ Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art ➤ Compare the materials, technologies, media, and processes of visual arts ➤ Describe the function and meaning of specific art objects with varied cultures, times, and places ➤ Differentiate among a variety of historical and cultural characteristics of visual arts in terms of characteristics and purposes of works of art with 68 % accuracy or greater on worksheets and tests. 			

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<p>DE 368: ENVIRONMENTAL SCIENCE The student will know and/or be able to:</p> <ul style="list-style-type: none"> ➤ Demonstrate understanding of introductory Environmental Science concepts dealing with environmental change, relationships within ecosystems, energy sources, natural resources, and sustainability with 68 % accuracy or greater on worksheets and tests. 			
<p>DE 380: EVERYDAY LIFE SKILLS The student will know and/or be able to:</p> <ul style="list-style-type: none"> ➤ Demonstrate comprehension of concepts involved in a healthy lifestyle, household management, safety, nutrition, fitness, financial responsibility, basic computer technology, job readiness and career exploration, educational options with 68 % accuracy on worksheets and tests. 			
<p>DE 382: CAREER PLANNING The student will know and/or be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locate, evaluate, and interpret career information, <input type="checkbox"/> Demonstrate job-readiness skills, <input type="checkbox"/> Demonstrate awareness of educational and training needed to achieve career goals with 68 % accuracy or greater on worksheets and tests. 			
<p>DE 386: COMPUTER KEYBOARDING The student will know or be able to</p>			

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<ul style="list-style-type: none"> ➤ Demonstrate mastery of keyboard strokes. ➤ Improve accurate touch-typing rate with 68 % accuracy or better as demonstrated on lesson reports. 			
<u>MUSIC PROGRAM SLOs</u>			
<u>MUSIC COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>MUS 10-01 Introduction to Music STUDENT LEARNING OUTCOME: NOTE: these are in the Syllabus. Students will be able to recognize musical style periods after listening to pre-recorded musical examples.</p> <p>COURSE OBJECTIVES</p> <ol style="list-style-type: none"> 1. Define basic musical terms related to rhythm, melody, harmony, texture, tone color and form. 2. Identify and analyze musical forms, such as theme and variations and sonata-allegro. 3. Define musical genres, such as art song, opera, symphony, and concerto. 4. Define terms relating to musical styles, forms, and genres. 5. Describe and compare the characteristics of Western art music from the different style periods in terms of instrumentation, texture, rhythm, melody, harmony, form, dynamics, and function. 6. Identify by ear instruments of the orchestra. 			

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<p>7. Identify by ear various approaches to thematic development such as period structure and imitation.</p> <p>8. Identify by ear various genres, such as symphony, concerto, opera, and art song.</p> <p>9. Identify by ear examples of music from the main style periods of Western art music.</p> <p>10. Identify by ear works by famous composers.</p>			
<p>MUS 005-01-03 History of Rock and Roll Student Learning Objectives (SLO): The student will:</p> <ol style="list-style-type: none"> 1. Distinguish historical styles and characteristics of all documented periods of rock history. 2. Verbally and in writing discuss personal reaction to rock music using knowledge of the elements of rock music. 3. Describe the transformation of rhythm and blues, rock 'n roll, rock, British invasions, psychedelic, heavy metal, punk, and new wave styles. 4. Write about/discuss the cultural differences found in the 57+ years of rock history. 5. Demonstrate an understanding of the cultural influences of the hip-hop generation 6. Compare/contrast American influences on rock, hip-hop, and rap in other cultures. 7. Attend a live rock concert (if available) or write two research papers. 			

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<u>NATURAL RESOURCES PROGRAM SLOs</u>			
<u>NATURAL RESOURCES COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>NR001-01 Conservation of Natural Resources Upon successful completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the evolution of scientific processes and concepts as they relate to understanding our environment. 2. Compare and contrast matter, energy, life, evolution, biological communities, species interactions, biodiversity, biomes, and global patterns of life. 3. Identify theories or processes relating to the origin and evolution of life, population diversity, environmental health, food and agriculture, pest control, and toxicology. 4. Identify theories or processes relating to the formation of natural resources such as air, weather and climate, water and soil, and the sustainability and/or pollution of said resources. 5. Identify sources of conventional energy; sustainable energy; solid, toxic, and hazardous wastes; and the implementation of planning, environmental policy, and laws to 			

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<p style="text-align: center;">ensure global sustainability.</p> <p>Conditions under which students will demonstrate competency: The competence will be demonstrated through objective tests, essays, and assignments</p> <p>Rubric for Scoring: Excellent (A): Solution is correct; appropriate relations and principles were applied; logical, clear, and well-organized solution includes the fundamental ideas and equations where necessary. Good (B): Solution is correct; appropriate relations and principles were applied; statements are fairly clear. Average (C): Solution is correct but lacking minor points; appropriate relations were applied to some extent; answer is somewhat disorganized. Below Average (D): Solution is close but missing many major concepts; appropriate relations were not applied; answer is vague. Fail (F): Solution is not correct; approach to the problem is incorrect.</p>											
PHILOSOPHY PROGRAM SLOs											
Ability to fairly and accurately articulate and evaluate both sides of important contemporary issues											
Cognizance of the contributions of diverse groups											
Demonstrate the skills and motivation to actively pursue a life of questioning											
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Core Competency</td> <td style="width: 75%;">Program elements that contribute to/teach core competencies</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Communication skills</td> </tr> <tr> <td style="padding: 5px;">☑ Ability to write research paper</td> <td style="padding: 5px;">☑ Research papers assigned in Phil 6, 8, and 12</td> </tr> <tr> <td style="padding: 5px;">☑ Ability to articulate verbally results of class research</td> <td style="padding: 5px;">☑ Presentation of fallacies located in media discourse, advertisements, etc. in Phil 10; group presentation of collective research project in</td> </tr> </table>				Core Competency	Program elements that contribute to/teach core competencies	Communication skills		☑ Ability to write research paper	☑ Research papers assigned in Phil 6, 8, and 12	☑ Ability to articulate verbally results of class research	☑ Presentation of fallacies located in media discourse, advertisements, etc. in Phil 10; group presentation of collective research project in
Core Competency	Program elements that contribute to/teach core competencies										
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project	Phil 12; individual presentations on ethnic/religious/family death rituals in Phil 13.
☑ Effective use of visual Media	☑ Use of PowerPoint presentations in Phil 10 and Phil 12 group projects.
Critical thinking skills	
☑ Ability to analyze effective arguments	☑ Written group and individual exercises requiring analysis of arguments in Phil 10; discussion of thesis topics and evidence in Phil 8 and 12.
☑ Synthesize and evaluate theories	☑ Focused discussions on philosophical theories in Phil 6, 8, 9, 12, 13, and 14.
☑ Defend an ethical position with evidence	☑ Class discussions on moral issues such as euthanasia and abortion in Phil 6, 13, and 14.
☑ Use of appropriate sources	☑ Discussions in class on authoritative vs. suspect Internet sources in Phil 6, 8, 12, and 14.
Ethics	
☑ Practice in reasoned vs. Emotional discussions	☑ Frequent analysis of clarity of reasoning in Phil 6, 10, 13, and 14.
☑ Application of ancient, medieval, modern, and contemporary ethical theories to current issues	☑ Adoption of philosophers' perspectives to respond to modern issues in written and oral class exercises in Phil 6, 8, and 14.
Personal development	
☑ Articulate how student will handle end-of-life issues in advance of a crisis	☑ Written journal responses to critically examine formation of students' attitudes on death in Phil 13.
☑ Demonstrate confidence in growth of ability to argue effectively	☑ Group presentations in Phil 10; discussions of medical ethics in Phil 13 and 14.
☑ Produce a journal containing personal information to preserve detailed family history and personal observations	☑ Write a detailed journal in Phil 13 to communicate with yet-to-be-born family members; individual analysis and reflection on personal responses to death.
Information competency	
☑ Develop proficiency in	☑ Write research papers in Phil 6, 8, 9, 12, and 14 using MLA or

