UNIFORM COURSE NUMBERING SYSTEM FOR ACADEMICS OF THE MISSISSIPPI COMMUNITY AND JUNIOR COLLEGES

EFFECTIVE FALL 2018

Mississippi Community College Board
3825 Ridgewood Road
Jackson, MS 39211
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Summary of Effective Changes

Course Description Changes:

ART 1323 Drawing II
ART 1383 Photography I
ART 1393 Photography II
ART 1433 Design I
ART 1443 Design II
ART 2113 The Arts and Culture
ART 2353 Figure Drawing I
ART 2463 Communications Arts II
ART 2513 Painting I
ART 2523 Painting II
COM 1463 T. V. Production
DAN 1113 Dance Appreciation
DAN 1123 Dance in Culture
DAN 1212 Beginning Modern Dance
DAN 1223 Modern Dance Technique II
DAN 1312 Jazz Dance I
DAN 1322 Jazz Dance II
DAN 1422 Tap Dance
DAN 1542 Beginning Ballet
DAN 1553 Ballet Technique II
DAN 1711 Dance Repertory
DAN 2253 Dance Composition –Theory and Application I
MUA 1172 Brass for Music Education Majors I
MUA 1182 Brass for Music Education Majors II
MUA 1211 Class Guitar I
MUA 1221 Class Guitar II
MUA 1241 Elective Guitar I
MUA 1251 Elective Guitar II
MUA 1311 Jazz Improvisation I
MUA 1321 Jazz Improvisation II
MUA 1441 Elective Percussion I
MUA 1451 Elective Percussion II
MUA 1741 Voice for Non-Vocal Majors I
MUA 1751 Voice for Non-Vocal Majors II
MUA 1772 Voice for Music Education Majors I
MUA 1773 Voice for Vocal Performance Majors I
MUA 1782 Voice for Vocal Music Education Majors II
MUA 1783 Voice for Vocal Performance Majors II
MUA 1841 Elective Woodwinds I
MUA 1851 Elective Woodwinds II
MUA 1972 Composition for Music Education Majors I
MUA 1982 Composition for Music Education Majors II
MUA 2172 Brass for Music Education III
MUA 2182 Brass for Music Education IV
MUA 2211 Class Guitar III
MUA 2221 Class Guitar IV
MUA 2241 Elective Guitar III
MUA 2251 Elective Guitar IV
MUA 2311 Jazz Improvisation III
MUA 2321 Jazz Improvisation IV
MUA 2441 Elective Percussion III
MUA 2451 Elective Percussion IV
MUA 2741 Voice for Non-Vocal Majors III
MUA 2751 Voice for Non-Vocal Majors IV
MUA 2772 Voice for Vocal Music Education III
MUA 2773 Voice for Vocal Performance Majors III
MUA 2782 Voice for Vocal Music Education Majors IV
MUA 2783 Voice for Vocal Performance Majors IV
MUA 2841 Elective Woodwinds III
MUA 2851 Elective Woodwinds IV
MUA 2972 Composition for Music Education Majors III
MUA 2982 Composition for Music Education Majors IV
MUS 1133 Fundamentals of Music
MUS 1211 Music Theory I, Lab
MUS 1213 Music Theory I
MUS 1214 Music Theory I, Lab/Lecture
MUS 1221 Music Theory II, Lab
MUS 1223 Music Theory II
MUS 1224 Music Theory II, Lab/Lecture
MUS 1313 Introduction to Music Industry
MUS 1413 Basic Computer Skills for Musicians
MUS 1811 Music Theatre Workshop I
MUS 1821 Music Theatre Workshop II
MUS 1911 Recital Class I
MUS 1921 Recital Class II
MUS 2211 Music Theory III, Lab
MUS 2213 Music Theory III
MUS 2214 Music Theory III, Lab/Lecture
MUS 2221 Music Theory IV, Lab
MUS 2223 Music Theory IV
MUS 2224 Music Theory IV, Lab/Lecture
MUS 2512 Special Topics in Music
MUS 2811 Music Theatre Workshop III
MUS 2821 Music Theatre Workshop IV
MUS 2911 Recital Class III
MUS 2921 Recital Class IV
Prefix and Course Description Changes:
MUS 2613 Music Literature

Title and Course Description Changes:
ART 2433 Advertising Design I
ART 2463 Advertising Design II

Course Deletions:
CSC 1223 Visual Basic Computer Programming II
CSC 2323 FORTRAN Programming
CSC 2413 COBOL Programming
MUS 2313 Music History I
MUS 2323 Music History II
SPT 2323 The History of Theatre

New Courses:
ART/FCS 2413 Introduction to Interior Design
BIO 1711 Biomedical Research I
BIO 1721 Biomedical Research II
ENG 1033 Technical English
HON 1131 Academic Team I
HON 1141 Academic Team II
HON 2131 Academic Team III
HON 2141 Academic Team IV
MAT 1033 Technical Math
PHI 2813 Special Topics in Philosophy
PSY 2323 Statistics for the Behavioral Science
PSY 2543 Applied Behavioral Analysis
SOC 2173 Introduction to Urban Studies
PSY/SOC/SWK 2223 Perspectives on Child Maltreatment and Child Advocacy

Prefix, Title, and Course Description Changes:
FCS/ART 2413 Introduction to Interior Design
Prefix Changes:
MUS 1123  Music Survey (Majors)
MUS 2613  Music Literature

Title Changes:
MUO 1241  Small Voice Ensemble I
MUO 1251  Small Voice Ensemble II
MUO 2241  Small Voice Ensemble III
MUO 2251  Small Voice Ensemble IV
SYSTEM OF IDENTIFYING COURSES

The system of identifying courses in all university parallel curricula was adopted in 1971 to become implemented in the fifteen public junior college districts during the 1972-73 school years. The leadership and efforts provided by the Mississippi Community and Junior College Academic Officers’ Association make this course numbering system possible.