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use of computer to produce essays and research papers <input type="checkbox"/> Conduct Internet searches for class-related information <input type="checkbox"/> Formulate research questions	APA styles. <input type="checkbox"/> In class, or on own computers, students supplement text with additional Internet sources in Phil 6, 8, 9, 10, 12, 13, and 14. <input type="checkbox"/> Class discussions of framing questions that must be supported with appropriate evidence in Phil 6, 8, 10, and 12.		
<u>PHILOSOPHY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
PHIL 006-01 Introduction to Philosophy Student Learning Outcomes: Students who successfully complete this course will have demonstrated their recognition and basic understanding of the philosophic projects of great thinkers and of the relevance of these projects to our everyday lives.			
PHIL 008-01 Philosophy from Ancient Times to the Renaissance Student Learning Outcomes: Students who successfully complete this course will have demonstrated their recognition and basic understanding of the philosophic projects of great thinkers of antiquity and the Middle Ages and of the relevance of these projects to our everyday lives.			
PHIL 010-01 General Logic Student Learning Outcomes: This course should enhance your ability to think critically and construct strong arguments. By the end of the semester, I hope that you will have gained a heightened appreciation for the complexity of language, and that you will be able to recognize fallacies in arguments presented by politicians, advertisers, and the media in general. Your progress in this will be demonstrated by intensive analysis of			

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<p>class and individual exercises, as well as exams designed to test your ability to recognize specific fallacies. As a culminating activity, your group will find examples of fallacious reasoning and present this material to the class on December 6. We will discuss the nature of these presentations soon after the midterm exam on September 27.</p>			
<p>PHIL 012-01 Religions of the World Student Learning Objectives: During the course of this semester, you will identify the various doctrines and practices of the world religions; note the similarities and differences between religions; and reflect upon how historical and economic forces affect the development of religion. Your progress toward these learning outcomes will be assessed by your participation in class discussions (formal and informal), by your quiz/test scores, and by your ability to produce clear arguments in your paper or project.</p>			
<p>PHIL 013-02 Perspective on Death and Dying STUDENT LEARNING OUTCOMES: By the end of the semester, your familiarity with end-of-life issues and knowledge of death rites and beliefs of different cultures will grow. In addition, you will likely find that some of your <i>own</i> feelings and beliefs about death will alter.</p>	<p>Your performance on the class's two exams will verify that you have mastered this material, and your journal (deathography) entries will be further evidence that you have considered whether other peoples' death rituals help deepen your understanding of why you hold the beliefs you do.</p>		
<p>PHIL 013-02 Perspective on Death and Dying STUDENT LEARNING OUTCOMES: By the</p>	<p>Your performance on the class's two exams will verify that you have mastered this material, and your journal (deathography) entries will be</p>		

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<p>end of the semester, your familiarity with end-of-life issues and knowledge of death rites and beliefs of different cultures will grow. In addition, you will likely find that some of your <i>own</i> feelings and beliefs about death will alter.</p>	<p>further evidence that you have considered whether other peoples' death rituals help deepen your understanding of why you hold the beliefs you do.</p>		
<u>PHYSICAL EDUCATION PROGRAM SLOs</u>			
<u>PHYSICAL EDUCATION COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>PE 091-01 Volleyball Student Learning Outcomes: Upon successful completion of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Recognize and demonstrate correct mechanical techniques for the performance of volleyball skills. 2. Understand and apply properly the rules and offensive and defensive strategies of the game. 3. Demonstrate an appreciation of the sport and its history. 4. Demonstrate an understanding of safety and injury prevention. 5. Demonstrate character and sportsmanship. 	<p>These outcomes will be measured by subjective evaluation of the student by the instructor, successful completion of activities presented during class, and completion of the written research project:</p> <p>Write a 250 to 500 word paper including the history, description of the sport, and popularity including levels of competition. Include a title and reference page (Bibliography) with at least 3 references. Due date: Thursday, September 30, 2010</p>		
<p>PE 043-01 Badminton Student Learning Outcomes: Upon successful completion of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Recognize and demonstrate correct mechanical techniques of basic badminton skills. 	<p>These outcomes will be measured by subjective evaluation of the student by the instructor, successful completion of activities presented during class, and completion of the written research project:</p> <p>Write a 250 to 500 word paper including the</p>		

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<ol style="list-style-type: none"> 2. Understand and apply the rules and strategies of the sport. 3. Demonstrate an appreciation of the sport and its history. 4. Demonstrate an understanding of safety and injury prevention. 5. Demonstrate character and sportsmanship. 	<p>history, description of the sport, and popularity including levels of competition. Include a title and reference page (Bibliography) with at least 3 references. Due date: Thursday, September 30, 2010</p>		
<p>PE 045-01, 02 Basketball Course Objectives:</p> <ol style="list-style-type: none"> a. Recognize and demonstrate correct mechanical techniques of basic basketball skills. b. Understand and properly apply the rules and offensive and defensive strategies of the sport. c. Develop an appreciation of the sport. d. Demonstrate an understanding of safety and injury prevention. e. Demonstrate character and sportsmanship f. Demonstrate a higher physical fitness level. 			
<p>PE 062-01 Golf Student Learning Outcomes: Will cover key issues in developing golf skills with emphasis on the rules, etiquette, dress code, terms, scoring, posture, swing techniques and play 9 holes of golf demonstrating all golf skills. Upon completion of course you should be able to understand basic terms and etiquette.</p>			
<p>PE 096-01 Weight Training Student Learning Outcomes: Upon successful completion of this course, you</p>	<p>These outcomes will be measured by subjective evaluation of the student by the instructor, successful completion of activities presented</p>		

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<p>should be able to:</p> <ol style="list-style-type: none"> 1. Display proper form and technique necessary to perform a variety of progressive resistance exercises. 2. Apply the principles of overload and progression properly. 3. Understand the difference between aerobic and anaerobic metabolism. 4. Apply appropriate fitness principles to an exercise program. 5. Understand the etiquette and safety considerations within a weight room environment. 	<p>during class, and completion of the written research project:</p> <p>Write a 250 to 500 word paper describing the components of Aerobic and Anaerobic exercise. Include a title and reference page (Bibliography) with at least 3 references. Due date: Thursday, September 30, 2010</p>		
<p>PE 098 – 01, 02, 03,04,05 Hatha Yoga STUDENT LEARNING OUTCOMES:</p> <ol style="list-style-type: none"> 1. Understand the basic physiology of the body's response to stress and how the techniques of yoga enhance overall physical and mental well-being. 2. Incorporate yoga breathing techniques as a stress management tool and as an effective practice to improve one's capacity to concentrate or focus attention. 3. Demonstrate a basic understanding of moving with the breath and the importance of form, alignment, and efficiency of movement. 4. Understand the components of various breathing techniques for breath awareness and control. 5. Employ a selection of postures to create a individualized approach to the practice. 6. Develop increased mind/body 			

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interaction while focusing on correct form to prevent injury and rehabilitate prior injuries.			
<u>PHYSICS PROGRAM SLOs</u>			
<u>PHYSICS COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>