A general revision of the numbering system is prepared on an annual basis in the fall. This approval process occurs only once during each academic year. New courses are presented each year to the chair of a Uniform Course Numbering System Screening Committee by September 1. The recommendation is then brought to a vote by the Mississippi Community and Junior College Academic Officers’ Association membership at the October meeting. Courses approved at the October meeting are scheduled for implementation for the following fall semester. When a new course is added, the course name, complete course description, student learning outcomes, and the course number are included in the updated Uniform Course Numbering System document each spring.

Each course in the numbering system has a three letter prefix which identifies the subject field to which the course belongs. Examples: ENG identifies an English course; MAT identifies a math course, etc.

The numbers, from the left, represent the following:

First number designates year
Example: 1113 indicates first year's work
2113 indicates second year's work

Second number designates grouping
Note – Groupings are consistent for each year but not from year one to year two

Third number designates sequence in a group

Fourth number designates course credit hours
Colleges have the flexibility to adjust the semester credit hours of a course up 1 hour or down 1 hour. Thus, credit may vary from course credit shown by varying this number up or down 1 credit hour. (EXAMPLE: 1213 and 1214 with the same letter prefix indicate the same basic course, but with different credit due to more lecture or laboratory time.)

All courses designed for institutional credit only (developmental, not for transfer) must begin with a zero “0”. Example: 0121 indicates institutional credit only
PROCESS FOR REQUESTING A COURSE FOR INCLUSION IN THIS BOOK:

1. Complete a copy of the form attached on the next page. Include with the form a letter from a University official stating acceptance of the course for transfer credit.

2. Send to the chair of the Uniform Course Numbering System Committee by September 1, for distribution to the Association by September 15.

3. The course will be presented to the Academic Officers’ Association during the fall meeting (October).

4. All approved courses and curriculum alignment changes made will be reflected in the Uniform Course Numbering document updates in the spring semester for implementation the following fall semester.
UNIFORM COURSE NUMBERING REQUEST FORM

The information provided on this form should be submitted to the Uniform Course Numbering Committee in determining action on your request. When all the information is not provided, it only serves to delay the process.

COLLEGE (AND CAMPUS) SUBMITTING THE REQUEST:

_____ Coahoma  _____ Co-Lin  _____ ECCC  _____ EMCC
_____ Hinds  _____ Holmes  _____ Itawamba  _____ Jones
_____ Meridian  _____ MS Delta  _____ MS Gulf Coast  _____ NEMCC
_____ NWMCC  _____ PRCC  _____ SWMCC

SUGGESTED NAME OF COURSE________________________________________

SUGGESTED COURSE DESCRIPTION (LIMIT TO SHORT PARAGRAPH OR LESS)
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

SENIOR COLLEGE CATALOG WHERE ABOVE COURSE CAN BE LOCATED (PROVIDE CATALOG NAME AND PAGE NUMBER OR COPY PAGE AND ATTACH ALONG WITH A TRANSFER AGREEMENT LETTER FROM A UNIVERSITY OFFICIAL)
__________________________________________________________________________________

DATE OF REQUEST ________________________________________________

NAME & SIGNATURE OF COLLEGE OFFICIAL MAKING REQUEST: ________________________________

STUDENT LEARNING OUTCOMES:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

***************DO NOT WRITE BELOW THIS LINE***************

ACTUAL COURSE NUMBER AND TITLE ASSIGNED __________________________

SIGNATURE OF COURSE COMMITTEE CHAIR ______________________________

DATE ______________________

IF THERE IS A QUESTION WHETHER A COURSE WILL COUNT FOR PAY PURPOSES, IT WILL BE CLEARED FIRST WITH THE MISSISSIPPI COMMUNITY COLLEGE BOARD BEFORE A NUMBER IS ASSIGNED.
# Course Descriptions and Student Learning Outcomes