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<p>H 004A-01 Engineering Physics Student Learning Outcomes: <i>Students will learn the fundamental principles governing the physical world, while developing problem-solving skills.</i></p> <ul style="list-style-type: none"> ◆ Students will understand the general principles of physics. They will compare, contrast and predict physical results of forces based on fundamental physics principles. ◆ Students will demonstrate the ability to solve quantitative problems using a variety of mathematical techniques. ◆ Students will demonstrate a knowledge of the application of fundamental physics principles to real-world events. ◆ Students will demonstrate experience in the theory and interpretation of modern analytical methods. <p><i>Students will develop and utilize effective computer, written and oral communication skills in a scientific setting.</i></p> <ul style="list-style-type: none"> ◆ Students will communicate critical analysis of scientific information through written reports and laboratory notebooks. ◆ Students will effectively communicate scientific information through oral presentations. ◆ Students will use computer technology to gather, process, analyze, and present physical data. ◆ Students will use physics literature and computer resources to gather research 			
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<p>information.</p> <p><i>Students will demonstrate a broad understanding of physics as a central science.</i></p> <ul style="list-style-type: none"> ◆ Students will demonstrate a broad knowledge of all the sub-disciplines of physics. ◆ Students will be able to apply their physical knowledge to solve interdisciplinary problems in other areas of science. ◆ Students will recognize the role of physics in real-world issues. <p><i>Students will gain experience in a variety of laboratory techniques to safely conduct physics experiments and procedures.</i></p> <ul style="list-style-type: none"> ● Students will be able to independently perform accurate quantitative measurements, interpret experimental results, perform calculations on these results and draw a reasonable, accurate conclusion. ● Students will be able to design an experimental procedure. ● Students will demonstrate knowledge of proper use of modern physics equipment. ● Students will observe safe practices in the laboratory and will know how to respond in an emergency. Students will learn to gather hazardous materials information and will recognize and respond properly to potential hazards present in the modern physics 		
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laboratory.			
<p>PH 005-01 Computer Programming 1: C++ for the Sciences and Engineering <i>CS 089: C++ Programming Student Learning Objectives (SLOs)</i> Upon completion of this class the student will be able to:</p> <ol style="list-style-type: none"> 1. Design, write, and debug C++ programming using the principles of structured programming. 2. Design algorithms based upon assigned specifications. 3. Test and Debug C++ Programs utilizing applicable syntax and relevant logic. 			
<u>POLITICAL SCIENCE PROGRAM SLOs</u>			
<u>POLITICAL SCIENCE COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>PS 001-02 Political Science 1 <u>Course Objective:</u> To provide students with the philosophical historical origins of ideas which influence contemporary society. To enable students to continue the study of National, State and Local government and politics by acquainting them with relevant readings, source materials and research opportunities. To assist students to become more informed and productive citizens of their local, state and national communities. To develop a greater understanding</p>			

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<p>of the working of governments of the United States at all levels (emphasizing in particular the California State Government).</p>			
<p>PS 001-01 Political Science 1 Student Learning Outcomes: In order to meaningfully understand and appreciate the “Student Learning Outcomes –SLOs” that are identified and described below for Political Science 001: “Introduction to Government” as well as the mode and manner by which each is demonstrated and assessed in the performance of each student, it is imperative to understand how the SLOs flow from, manifest and derive intrinsic meaning from both the Institutional Student Learning Outcomes (ISLOs) established by Copper Mountain Community College and the CMC Department of Social Science Goals (D S/S Goals) as formulated by an internal Task Force performing annual “Program Review” for the entire Department.</p>			
<p>PS 001-03 Introduction to Government STUDENT LEARNING OBJECTIVES: Upon successful completion of the course the student will be able to: Trace, analyze, and critically evaluate American political thought from its origins to the present. Name the most significant events in the development of constitutions of the United States and the State of California. Identify the most important intergovernmental relations within the Federal and California State systems of government and explain why these relations</p>			

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<p>are accorded this importance. Define the concept of civil liberties and identify which derive from the Federal system and which from that of the Sate of California. Trace the struggle for equal rights as it has occurred at both the Federal and California state levels; relevant legislation and judicial decisions should be cited and the importance of these critically assessed. Articulate and explain the rights and obligations of citizenship. Identify and critically evaluate the role of political parties and interest groups in the process of government at both the California State and Federal levels. Identify both the ways in which public opinion affects the governmental process and explain how it may develop to the point that it is an influential factor in these processes. Exhibit knowledge of the interrelationship between political campaign, voting behavior and elections. State how the legislative, judicial and executive branches of both the government of the State of California and the Federal system are organized, including the powers which reside in each.</p>			
<p>PS 055-01 Student Leadership Expected Student Learning Outcomes: Demonstrate having successfully executed a campus-wide event. Demonstrate understanding of leadership principles and project management.</p>			

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<p>Demonstrate a cycle of continuous evaluation and improvement.</p> <p>Demonstrate time-management by being dependable.</p> <p>Demonstrate the ability to develop consensus and represent the views of the body (ASCMC) even when the individual's views may differ.</p> <p>*Outcomes will be assessed through peer and instructor evaluation.</p>			
<u>PSYCHOLOGY PROGRAM SLOs</u>			
<u>PSYCHOLOGY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>PSY 001-01 General Psychology</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Apply critical thinking skills to everyday situations using Psychological theories. Group and individual exercises will be graded and returned to the student. 2. Demonstrate an understanding of psychological theory and application by successfully passing the class exams. 3. Demonstrate an understanding of psychological terms and concepts by participating in interactive and experiential homework assignments. Assignments will be presented in class, graded and returned with comments. 4. Develop learning tools by utilizing goal planning for mastery of material. Goal planning exercises will be reviewed 			

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and returned with comments.			
<p>PSY 001-02 General Psychology Student Learning Outcomes (SLO):</p> <ol style="list-style-type: none"> 1. Learn and apply critical thinking skills in everyday situations using psychological theories and concepts. Group and individual exercises will be used to demonstrate and assess students understanding. Each assignment will be graded and returned to the student. Institutional Outcomes: 1, 2, and 5; Department Goals: 1, 2, 3, 4, and 5) 2. Complete a literature review research paper using the APA format requirements. Completed research papers will be graded per the rubric and returned to the student. (Institutional Outcomes: 1, 2, 3, and 5; Department Goals: 1, 3, 4, and 5) 3. Demonstrate skills in using the library, determining good research sources, and using internet resources. Attendance at two library exercises and completing the quiz for each is required. Institutional Outcomes: 1, 2, 3, 4, and 5; Department Goals: 1, 2, 3, 4, and 5) 4. Demonstrate an understanding of psychological theory and application of the information. Successful passing of the class exams at a C or better will demonstrate this understanding. (Institutional Outcomes: 1, 2, and 3; Department Goals: 1, 2, 4, and 5) 			
<p>PSY 001-03 General Psychology STUDENT LEARNING OUTCOMES:</p> <ol style="list-style-type: none"> 1. Apply critical thinking skills to everyday situations using Psychological theories. 			