## Accounting (ACC)

<table>
<thead>
<tr>
<th>ACC - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC -1114</td>
<td>Secretarial Accounting</td>
<td>Course deleted effective Fall 2015</td>
<td></td>
</tr>
<tr>
<td>ACC - 2113</td>
<td>Introduction to Financial Accounting</td>
<td>Course deleted effective Fall 2015</td>
<td></td>
</tr>
<tr>
<td>ACC - 2213</td>
<td>Principles of Accounting I</td>
<td>Study of the fundamentals and application of financial accounting principles that relate to business. The topics to be covered include the accounting cycle and the accounting systems for service and merchandising businesses. (Course description change effective Fall 2009) (Prefix and course description change effective Fall 2015)</td>
<td>A. Understand accounting principles and practices &lt;br&gt; B. Process information through the accounting cycle &lt;br&gt; C. Prepare and interpret financial statements &lt;br&gt; D. Identify internal controls and ethics &lt;br&gt; E. Analyze and record transactions of current and plant assets and current liabilities</td>
</tr>
<tr>
<td>ACC - 2223</td>
<td>Principles of Accounting II</td>
<td>A continuation of ACC 2213. The topics to be covered include corporate accounting concepts, managerial accounting concepts and internal business decision making. (Course description change effective Fall 2009) (Prefix change effective Fall 2015)</td>
<td>A. Analyze and record transactions of debt and equity financing &lt;br&gt; B. Differentiate between corporations, partnerships, and LLC’s &lt;br&gt; C. Prepare and interpret statement of cash flows &lt;br&gt; D. Analyze financial statements &lt;br&gt; E. Distinguish between manufacturing business accounting systems &lt;br&gt; F. Apply managerial decision making techniques</td>
</tr>
</tbody>
</table>

## Air Force (AFR)

<table>
<thead>
<tr>
<th>AFR - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR - 1111</td>
<td>Foundations of The United States Air Force I</td>
<td>A survey course designed to be an introduction to the Air Force Reserve Officers Training Corps and the Air Force. (Title change effective Fall 2009)</td>
<td>A. History and structure of the US Air Force &lt;br&gt; B. Air Force capabilities, career opportunities, benefits, air force installations, core values, leadership, managing diversity, teambuilding, and communication skills</td>
</tr>
<tr>
<td>AFR - No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
<td>Outcomes</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| AFR - 1121 | Leadership Lab I | An integral part of the program that provides the opportunity for cadets to practice officership skills and develop leadership and management techniques. This class centers on the organized cadet wing where activities are planned and conducted by cadets and supervised by detachment officers. This course also builds esprit de corps within the cadet organization and allows cadets to make errors and be given feedback on how they can correct them without serious consequences. (Title change effective Fall 2009) | A. Development of a practicum experience  
B. Group Dynamics  
C. Problem Resolution |
| AFR - 1211 | Foundations of The United States Air Force II | A survey course designed to be an introduction to the Air Force Reserve Officers Training Corps and the Air Force. (Title change effective Fall 2009) | A. History and structure of the US Air Force  
B. Air Force capabilities, career opportunities, benefits, air force installations, core values, leadership, managing diversity, teambuilding, and communication skills |
| AFR - 1221 | Leadership Lab II | An integral part of the program that provides the opportunity for cadets to practice officership skills and develop leadership and management techniques. This class centers on the organized cadet wing where activities are planned and conducted by cadets and supervised by detachment officers. This course also builds esprit de corps within the cadet organization and allows cadets to make errors and be given feedback on how they can correct them without serious consequences. (Title change effective Fall 2009) | A. Development of a practicum experience  
B. Group Dynamics  
C. Problem Resolution |
| AFR - 2111 | The Evolution of US Air and Space Power I | This course is designed to examine general aspects of air and space power through a historical perspective. (Title change effective Fall 2009) | A. Provides you with a knowledge level understanding of air and space power from an institutional doctrinal and historic perspective  
B. Core values will be emphasized through the use of operational examples |
<table>
<thead>
<tr>
<th>AFR - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| AFR - 2121 | Leadership Lab III    | An integral part of the program that provides the opportunity for cadets to practice officership skills and develop leadership and management techniques. This class centers on the organized cadet wing where activities are planned and conducted by cadets and supervised by detachment officers. This course also builds esprit de corps within the cadet organization and allows cadets to make errors and be given feedback on how they can correct them without serious consequences. (Title change effective Fall 2009) | A. Development of a practicum experience  
B. Group Dynamics  
C. Problem Resolution |
| AFR - 2211 | The Evolution of US Air and Space Power II | This course is designed to examine general aspects of air and space power through a historical perspective. (Title change effective Fall 2009)                                                                 | A. Provides you with a knowledge level understanding of air and space power, from an institutional doctrinal and historic perspective  
B. Core values will be emphasized through the use of operational examples |
| AFR - 2221 | Leadership Lab IV     | An integral part of the program that provides the opportunity for cadets to practice officership skills and develop leadership and management techniques. This class centers on the organized cadet wing where activities are planned and conducted by cadets and supervised by detachment officers. This course also builds esprit de corps within the cadet organization and allows cadets to make errors and be given feedback on how they can correct them without serious consequences. (Title change effective Fall 2009) | A. Development of a practicum experience  
B. Group Dynamics  
C. Problem Resolution |

**Agriculture (AGR)**

<table>
<thead>
<tr>
<th>AGR - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| AGR - 1111 | Survey of Agriculture | An introductory course covering the general functions, organization, and operation of the agricultural industry in both national and international settings. (Title and description change effective Fall 2010) | A. Interview for jobs in Agriculture  
B. Prepare a resume  
C. Explore career opportunities in agriculture  
D. Develop leadership skills through agriculture club activities  
E. Interact with people working in Agriculture related fields through guest speakers |
<table>
<thead>
<tr>
<th>AGR - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| AGR - 1214| Animal Science        | Fundamental principles and practical application of livestock, dairy, and poultry science. Origin, history, characteristics, market classes, and grades of the major breeds of livestock and poultry. (Course description change effective Fall 2010) | A. Relate animal agriculture to the economy, health and well-being of man  
B. Understand fundamental principles of reproduction and genetics and how this is related to selecting and mating of animals  
C. Describe the anatomy and physiology of farm animals |
| AGR - 1313| Plant Science         | Scientific principles as the basis for practice in producing, handling, processing, marketing, and utilizing agronomic and horticultural crops.                                                                        | A. Explain the role of higher plants in the world and the development of Agriculture  
B. Identify the structure of higher plants  
C. Describe the vegetative and reproductive growth and development of plants including photosynthesis and respiration  
D. Recognize the biological competitors and pests of crop plants  
E. Name and classify plants |
| AGR - 1413| Farm Machinery        | Course deleted effective Fall 2010                                                                                                                                                                                   |                                                                                                    |
| AGR - 1523| Introduction to Forestry | The history and development of forestry in the United States. Introduction to career opportunities and to the field of forestry.                                                                                   | A. Understand the history of forestry practices in the U.S.  
B. Describe the general botany and chemistry for forestry  
C. Discern the diseases and pests of trees  
D. Understand the GPS/GIS applications in forestry land measurement and mapping |
<p>| AGR - 1812| Western Equitation    | Course deleted effective Fall 2010                                                                                                                                                                                   |                                                                                                    |
| AGR - 2113| Poultry Production Internship | A course to provide students with an opportunity to utilize skills and knowledge of poultry production and integration. The student will work closely in a structured poultry division to earn internship hours and experience. (New course effective Fall 2016) |                                                                                                    |</p>
<table>
<thead>
<tr>
<th>AGR - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| AGR - 2123 | Poultry Processing Internship | A course to provide students with an opportunity to utilize skills and knowledge of poultry production and integration. The student will work closely in a structured poultry division to earn internship hours and experience. (New course effective Fall 2016) | A. Compare and contrast the different types of digestive systems  
B. List and explain the different classification of nutrients  
C. Understand basic nutrient composition of feedstuffs  
D. Explain the different harvesting, processing and storage of various feedstuffs  
E. Differentiate the various feeding of different livestock production stages                                                                                                                                                                                                                                                                  |
| AGR - 2223 | Feeds and Feeding | The general basic principles of feeding farm animals; feeding standards; composition and nutritive value of feeds; compilation and preparation of rations. | A. Organize and deliver oral reasons using comparative terms and criticisms to describe differences in breeding and market animals  
B. Evaluate breeding and market classes of swine, beef cattle, and sheep  
C. Evaluate breeding, working, and halter classes of stock horses                                                                                                                                                                                                                                                                                                                                 |
| AGR - 2253 | Livestock Judging and Evaluation | Evaluation and judging of representative groups of livestock from the standpoint of the breeder and the market. (Title and course description change effective Fall 2010) | A. Understand the history and formation of soils from parent materials  
B. Comprehend the principles of soil fertility and nutrient management  
C. Recognize various soil/water interactions  
D. Understand soil structure and physical properties  
E. Interpret soil chemistry  
F. Grasp the concepts of soil erosion and conservation                                                                                                                                                                                                                                                                                                                                 |
| AGR - 2314 | Basic Soils | A general course in soils designed to give the student a basic understanding of all important phases of the subject, including soil genesis, morphology, classification, and the physical, chemical and biological aspects of soils as applied to soil fertility. Soil management, including fertilization and liming of soils, is also included. | A. Understand the history and formation of soils from parent materials  
B. Comprehend the principles of soil fertility and nutrient management  
C. Recognize various soil/water interactions  
D. Understand soil structure and physical properties  
E. Interpret soil chemistry  
F. Grasp the concepts of soil erosion and conservation                                                                                                                                                                                                                                                                                                                                 |
<p>| AGR - 2333 | Soil Management and Conservation | Course deleted effective Fall 2010 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| AGR - 2343 | Forest Measurements | Course deleted effective Fall 2010 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>AGR - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| AGR - 2413 | Farm Management                | Decision making in the organization and operation of the farm business. Basic principles of farm management, including records, finance, taxation and budgeting. | A. Identify the role and functions of management  
B. Apply and identify the formats used as tests for the financial health of the farm  
C. Identify and apply the economic principles as pertaining to a farm  
D. Construct a farm plan and budgets for a farm |
| AGR - 2713 | Principles of Agricultural Economics | Economic principles applied to production, value, prices, credit, taxation, land tenure, marketing, international trade, and related problems affecting agriculture. | A. Define agricultural economics  
B. Understand the structure and performance of economics as applied to the food and fiber system  
C. Compare and contrast supply and demand  
D. Understand producer decision making based on single and variable inputs  
E. Identify production costs and price determination  
F. Describe the effects of government influence on the food and fiber marketplace |