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<p>Group and individual exercises will be graded and returned to the student.</p> <p>2. Demonstrate an understanding of psychological theory and application by successfully passing the class exams.</p> <p>3. Demonstrate an understanding of psychological terms and concepts by participating in interactive and experiential homework assignments. Assignments will be presented in class, graded and returned with comments.</p> <p>4. Develop learning tools by utilizing goal planning for mastery of material. Goal planning exercises will be reviewed and returned with comments.</p>			
<p>PSY 001-04 General Psychology <u>Student Learning Outcomes:</u> Course level—General Psychology</p> <p>1. Learn and apply critical thinking skills in everyday situations using psychological theories and concepts. Group and individual exercises will be used to demonstrate and assess students understanding. Each assignment will be graded and returned to the student. Institutional Outcomes: 1, 2, and 5; Department Goals: 1, 2, 3, 4, and 5)</p> <p>2. Complete a literature review research paper using the APA format requirements. Completed research papers will be graded per the rubric and returned to the student. (Institutional Outcomes: 1, 2, 3, and 5; Department Goals: 1, 3, 4, and 5)</p> <p>3. Demonstrate skills in using the library,</p>			

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<p>determining good research sources, and using internet resources. Attendance at two library exercises and completing the quiz for each is required. Institutional Outcomes: 1, 2, 3, 4, and 5; Department Goals: 1, 2, 3, 4, and 5)</p> <p>4. Demonstrate an understanding of psychological theory and application of the information. Successful passing of the class exams at a C or better will demonstrate this understanding. (Institutional Outcomes: 1, 2, and 3; Department Goals: 1, 2, 4, and 5)</p>			
<p>PSY 003-01 Developmental Psychology <u>Student Learning Outcomes:</u> Course level— Developmental Psychology</p> <p>1. Learn and apply critical thinking skills in everyday situations using psychological theories and concepts. Portfolios project, group, and individual exercises will be used to demonstrate and assess students understanding. The portfolio will have a rubric handed to the student for grading. Each assignment will be graded and returned to the student. Essay questions will be used to look at critical thinking for a specific situation. (Institutional Outcomes: 1, 2, and 5; Department Goals: 1, 2, 3, 4, and 5)</p> <p>2. Demonstrate skills in using the library, determining good research sources, and using internet resources. Attendance at two library exercises and completing the quiz for each is required. (Institutional Outcomes: 1, 2, 3, and 5; Department</p>			

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<p>Goals: 1, 3, 4, and 5)</p> <p>3. Complete a literature review research paper, class presentation, or teaching exercise using the APA format requirements. Completed research projects will be graded per the rubric given to the student with grading and comments returned to the student. (Institutional Outcomes: 1, 2, 3, 4, and 5; Department Goals: 1, 2, 3, 4, and 5)</p> <p>4. The ability to present your research topic to the class or small group as assigned with the assignment being graded per guidelines by class members. (Institutional Outcomes: 1, 2, 3, and 4; Department Goals: 1, 2, 3, 4, and 5)</p> <p>5. Demonstrate an understanding of psychological theory and application of the information. Successful passing of the class exams at a C or better will demonstrate this understanding. (Institutional Outcomes: 1, 2, and 3; Department Goals: 1, 2, 4, and 5)</p>			
<p>PSY 003-02 Developmental Psychology <u>Student Learning Outcomes:</u> Course level— Developmental Psychology</p> <p>1. Learn and apply critical thinking skills in everyday situations using psychological theories and concepts. Portfolios project, group, and individual exercises will be used to demonstrate and assess students understanding. The portfolio will have a rubric handed to the student for grading. Each assignment will be graded and returned to the student.</p>			

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<p>Essay questions will be used to look at critical thinking for a specific situation. (Institutional Outcomes: 1, 2, and 5; Department Goals: 1, 2, 3, 4, and 5)</p> <p>2. Demonstrate skills in using the library, determining good research sources, and using internet resources. Attendance at two library exercises and completing the quiz for each is required. (Institutional Outcomes: 1, 2, 3, and 5; Department Goals: 1, 3, 4, and 5) Complete a literature review research paper, class presentation, or teaching exercise using the APA format requirements. Completed research projects will be graded per the rubric given to the student with grading and comments returned to the student. (Institutional Outcomes: 1, 2, 3, 4, and 5; Department Goals: 1, 2, 3, 4, and 5)</p> <p>3. The ability to present your research topic to the class or small group as assigned with the assignment being graded per guidelines by class members. (Institutional Outcomes: 1, 2, 3, and 4; Department Goals: 1, 2, 3, 4, and 5)</p> <p>4. Demonstrate an understanding of psychological theory and application of the information. Successful passing of the class exams at a C or better will demonstrate this understanding. (Institutional Outcomes: 1, 2, and 3; Department Goals: 1, 2, 4, and 5)</p>			
<p>PSY 010-01 Marriage and Family WHAT ARE THE STUDENT LEARNING</p>			

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<p>OUTCOMES (SLOs) FOR THIS COURSE? Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply sociological and psychological research to familial relationships (parent-child relationships and intimate-sexual partners) <ol style="list-style-type: none"> a. Students will be able to identify common problems/decisions these relationships face. b. Students will discuss common ways families solve/cope with these problems/decisions. c. Students will be able to explain why families achieve social order d. Students will be able to identify the sources of social disorder 2. Approach the family as an institution, explain how it has changed, and how it is shaped by context. <ol style="list-style-type: none"> a. Students will understand how the family is influenced by other institutions (the economy, government, media, gender, social-class, etc). 3. Students will be able to explain the different sides of the policy-debates surrounding the family. <ol style="list-style-type: none"> a. Students will discuss what positions they take within these policy-debates. b. Students will be able to distinguish between evidence that supports or challenges a position within the family policy-debate. 			
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<p>PSY 020-01 Adolescent Psychology COURSE OBJECTIVES: <OR> (Student Learning Outcomes) Upon completion of this course through lectures, discussions, group collaboration, quizzes and a final paper and presentation, students will be able to:</p> <ul style="list-style-type: none"> A) Identify, describe and critically assess the principal theories of adolescent psychological growth and development. B) Identify and describe the most significant physical changes occurring in adolescence and indicate the main accompanying psychological effects. C) Describe and illustrate by specific example the principal phases in the cognitive growth of adolescents. D) Describe and illustrate by specific example the process of value acquisition and the formation of moral judgment. E) Compare and contrast the influences of family and peers upon the adolescent's cognitive, social and moral development. F) Describe the physical, psychological and social dimensions of developing adolescent sexuality. G) Identify the principal known factors associated with deviant behavior among adolescents, including appropriate strategies and interventions. H) Assess the impact of secondary and post-secondary educational institutions upon the development of adolescents. 			
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<p>I) Identify those specific factors which are most influential in the adolescent's developing self-image and indicate which are most likely to result in a healthy, positive sense of self.</p> <p>J) Describe the major factors affecting career decisions among adolescents and what might be done to assist them in selecting a career from which they are likely to derive a sense of fulfillment.</p>			
<u>READING PROGRAM SLOs</u>			
<p><i>Language Arts Mission:</i> Students who complete the IGETC requirements for English and Speech Communication at Copper Mountain College will be prepared to compose, present, and comprehend written and oral scholarly and professional materials and utilize suitable rhetorical strategies, effective print and electronic sources, and appropriate format conventions while adhering to the principles of academic integrity.</p> <ul style="list-style-type: none"> • <i>English Program SLO:</i> Students who successfully complete the IGETC requirements for English at Copper Mountain College will be prepared to critically analyze substantive essays and works of literature and to compose formal, college-level compositions in a variety of rhetorical situations, utilizing reliable research skills and effective print and electronic sources in appropriate format conventions, and as well as recognize the importance of academic integrity and life-long learning. <ul style="list-style-type: none"> ○ <i>Reading SLO:</i> Given an assigned reading, students who successfully complete reading courses at Copper Mountain College will be able to demonstrate overall comprehension of the reading, including adequate vocabulary, patterns of organization, purpose, audience, and tone; and to summarize main and supporting ideas, demonstrating critical thinking skills with both literal and inferential interpretations. 			
<u>READING COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>RDG 050-01 Basic Reading STUDENT LEARNING OUTCOMES: Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary as well as a command of main ideas, supporting details, patterns of organization, purpose and tone, and argument at both the literal and inferential level in order to</p>			