**Applied Technology Education (ATE)**

<table>
<thead>
<tr>
<th>ATE - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATE - 1113</td>
<td>Introduction to Science and Technology</td>
<td>A survey of modern technology applications with specific emphasis on problem solving and career opportunities.</td>
<td></td>
</tr>
<tr>
<td>AMR -No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
<td>Outcomes</td>
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</tr>
</tbody>
</table>
| AMR -1112 | Foundations of Officership, Lecture and Lab | Introduction to personal challenges and competencies which are critical for effective leadership in the Armed Forces. Students will examine the role of leadership, officership, and the Army profession as well as develop life skills such as goal settings, time management, physical fitness, and stress management. The focus is on developing basic knowledge and comprehension of Army leadership dimensions. Includes a leadership lab and physical training (2 hours) (Course code, title, and course description change effective Fall 2010) (Prefix and course description change effective Fall 2015) | A. Identify the leader attributes and core leader competencies of the Army Leadership Requirements Model  
B. List and define the seven Army Values and the standards for the Army Physical Fitness Test (APFT)  
C. Define the basic elements of time and stress management  
D. Explain the importance of being a model citizen as an Army officer  
E. Describe the importance of military customs, courtesies, duties, and traditions  
F. Conduct combat water survival skills  
G. Perform the Army’s Physical Readiness Training (PRT) program  
H. Complete the Army Physical Fitness Test (APFT) |
| AMR -1122 | Basic Leadership, Lecture and Lab | Fundamental leadership and training techniques with exposure to setting direction, map reading, problem solving, presenting briefs and using effective writing skills. Students will explore dimensions of leadership attributes and core leader competencies in the context of practical, hands on, and interactive exercises. Considerable attention is also placed on improving physical fitness. Includes a leadership lab and physical training (2 hours) (Course code, title, and course description change effective Fall 2010) (Prefix and course description change effective Fall 2015) | A. Distinguish between leadership attributes and core leader competencies  
B. Illustrate how a leader leads, develops, and achieves  
C. Explain how values impact leadership  
D. Describe the importance of Warrior Ethos for effective leadership  
E. Develop personal mission statements and goals  
F. Explain the basic elements of Army communication  
G. Explain the importance of personal development for officership  
H. Identify symbols and colors on a military map  
I. List the seven steps of problem solving  
J. Conduct combat water survival skills  
K. Perform the Army’s Physical Fitness Test (APFT) |
<table>
<thead>
<tr>
<th>AMR-No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMR - 2111</td>
<td>Individual Leadership Studies, Lab</td>
<td>Course code, title and course description change effective Fall 2010 (Course deleted effective Fall 2015)</td>
<td></td>
</tr>
<tr>
<td>AMR - 2113</td>
<td>Individual Leadership Studies, Lecture and Lab</td>
<td>Develop effective military leadership skills: problem analysis, decision making, planning and organizing, delegation and control, and interpersonal conflict resolution. Includes a leadership lab and physical training (3 Hours) (New course effective Fall 2010) (Prefix and course description change effective Fall 2015)</td>
<td></td>
</tr>
<tr>
<td>AMR - 2121</td>
<td>Leadership and Teamwork, Lab</td>
<td>(New course effective Fall 2010) (Course deleted effective Fall 2015)</td>
<td></td>
</tr>
</tbody>
</table>
| AMR - 2123 | Leadership and Teamwork | An Application of leadership skills with an emphasis on: beliefs, values, ethics, counseling techniques, map reading, land navigation, basic first aid, and group interaction. Includes a leadership lab and physical training (3 hours). (Course code, title and course description change effective Fall 2010)(Prefix and course description change effective Fall 2015) | A. Explain the situational, transformational, and adaptive leadership Requirements Model  
B. Describe methods of assessing leadership styles  
C. Explain the Army Values and the Army’s Consideration of Others (CO2) program  
D. Practice effective writing techniques in accordance with the Army standard for effective writing  
E. Define and understand the eight troop leading procedures  
F. Describe the history of terrorism and the basic U.S. antiterrorism policy  
G. Explain the relationship between leadership, values, and officership  
H. Conduct combat water survival skills  
I. Execute both map reading and land navigation techniques  
J. Perform basic leadership skills and squad tactics  
K. Perform the Army’s Physical Readiness Training (PRT) program  
L. Complete the Army Physical Fitness Test (APFT) |
<table>
<thead>
<tr>
<th>ART-No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>ART - 1113</td>
<td>Art Appreciation</td>
<td>A course designed to provide an understanding and appreciation of the visual arts.</td>
<td>A. Evaluate elements and principals of art</td>
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<td></td>
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<td>B. Interpret works of art</td>
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<td>C. Distinguish visual arts media</td>
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<td>D. Develop a working visual art vocabulary</td>
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<td>E. Understand the functions of art in its historical context</td>
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<tr>
<td>ART - 1213</td>
<td>Introductory Art</td>
<td>A studio course designed to familiarize the student with the fundamental elements of art and develop a visual literacy.  (Course description change effective Fall 2013)</td>
<td>A. Evaluate elements and principals of art</td>
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<td>B. Develop a working visual arts vocabulary</td>
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<td>C. Plan and develop hands-on projects in various media</td>
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<tr>
<td>ART - 1313</td>
<td>Drawing I</td>
<td>Includes the study of the basic elements and principles of organization in two dimensions and the selection, manipulation and synthesis of these components to create an organized visual expression.  Students will apply overlapping foreshortening and diminished scale.  Black and white media will be stressed.  (Course description change effective Fall 2013)</td>
<td>A. Explore a variety of wet and dry media</td>
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<td>B. Develop compositional understanding through gesture</td>
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<td>C. Express values to represent depth, mass and space</td>
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<td>D. Apply line to create form through contour</td>
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<tr>
<td>ART - 1323</td>
<td>Drawing II</td>
<td>Continuation of skills from Drawing I with an introduction to color and further study of composition.  (Course description change effective Fall 2013)</td>
<td>A. Apply Compositional skills</td>
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<td>B. Utilize color media</td>
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<td>C. Illustrate visual problem solving</td>
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<tr>
<td>ART - 1383</td>
<td>Photography I</td>
<td>An introduction to the theory, practice, and history of photography with emphasis on basic camera and darkroom processes.  (Course description change effective Fall 2018)</td>
<td>A. Identify the functions of cameras</td>
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<td>B. Introduce black and white film developing and printing</td>
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<td>C. Identify historical styles of photography</td>
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<tr>
<td>ART - 1393</td>
<td>Photography II</td>
<td>Continuation of physical principals and techniques introduced in Photography I.  (Course description change effective Fall 2018)</td>
<td>A. Employ experimental and traditional techniques</td>
</tr>
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<td></td>
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<td>B. Increase knowledge of history and styles of photography</td>
</tr>
<tr>
<td>ART - 1433</td>
<td>Design I</td>
<td>Introduction to the fundamentals of two-dimensional design with emphasis in black and white media.  (Course description change effective Fall 2018)</td>
<td>A. Apply the elements to original compositions</td>
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<td>B. Demonstrate knowledge of the principles of design</td>
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<td>C. Employ effective craftsmanship</td>
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<tr>
<td>ART-No.</td>
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</table>
| ART - 1443 | Design II                  | Continuation of Design I with emphasis in color theory.  *(Course description change effective Fall 2018)* | A. Apply the elements to original compositions in color  
B. Demonstrate knowledge of the principles of color design  
C. Employ effective craftsmanship |
| ART - 1453 | Three Dimensional Design  | To provide students with an understanding of spatial form in three dimensions through the use of applied design elements and principles to studio problems in mixed media. | A. Demonstrate 3-D problem solving skills in relation to elements and principals of design |
| ART - 1513 | Computer Art               | An introduction to the theory and practice of using the computer to create art. A study of methods and applications utilizing the computer and selected software applications. | A. Survey basic Macintosh skills  
B. Apply methods in using the computer to create art  
C. Utilize selected art software emphasizing Adobe Photoshop |
| ART - 1811/1821 | Exhibition Class I and II | Attendance at 75% of all college art exhibitions during the semester student is enrolled. The intended requirement is for art majors to monitor and encourage independent research in career practices and promotion. Submission of individual art work to at least one local, regional, or national exhibition is required. Required of all art majors. *(Course description change effective Fall 2013)* | A. Prepare work for archival storage, presentations and exhibition  
B. Arrange a display or exhibition of art |
| ART - 1913 | Art for Elementary Teachers | Development of essential concepts of children's art education in compliance with the National Standards for Arts Education. | A. Define elements and principles of art  
B. Develop lesson and unit plans  
C. Demonstrate basic art skills  
D. Survey basic art history  
E. Distinguish developmental stages in children |
| ART - 2113 | The Arts and Culture       | A course designed to provide students with onsite field experience (domestic or international). *(Course description change effective Fall 2013) *(Course description change effective Fall 2018)* | A. Increase cultural awareness  
B. Interact with art in context  
C. Explore arts and culture of the region  
D. Document cultural experience |
| ART - 2353 | Figure Drawing I           | A study of proportion in the human figure through the use of gesture, contour, and value. *(Course description change effective Fall 2018)* | A. Draw from observation  
B. Utilize proportion, gesture and foreshortening in the human figure |
<table>
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</table>
| ART/FCS 2413 | Introduction to Interior Design | An introduction to the field of interior design with emphasis on processes, materials, and design solutions. *(New course effective Fall 2018)*                                                                               | A. Indicate an understanding of the interior design profession, career specializations, and professional organizations  
B. Recognize design processes and scope of services in and related to interior design  
C. Indicate a working knowledge of space planning in residential and commercial interiors  
D. Successfully create a residential plan along with major components which visually represent the design concept  
E. Use the appropriate vocabulary and communication skills to formally present design projects |
| ART - 2433  | Communication Arts I     | A course designed to study the basic principles of typography, layout and illustration for reproduction and publication. *(New course effective Fall 2012) *(Title and course description change effective Fall 2018)* | A. Apply basic principles of typography  
B. Develop techniques for illustration  
C. Plan and execute layouts |
| ART - 2463  | Communication Arts II    | A course designed to continue the study of the principles of typography, layout and illustration for reproduction and publication. *(New course effective Fall 2012) *(Title and course description change effective Fall 2018)* | A. Apply basic principles of typography  
B. Strengthen illustration techniques  
C. Plan and execute layouts |
| ART - 2513  | Painting I               | An introduction to painting compositions and techniques. *(Course description change effective Fall 2018)*                                                                                                             | A. Apply compositional concepts to painting media  
B. Apply color theory to original compositions  
C. Interpret the use of color through direct observation |
| ART - 2523  | Painting II              | A further study in the compositions, techniques, and concepts in Painting I. *(Course description change effective Fall 2018)*                                                                                      | A. Apply enhanced compositional concepts to painting media  
B. Apply enhance and color theory to original compositions  
C. Explore conceptual issues in painting |
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| ART - 2613 | Ceramics I    | This course is directed toward an introduction to different aspects and materials of ceramic design. Instruction covers forming and shaping by hand and by mechanical means, various kiln operations, understanding the nature of clay and glazes and an appreciation of functional and non-functional forms. | A. Produce hand-built works using the processes of pinch, coil and slab  
B. Exhibit basic throwing concepts  
C. Demonstrate an understanding of firing and glazing processes |
| ART - 2623 | Ceramics II   | Continuation of skills introduced in Ceramics I. Emphasis on individual problem solving.                                                                                                                                 | A. Focus on problem solving in intermediate ceramic techniques                                                                                           |
| ART - 2633 | Sculpture I   | Study of 3-D media and methods exploring subtractive and additive sculpture process. (Course description change effective Fall 2013)                                                                                | A. Demonstrate sculptural problem solving, while utilizing materials and processes                                                                       |
| ART - 2713 | Art History I | Survey course of historical background of art forms from Prehistoric to Renaissance. Emphasis is on painting, architecture, and sculpture as related to history.                                                     | A. Identify artists  
B. Interpret works  
C. Compare styles  
D. Discuss cultural/historical context  
E. Compose writing components |
| ART - 2723 | Art History II| Survey courses of historical background of art forms from Renaissance to present with special emphasis on contemporary expression.                                                                                           | A. Identify artists  
B. Interpret works  
C. Compare styles  
D. Discuss cultural/historical context  
E. Compose writing components |