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demonstrate critical thinking skills.			
<p>RDG 050-02 Student Learning Outcomes: Upon completion of this course, students will demonstrate 8.5 grade-level vocabulary proficiency (minimum 80% achievement); read at 8.5 grade-level with 80% comprehension; adjust reading rate for a variety of situations; and use basic study skills, such as notetaking and time management techniques.</p>	<ul style="list-style-type: none"> • 8.5 grade-level vocabulary proficiency (minimum 80% achievement); • read at 8.5 grade-level with 80% comprehension 		
<p>RDG 050-03 Student Learning Outcomes: Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary as well as a command of main ideas, supporting details, patterns of organization, purpose and tone, and argument at both the literal and inferential level in order to demonstrate critical thinking skills. After completing RDG 50, the student will be able to utilize various strategies necessary for completion of subsequent college courses as well as reading required for employment and for personal enhancement. Assessments will be a combination of vocabulary and comprehension tests, which must be completed at the 80% level on average to pass.</p>	<p>Assessments will be a combination of vocabulary and comprehension tests, which must be completed at the 80% level on average to pass.</p>		
<p>RDG 050-04 Student Learning Outcomes: Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary, a</p>			

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<p>command of main ideas, the ability to identify supporting details, patterns of organization, and purpose and tone of the author, and to evaluate an argument. The student will be able to apply these skills both at the literal and inferential level, thus demonstrating critical thinking skills.</p>			
<p>RDG 050-05 STUDENT LEARNING OUTCOMES: <i>Institutional Outcomes (IO):</i> 1. Communication skills; 2. Critical thinking skills 3. Ethics; 4. Personal development; 5. Information competency. <i>Course Outcomes:</i> Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary as well as a command of main ideas, supporting details, patterns of organization, purpose and tone, and argument at both the literal and inferential level in order to demonstrate critical thinking skills. <i>Objectives:</i> Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. of expository writing at 80% or greater. (IO: 1, 2, 5) 2. Define new vocabulary learned throughout the semester. (IO: 1, 4, 5) 3. Write a personal response from a reading that suggests interest in or personal involvement with the reading. (IO: 1, 2, 4, 5) 4. Demonstrate accurate use of the dictionary. (IO: 1, 2, 5) 	<p><i>Measures:</i> These objectives will be measured by observation of class participation, evaluation of asynchronous discussions, online and face to face multiple choice and matching quizzes, in class readings, verbal presentations and essays. Students must demonstrate performance on these measures at 80% or better to receive a passing grade in this course.</p>		

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<p>5. Determine unknown vocabulary from context. (IO: 1, 4, 5)</p> <p>6. Locate explicit main ideas at an intermediate level. (IO: 1, 5)</p> <p>7. Identify implied main ideas at a beginning level. (IO: 1, 2, 5)</p> <p>8. Recognize supporting details in a written work. (IO: 1, 5)</p> <p>9. Identify transition words and distinguish the pattern of organizations present in a written work from the following: time order, list of items, definition and example, comparison and/or contrast, or cause and effect. (IO: 1, 5)</p> <p>10. Determine inferences from a written passage at a beginning level. (IO: 1, 2, 4, 5)</p> <p>11. Demonstrate a basic understanding of an argument and the support for that point, evaluate the support, and draw logical conclusions from the support. (IO: 1, 2, 3, 4, 5)</p>			
<p>RDG 051-01 College Preparatory Reading Student Learning Outcomes: Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary, a command of main ideas, the ability to identify supporting details, patterns of organization, and purpose and tone of the author, to evaluate an argument, to critically analyze the difference between fact and opinion, and to identify propaganda and errors in reasoning . The student will be able</p>			

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<p>to apply these skills both at the literal and inferential level.</p>			
<p>RDG 051-02 Student Learning Outcomes: Upon completion of this course, students will demonstrate college-level vocabulary proficiency (80% minimum); read at college level with 80% comprehension; adjust reading rate for a variety of situations; and be familiar with written responses to reading assignments.</p>			
<p>RDG 051-03 Course Outcomes: Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary as well as a command of main ideas, supporting details, patterns of organization, purpose and tone, and argument at both the literal and inferential level in order to demonstrate critical thinking skills. Objectives: Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate basic comprehension of expository writing at 80% or greater. (IO: 1, 2, 5) 2. Define new vocabulary learned throughout the semester. (IO: 1, 4, 5) 3. Write a personal response from a reading that suggests interest in or personal involvement with the reading. (IO: 1, 2, 4, 5) 4. Demonstrate accurate use of the dictionary. (IO: 1, 2, 5) 			

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<p>5. Determine unknown vocabulary from context. (IO: 1, 4, 5)</p> <p>6. Locate explicit main ideas at an intermediate level. (IO: 1, 5)</p> <p>7. Identify implied main ideas at a beginning level. (IO: 1, 2, 5)</p> <p>8. Recognize supporting details in a written work. (IO: 1, 5)</p> <p>9. Identify transition words and distinguish the pattern of organizations present in a written work from the following: time order, list of items, definition and example, comparison and/or contrast, or cause and effect. (IO: 1, 5)</p> <p>10. Determine inferences from a written passage at a beginning level. (IO: 1, 2, 4, 5)</p> <p>11. Demonstrate a basic understanding of an argument and the support for that point, evaluate the support, and draw logical conclusions from the support. (IO: 1, 2, 3, 4, 5)</p>			
<p>RDG 051-04 STUDENT LEARNING OUTCOMES: Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary as well as a command of main ideas, supporting details, patterns of organization, purpose and tone, and argument at both the literal and inferential level in order to demonstrate critical thinking skills.</p>			
<p>RDG 051-05 College Preparatory Reading Student Learning Outcomes: Given an</p>			

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<p>assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary, a command of main ideas, the ability to identify supporting details, patterns of organization, and purpose and tone of the author, to evaluate an argument, to critically analyze the difference between fact and opinion, and to identify propaganda and errors in reasoning . The student will be able to apply these skills both at the literal and inferential level.</p>			
<p>RDG 051-06 Student Learning Outcomes: Given an assigned reading, the student will demonstrate overall comprehension of the reading, including adequate vocabulary as well as a command of main ideas, supporting details, patterns of organization, purpose and tone, and argument at both the literal and inferential level in order to demonstrate critical thinking skills.</p>			
<p>RDG 055-01 Foundations of Reading Student Learning Outcomes: Upon completion of this course, students will demonstrate appropriate vocabulary proficiency with 80% accuracy; read with 80% comprehension; adjust reading rate for a variety of situations; and complete written responses to reading assignments.</p>			
REGISTERED NURSING (N) PROGRAM SLOs			

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REGISTERED NURSING (N) COURSE SLOs			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>N 001A-01, 02 NURSING FOUNDATIONS</p> <p>THIS COURSE STUDENT LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> - COMMUNICATION SKILLS <ul style="list-style-type: none"> ○ DEMONSTRATE EFFECTIVE, EFFICIENT AND SUPPORTIVE COMMUNICATION WITH CLIENTS, PEERS, FACULTY, AND STAFF IN THE CLINICAL SETTING. - CRITICAL THINKING SKILLS <ul style="list-style-type: none"> ○ PERFORM STANDARDIZED BASIC PHYSICAL ASSESSMENT. ○ ASSESS, PLAN, IMPLEMENT AND EVALUATE THE PLAN OF CARE FOR CLIENTS WITH: <ol style="list-style-type: none"> 1. SELF-CARE DEFICIT 2. ACTIVITY INTOLERANCE 3. IMPAIRED MOBILITY 4. RISK FOR INJURY 5. ALTERATION IN NORMAL BREATHING PATTERNS 6. ALTERATION ON NUTRITIONAL REQUIREMENTS 7. NAUSEA AND VOMITING 8. NASOGASTRIC TUBE FEEDINGS AND SUCTION 9. FLUID BALANCE PROBLEMS 10. ALTERATION IN BOWEL ELIMINATION 11. ALTERATION URINARY ELIMINATION - ETHICS <ul style="list-style-type: none"> ○ DEMONSTRATE APPLICATION OF ROLES OF PRACTICE BY: <ol style="list-style-type: none"> 1. PROVIDING SAFE, COMPETENT CARE FOR 1 ADULT CLIENT ON A SUB-ACUTE CARE, MEDICAL/SURGICAL UNIT OR 			

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<p style="text-align: center;">IN A SKILL NURSING FACILITY/UNIT.</p> <p style="text-align: center;">2. MAINTAIN PROFESSIONAL APPEARANCE ATTITUDE, AND BEHAVIOR WHILE IN CLINICAL FACILITY.</p> <ul style="list-style-type: none"> - PERSONAL DEVELOPMENT <ul style="list-style-type: none"> ○ PROVIDE BASIC HOLISTIC NURSING CARE FOCUSING ON THE PHYSIOLOGIC ASPECTS OF CLIENT RESPONSES USING THE <i>NEUMAN MODEL</i>. - INFORMATION COMPETENCY UTILIZE GORDON'S FUNCTIONAL HEALTH PATTERNS TO CATEGORIZE CLIENT RESPONSES. 			
<p>N 003A-01, 02, 03, 04 INTERMEDIATE CONCEPTS OF NURSING PRACTICE III WITH GERONTOLOGY II</p> <p>THIS COURSE OUTCOMES:</p> <p>COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> - IDENTIFY SPECIAL PROBLEMS ARISING WITHIN THE FAMILY AS A RESULT OF THE HEALTH STRESSORS, PLAN AND SELECT APPROPRIATE NURSING INTERVENTIONS AND INCORPORATE AS NEEDED, CLIENT/FAMILY REHABILITATION. - DESCRIBE THE PSYCHOLOGICAL, SOCIO-CULTURAL, DEVELOPMENTAL, AND SPIRITUAL VARIABLES ASSOCIATED WITH THE STRESSORS RELATED TO CANCER, NEUROLOGICAL DISORDERS, AND MUSCULOSKELETAL DISEASES. - ASSESS ADAPTATION OF CLIENT/FAMILY/SIGNIFICANT OTHERS TO HEALTH ALTERATION, ILLNESS AND/OR DISEASE - PROMOTE CLIENT PROGRESS TOWARD RECOVERY FROM AN ALTERATION IN BODY 			

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<p>SYSTEMS.</p> <ul style="list-style-type: none"> - TEACH CLIENT ABOUT MANAGING ILLNESS <p>CRITICAL THINKING SKILLS</p> <ul style="list-style-type: none"> - CORRELATE ANY ADJUNCTIVE THERAPIES INDICATED IN THE TREATMENT OF EACH HEALTH PROBLEM, (I.E., DEVELOPMENT, DIET, PHARMACOLOGICAL MANAGEMENT, PHYSICAL THERAPIES, AND SPECIAL PROCEDURES USED IN PRIMARY, SECONDARY AND/OR TERTIARY PREVENTION). - UTILIZE FUNCTIONAL HEALTH PATTERNS TO CATEGORIZE CLIENT/FAMILY RESPONSES TO STRESSORS. - EVALUATE ACHIEVEMENT OF CLIENT TREATMENT GOALS - APPLY KNOWLEDGE OF CLIENT PATHOPHYSIOLOGY TO ILLNESS MANAGEMENT. - IMPLEMENT INTERVENTIONS TO MANAGE CLIENT RECOVERING FROM AN ILLNESS - INTERPRET CLIENT DATA THAT NEEDS TO BE REPORTED IMMEDIATELY - EVALUATE AND DOCUMENT CLIENT RESPONSE TO INTERVENTIONS <p>ETHICS</p> <ul style="list-style-type: none"> - PRIORITIZED THE NURSING CARE PLAN TO MANAGE STRESSORS THAT COMPROMISE THE BODY SYSTEMS, USING MEASURABLE GOALS AND OUTCOME CRITERIA. - PROMOTE AND PROVIDE CONTINUITY OF CARE IN ILLNESS MANAGEMENT ACTIVITIES <p>PERSONAL DEVELOPMENT</p> <p>INFORMATION COMPETENCY</p> <p>INDICATE THE PRIMARY ACTUAL OR POTENTIAL</p>			
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<p>STRESSORS FOR EACH HEALTH PROBLEM STUDIED IN ORDER TO ATTAIN, MAINTAIN, AND RESTORE LINES OF DEFENSE.</p>			
<p>N 003B-01 PSYCHIATRIC NURSING AND GERONTOLOGICAL NURSING III THIS COURSE OUTCOMES: [FROM CLINICAL COURSE STUDENT LEARNING OUTCOMES AND THEORY OUTCOMES]</p> <ul style="list-style-type: none"> - COMMUNICATION SKILLS <ul style="list-style-type: none"> ○ IDENTIFY THE ROLE OF THE NURSE ADVOCATE WHEN MANAGING CARE OF CLIENTS WITH PSYCHIATRIC DISORDERS AND AGING CLIENTS. - CRITICAL THINKING SKILLS <ul style="list-style-type: none"> ○ IDENTIFY THE PHYSIOLOGIC, PSYCHOLOGICAL, SOCIO-CULTURAL, DEVELOPMENTAL, AND SPIRITUAL VARIABLE AS THEY RELATE TO THE PSYCHIATRIC AND ELDERLY CLIENT. ○ UTILIZE THE FUNCTIONAL HEALTH PATTERNS TO PRIORITIZE/CATEGORIZE CLIENT RESPONSES ACCORDING TO THE NEUMAN VARIABLES. ○ EVALUATE THE EFFECTIVENESS OF NURSING INTERVENTIONS PROVIDED IN TERMS OF CLIENT OUTCOME. - ETHICS <ul style="list-style-type: none"> ○ RELATE HOLISTIC CONCEPTS IN PROVIDING NURSING CARE FOCUSING ON PHYSIOLOGIC, PSYCHOLOGICAL, SOCIO-CULTURAL, DEVELOPMENTAL, AND SPIRITUAL RESPONSES TO STRESSORS OF ILLNESS MENTALLY ILL AND AGING CLIENTS. ○ IMPLEMENT NURSING MEASURES TO MEET THE NEEDS OF MENTALLY ILL AND AGING 			