| ART - 2811 | Exhibition Class III | A continuation of ART 1821.                                                                                                                                                                                             | A. Prepare work for archival storage, presentation and exhibition  
B. Arrange a display or exhibition of art                                                                                                 |
| ART - 2821 | Exhibition Class IV | A continuation of ART 2811.                                                                                                                                                                                               | A. Prepare work for archival storage, presentation and exhibition  
B. Arrange a display or exhibition of art  
C. Build a professional portfolio                                                                                                           |
| ART - 2913 | Special Studio | Independent study in an area of special interest. Course designed for the exceptional student. Instructor approval dependent on discipline. Can only take twice.                                                                 | A. Further develop medium and techniques in the discipline  
B. Create works of art in the discipline                                                                                                             |
<table>
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<tr>
<th>AVM -No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| AVM -1113 | Introduction to Aviation | The development of aviation from early attempts of flight to space travel, including career opportunities in the aviation industry. This course includes a brief survey of the National Airspace System, the airport environment, and the air traffic control environment (3 hour lecture). (Course description change effective Fall 2010)(Course description change effective Fall 2015) | A. Define the aviation environment and the air traffic control environment  
B. Investigate career opportunities as it relates to aviation technology  
C. Describe the history and development of the National Airspace System (NAS)  
D. Describe the airport environment  
E. Study the various navigation systems including ground and satellite based systems  
F. Discuss the basics of aviation communications.  
G. Identify aircraft recognition factors (single engine, multi-engine, transport, etc.) |
| AVM -1213 | Private Pilot Ground I   | During this course students will gain the required knowledge to pass the certification process for a Private Pilot Airplane Single Engine Land Certification on the topics of principles of flight, the flight environment, aircraft systems and performance (3 hour lecture). (Course description change effective Fall 2010)(Course description change effective Fall 2015) | A. Understand the requirements to ensure an aircraft is fully capable of flight  
B. Identify aircraft systems and understand flight control input and responses  
C. Understand the operation and indications of aircraft flight instruments  
D. Describe the principles of flight and the pilot’s environment  
E. Understand aviation charts and the symbology used to define geographical and flight features  
F. Proficiently interpret performance charts from aircraft operating handbooks |
| AVM -1223 | Private Pilot Ground II  | During this course students will gain the required knowledge to pass the certification process for a Private Pilot Airplane Single Engine Land Certification on the topics of principles of flight, the flight environment, aircraft systems and performance (3 hour lecture). (Course description change effective Fall 2010)(Course description change effective Fall 2015) | A. Airplane performance  
B. Navigation  
C. FAA Regulations  
D. Applying human factors principles  
E. Flying cross country |
<table>
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<th>AVM -No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
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</table>
| AVM -2113| Applied Meteorology | Basic weather theory and information services available from aviation sources. Also includes how to interpret various reports and forecasts provided by the National Weather Service and the Federal Aviation Administration (3 hour lecture). (Course description change effective Fall 2015) | A. Demonstrate knowledge and an understanding of:  
B. Basic weather theory including air masses and weather patterns  
C. Hazardous weather conditions and its effects on aviation  
D. Weather data, including routine weather reports and forecasts  
E. Determine what weather sources are available to pilots from the Federal Aviation Administration and the National Weather Services  
F. Determine if current and forecast weather conditions will allow normal flight |
| AVM -2213| Human Factors     | Examinations of the importance of interpersonal skills and human interaction in relation to safety and effectiveness in the cockpit. Includes concepts of processes, role issues, and practice in implementing these concepts. (Course description change effective Fall 2010) | A. Apply human factor methods and principles to flight preparation and an actual flight  
B. Learn to use aeronautical decision making procedures to evaluate safety risks  
C. Obtain an understanding of human limitations and how they apply to the aviation environment  
D. Demonstrate critical thinking skills  
E. Demonstrate the ability to use all available aviation assets to mitigate critical situations during flight  
F. Demonstrate the ability to use risk analysis to determine the safest course of action during any adverse situation |
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</thead>
</table>
| AVM - 2313 | Aircraft Engine Operation | The study of aircraft engine types; their design, construction, and operation. Review of auxiliary engine systems as part of the aircraft power plant. (3 hour lecture) | A. Understand how Federal Aviation Regulations apply to aircraft engine design and performance standards  
B. Understand the operational principles of reciprocating, turbine, and turbofan engines  
C. Know the operating conditions and limitations of aircraft engines in the flight environment  
D. Explain the inspection criteria and replacement requirements of aircraft engines  
E. Know how auxiliary engine electrical and hydraulic systems are powered and controlled |
| AVM - 2413 | Private Pilot Flight I | Dual and solo flight training designed to prepare the student for Federal Aviation Administration Private Pilot Certification. Includes pre-solo instruction, solo endorsement, and introduction to cross country flight. (1 hour lecture, 4 hour lab) (Course description change effective Fall 2010) | A. Learn how to control the aircraft during straight and level flight, turns, climbs and descents  
B. Develop safe habits early on that can be used throughout a flying career  
C. Improve on basic flying skills by performing aircraft stalls, steep turns, and minimum control airspeed flight  
D. Prepare for solo flight by practicing takeoffs and landings, emergency procedures and ground reference maneuvers  
E. Pass a flying proficiency progress check and conduct a solo flight  
F. Begin preparations for cross country flights by practicing navigation procedures |
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<th>Outcomes</th>
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<tr>
<td>AVM - 2423</td>
<td>Private Pilot Flight II</td>
<td>Dual and solo flight training designed to prepare the student for Federal Aviation Administration Private Pilot Certification. Includes dual and solo cross country flying, night flying, and preparation for the Private Pilot Practical Test (1 hour lecture, 4 hour lab). (Course description change effective Fall 2010)</td>
<td>A. Prepare for cross-country flights by practicing navigation techniques&lt;br&gt;B. Practice and perform short and soft field takeoffs and landings&lt;br&gt;C. Learn to fly the aircraft at night and practice flying the aircraft with reference to flight instruments only&lt;br&gt;D. Continue flight progression by conducting cross country flights with an instructor during day and night conditions&lt;br&gt;E. Use navigation skills and personal flight proficiency to conduct a solo cross country flight</td>
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Biology (BIO)