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<p>CLIENTS.</p> <ul style="list-style-type: none"> - PERSONAL DEVELOPMENT <ul style="list-style-type: none"> ○ DEMONSTRATE BEGINNING NURSE LEADERSHIP SKILLS/ROLES UTILIZED IN PSYCHIATRIC/MENTAL HEALTH AND GERONTOLOGICAL NURSING CARE SETTINGS. - INFORMATION COMPETENCY <p>ASSESS, REPORT, AND RECORD THE NEEDS OF CLIENTS TO INCLUDE NURSING DIAGNOSING RELATED TO MENTAL HEALTH, ILLNESSES [PSYCHIATRIC] AND THE GERONTOLOGICAL PROCESS.</p>			
<u>SOCIOLOGY PROGRAM SLOs</u>			
<p>The Social Science Department Goals</p> <ol style="list-style-type: none"> 1. Students will demonstrate critical thinking ability. 2. Students will exhibit an awareness of diversity. 3. Students will develop an intellectual curiosity and lifelong learning habits. 4. Students will develop information competencies and qualitative and quantitative skills. 5. Students will cultivate ethical and honest academic practices. 			
<u>SOCIOLOGY COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>SOC 001-01, 02 Introduction to Sociology WHAT ARE THE STUDENT LEARNING OUTCOMES (SLO) FOR THIS COURSE? <i>Sociology</i> is the systematic study of human society and social groups. In general, most Americans do not think like sociologists. My goal is to help Copper Mountain College students begin to think like a sociologist. This course has been divided into 3 student learning outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop their sociological 			

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<p>imagination.</p> <ul style="list-style-type: none"> a. Students will learn how to distinguish between empirical-reality and theoretical-mechanisms. Students will understand the complex relationship between empirical-reality and theoretical-mechanisms. b. Student will become cognizant of the different levels of abstraction. c. Students will develop an inventory of questions that a sociologist would ask about any given social situation. <p>2. Student will learn general social theory.</p> <ul style="list-style-type: none"> a. Students will explore the relationships among sociological concepts. b. Students will learn how to articulate sociological hypotheses. <p>3. Students will be able to explain the different sides of the major debates within the social sciences.</p> <ul style="list-style-type: none"> a. Students will discuss what positions they take within these debates. b. Students will be able to distinguish between evidence that supports or challenges a position in a debate. c. Students will understand how debates shape the contours of general social theory and application of the sociological imagination. 			
<p>SOC 001-03 Introduction to Sociology Course Objective: Upon completion of this class, students should be able to:</p> <ul style="list-style-type: none"> 1. Apply the principles and concepts of 			

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<p>sociology in the analysis of human social systems.</p> <ol style="list-style-type: none"> 2. Understand the history of sociology and have a working knowledge of the major contributors (theorists and researchers) to the field of Sociology 3. Understand sociology as a scientific discipline and understand the scientific method of studying human behavior. . 4. Apply the Functionalist, Conflict, Symbolic Interaction, & the Feminist perspectives to sociological issues and social institutions. 5. Develop a rudimentary “Sociological Imagination” and a sociological vocabulary. 6. Appraise and understand social and cultural difference and develop cultural sensitivity. Learn to see beyond your learned biases. 7. Use relevant resource materials (books, videos, periodicals, newspaper articles, etc.) to complete assignments and to research topics. 8. Evaluate and articulate, both orally and in writing, from points of view other than your own. 9. Demonstrate your understanding of sociology by writing a research report on the social concept of your choice. 			
<p>SOC 002-01 Social Problems</p>			

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<p><u>STUDENT LEARNING OUTCOMES:</u></p> <ul style="list-style-type: none"> • Students will understand the difference between objective (realist) and subjective (constructivist) approaches to social problems <ul style="list-style-type: none"> ○ Student will learn how to analyze and evaluate claims, claim-makers, conditions, and solutions to social problems. <ul style="list-style-type: none"> ▪ Students will be able to explain what the phrase “Social problems are socially constructed” to someone outside of this course. ▪ Students will develop the ability to distinguish between different types of “frames” and understand the relationships between “frames.” Students will be able to identify the parts of a social problem story. ▪ Students will develop the ability to distinguish between different types of appeals and understand the importance of cultural themes and social identities. ▪ Students will understand the different ways claims-makers seek to solve social problems ○ Student will learn how to objectively analyze a social problem. <ul style="list-style-type: none"> ▪ Student will learn how to find and interpret data and evidence ▪ Students will learn how to 			
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<p>examine the social structure and culture of social problems</p> <ul style="list-style-type: none"> ▪ Students will understand how social structure and culture impacts who is effected by problems, where problems occur, when problems occur, how problems unfold, and why they occur. • Student will develop their public-speaking, discussion, and facilitation skills through presentations and dialogue with classmates • Students will develop their presentation and persuasion skills by creating a museum exhibit for a social problem and displaying it for the CMC community. 			
<p>SOC 004-10 Sociological Analysis and Critical Thinking WHAT ARE THE STUDENT LEARNING OUTCOMES (SLO) FOR THIS COURSE? Students will develop their ability to critically consume and produce knowledge by analyzing a cultural object. Specifically, students will use primary and secondary sources to substantiate arguments and develop the ability to infer meaning and articulate how the meaning-making process works. Students will develop their critical thinking skills by reading primary and secondary sources; writing a research paper; making presentations about their projects; and discussing projects with classmates.</p>			
<p>SOC 010-01 Marriage and Family</p>			

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<p><u>WHAT ARE THE STUDENT LEARNING OUTCOMES (SLOs) FOR THIS COURSE?</u></p> <p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply sociological and psychological research to familial relationships (parent-child relationships and intimate-sexual partners) <ol style="list-style-type: none"> a. Students will be able to identify common problems/decisions these relationships face. b. Students will discuss common ways families solve/cope with these problems/decisions. c. Students will be able to explain why families achieve social order d. Students will be able to identify the sources of social disorder 2. Approach the family as an institution, explain how it has changed, and how it is shaped by context. <ol style="list-style-type: none"> a. Students will understand how the family is influenced by other institutions (the economy, government, media, gender, social-class, etc). 3. Students will be able to explain the different sides of the policy-debates surrounding the family. 			
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<p>a. Students will discuss what positions they take within these policy-debates.</p> <p>b. Students will be able to distinguish between evidence that supports or challenges a position within the family policy-debate.</p>			
<u>SPANISH PROGRAM SLOs</u>			
<u>SPANISH COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>SPAN 001-01-03 Spanish Language and Culture Student Goals / Student Learning Outcomes for this course are: (1) Comprehension of basic working knowledge of the Spanish language with a focus of 1,000+ vocabulary words and fundamental grammar, incorporated within the skills of listening, speaking, reading, and writing; (2) Apply basic Spanish knowledge which will incorporate assessments of group work, in-class activities, quizzes, exams, and various assignments; (3) Display a general knowledge of various Spanish-speaking societies and cultures</p>	<p>– method of assessment will include class discussions, group work, individual work, quizzes, exams, and assignments.</p>		
<p>SPAN 001-02 Spanish 1 <u>Student Goals / Student Learning Outcomes</u> for this course are: (1) Comprehension of basic working knowledge of the Spanish language with a focus of 1,000+ vocabulary words and fundamental grammar,</p>	<p>method of assessment will include class discussions, group work, individual work, quizzes, exams, and assignments.</p>		

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<p>incorporated within the skills of listening, speaking, reading, and writing; (2) Apply basic Spanish knowledge which will incorporate assessments of group work, in-class activities, quizzes, exams, and various assignments; (3) Display a general knowledge of various Spanish-speaking societies and cultures –</p>			
<p>SPAN 002-01 Same SLOs as SPAN 001</p>			
<p>SPAN 003-01 Spanish Language and Culture (Intermediate) STUDENT GOALS & LEARNING OUTCOMES -- By the end of the course, students will:</p> <ol style="list-style-type: none"> 1. Demonstrate a high intermediate to low advanced knowledge and skill level of the Spanish language skills (reading, writing speaking, listening, vocabulary and grammar build) with increasing ease and range. 2. Develop knowledge and awareness of various areas of the Spanish speaking world in culture, history, and literature. 3. Display and implement an increased ability to defend or explain an idea, opinion or thesis in the target language. 	<p>Methods of assessment of all the target language skills (listening, vocabulary, grammar, reading, writing, speaking) will include discussions (group and individual), assignments, exercises, quizzes, and exams.</p>		
SPEECH PROGRAM SLOs			
<u>SPEECH PROGRAM SLOs</u>			
<u>SPEECH COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
<p>SP 001-01, 03, 04 Introduction to Human Communications Expected Student Learning Outcomes: Upon completion of this course, the student will</p>			

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<p>be able to do the following: Identify & explain key theories and research in human communication studies. Have a greater understanding of self, the communication process, and listening. Have a greater understanding & respect for diversity, culture and develop an understanding of how culture influences our own communication. Effectively present material to an audience both individually and as part of a group.</p>			
<p>SP 004-01, 02 Public Speaking Expected Student Learning Outcomes: By the end of this course, students will be able to: Construct (research, outline, and organize) public messages for presentation to diverse co-cultural audiences. Deliver informative, persuasive, and specialized speeches to audiences. Analyze and critically listen to public messages. Successfully reduce and manage your apprehension toward communicating in public contexts. Adapt to audiences and speakers from various co-cultural affiliations.</p>			
<p>SP 004-03 Student Outcomes By the end of this course, students will be able to</p> <ol style="list-style-type: none"> 1. Critically listen to, evaluate, and analyze fellow speakers based on the standards of good public speaking. 2. Construct (research, outline, and organize) public messages for presentation to our diverse co-cultural audience 			

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<p>3. Deliver informative, persuasive, and various specialized speeches to fellow CMC students.</p> <p>4. Adapt public communications for various situations and kinds of audiences.</p> <p>5. Successfully reduce and manage apprehension about speaking in public.</p>			
<p>SP 004-04 Course Objectives: Upon successful completion of this course, students will be able to:</p> <p>1. Construct (research, outline, and organize) public messages for presentation to diverse co-cultural audiences.</p> <p>2. Deliver informative, persuasive, and specialized speeches to audiences.</p> <p>3. Analyze and critically listen to public messages.</p> <p>4. Successfully reduce and manage communication apprehension in public speaking contexts.</p> <p>5. Adapt to audiences and speakers from various co-cultural affiliations.</p>			
<p>SP 007-01 Decision Making and Advocacy Course Objectives: Upon successful completion of this course, students will be able to:</p> <p>1. Demonstrate awareness and articulation of contemporary public issues through the gathering, analyzing and utilizing of research compiled from a variety of sources.</p> <p>2. Employ effective critical listening and cultural sensitivity while critically evaluating propositions and arguments.</p> <p>3. Demonstrate knowledge of logical</p>			

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<p>fallacies. Identify and avoid flaws in reasoning and argumentation while speaking and writing.</p> <p>4. Effectively and ethically build and orally present arguments without personally attacking the opponent.</p> <p>5. Engage in competent and ethical oral argumentation and debate for the purpose of influencing the adherence of appropriate decision makers.</p>			
STDV STUDENT DEVELOPMENT PROGRAM SLOs			
STDV STUDENT DEVELOPMENT COURSE SLOs			
<p>STDV 060-01 College Success Skills</p> <p>STUDENT LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Communication Skills Students represent themselves verbally in counseling sessions to convey goals, interests, desires, and problems. Students communicate with other students, work together in groups, and support fellow students through the process of communication. • Critical Thinking Skills <ul style="list-style-type: none"> • Students explore choices to determine the career they would like to pursue. • Students develop a Student Educational Plan which include requirements for graduation, transfer, and/or career placement, evaluation of all relevant information pertinent to their educational/career needs, and 			

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<p>personalize the SEP accordingly.</p> <ul style="list-style-type: none"> • Students learn to assess their life situations and learn how to balance work and home responsibilities with their course load. • Students learn about the different special programs and resources that that college offers, evaluate them according to student need and accessibility, and connected to the appropriate resources for application (these would include special programs, financial aid, tutoring, refresher courses, and study skills labs). • Ethics <ul style="list-style-type: none"> • Students are required to be civil to fellow students. <ul style="list-style-type: none"> • Students learn to take responsibility for their academic successes and short comings. Through this process they develop alternative modes of behavior and/or greater organizational skills that bring about greater success. • Students are exposed to the standards of conduct found in the college catalog and understand how ethics affects a student's conduct. • Personal Development <ul style="list-style-type: none"> • Students will develop clear goals for the future, form the steps to achieve their goal, and become responsible for the outcome by 			
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following their SEP.			
<u>THEATRE ARTS PROGRAM SLOs</u>			
<u>THEATRE ARTS COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
TA 002A-01 Acting 1 upon completion of this course, students will be able to: <ol style="list-style-type: none"> 1. understand basic acting techniques 2. develop and sharpen concentration, focus and confidence 3. cultivate an awareness of an actor's instrument 4. develop means of body/mind/spirit integration and alignment 5. develop a critical awareness of performance 6. develop critical feedback skills 7. explore human expression 			
TA 002B-01 Acting 1 Same as TA 002A			
TA 003A-01 Acting 2 Same as TA 002A and B			
<u>VOCATIONAL NURSING PROGRAM SLOs</u>			
<u>VOCATIONAL NURSING COURSE SLOs</u>			
<u>SECTION # & COURSE SLOs</u>	<u>ASSESSMENT METHODOLOGY</u>	<u>RESULTS</u>	<u>COMMENTARY/PLAN</u>
VN002, VN002L Vocational Nursing II, 01/02 Student Learning Outcomes: Program Outcomes: (upon completion of			

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<p>the LVN Program students will be able to):</p> <ul style="list-style-type: none"> - Communication Skills <ul style="list-style-type: none"> o Establish and maintain effective communication with clients, family, significant others and members of the multi-disciplinary team in the plan of care. o Utilize appropriate channels of communication within the organizational structure. o Promote effective multi-disciplinary relationships. - Critical Thinking Skills <ul style="list-style-type: none"> o Utilize the nursing process in providing nursing care. o Provide nursing care for a client or group of clients with common well-defined health problems. o Use critical thinking to make decisions and take critical actions that are consistent with standards for nursing practice, licensing laws and following the policies and procedures of the institution. o Obtain consultation when the situation encountered is beyond the graduate's knowledge and experience. - Ethics <ul style="list-style-type: none"> o Manage an environment that promotes clients' self-esteem, dignity, safety and comfort. o Demonstrate beginning leadership/management skills. o Practice within the ethical and legal framework using the Nurse Practice Act. 			
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Copper Mountain College Course & Program Outcomes for Fall 2010

<ul style="list-style-type: none"> ○ Maintain client's Bill of Rights and Dignity. - Personal Development ○ Pass the NCLEX examination ○ Participate in on-going learning activities to maintain safe practice. - Information Competency ○ Identify, locate and apply professional best practice information ○ Manage information in compliance with all regulatory and ethical standards and requirements <p>Course Outcomes: [from Clinical Course Student Learning Outcomes and Theory Outcomes]</p> <p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify physiologic, psychological and developmental variables in the clients history 2. assess, plan , implement and evaluate the plan of care for clients with <ul style="list-style-type: none"> impaired mobility alteration in breathing alteration in elimination (bowel and urinary) activity intolerance neurological impairment alterations in the cardiovascular system alterations in the reproductive system 			
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Copper Mountain College Course & Program Outcomes for Fall 2010

alteration in the immune system 3. maintain professional appearance attitude and behavior while in the clinical facilities.			
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