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<th>BIO - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>BIO - 1111</td>
<td>Principles of Biology I, Laboratory</td>
<td>A laboratory course for non-science majors that contains experiments and exercises that reinforce the principles introduced in BIO 1113 Principles of Biology I, Lecture.</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 1113</td>
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<tr>
<td>BIO - 1113</td>
<td>Principles of Biology I, Lecture</td>
<td>A lecture course for non-science majors that provides an introduction to the basic principles of modern biology and their relevance to modern life. Emphasis is placed on the nature and history of scientific thought, basic biological chemistry, cell structure and processes, genetics</td>
<td>A. Describe the concept of the scientific method&lt;br&gt;B. Describe the fundamental principles of cell biology&lt;br&gt;C. Describe the fundamental principles of mendelian genetics&lt;br&gt;D. Describe the molecular basis for heredity, DNA structure and replication, and protein synthesis.&lt;br&gt;E. Describe the overarching theme of evolution in biology</td>
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<tr>
<td>BIO - No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
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<tr>
<td>BIO -1114</td>
<td><strong>Principles of Biology I,</strong>&lt;br&gt;Lecture and Laboratory</td>
<td>A combined lecture and laboratory course for non-science majors that provide an introduction to the basic principles of modern biology, and their relevance to modern life. Emphasis is placed on the nature and history of scientific thought, basic biological chemistry, cell structure and processes, genetics. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes.</td>
<td>A. Describe the concept of the scientific method&lt;br&gt;B. Describe the fundamental principles of cell biology&lt;br&gt;C. Describe the fundamental principles of mendelian genetics&lt;br&gt;D. Describe the molecular basis for heredity, DNA structure and replication, and protein synthesis&lt;br&gt;E. Describe the overarching theme of evolution in biology</td>
</tr>
<tr>
<td>BIO - 1121</td>
<td><strong>Principles of Biology II,</strong>&lt;br&gt;Laboratory</td>
<td>A laboratory course for non-science majors that contains experiments and exercises that reinforce the principles introduced in BIO 1123 Principles of Biology II, Lecture.</td>
<td>A. Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1123, as well as develop the ability to analyze experimental data.</td>
</tr>
<tr>
<td>BIO - 1123</td>
<td><strong>Principles of Biology II,</strong>&lt;br&gt;Lecture</td>
<td>A lecture course for non-science majors that emphasizes the survey of the diversity of life, ecology, evolution, and an overview of organ systems. (Course description change effective Fall 2011)</td>
<td>A. Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments&lt;br&gt;B. Describe the fundamental anatomy and physiology of animals&lt;br&gt;C. Describe the fundamental anatomy and physiology of plants&lt;br&gt;D. Describe the basic principles of ecology and population biology</td>
</tr>
<tr>
<td>BIO - 1124</td>
<td><strong>Principles of Biology II,</strong>&lt;br&gt;Lecture and Laboratory</td>
<td>A combined lecture and laboratory course for non-science majors that emphasize the survey of the diversity of life, ecology, evolution, and an overview of organ systems. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2011)</td>
<td>A. Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments&lt;br&gt;B. Describe the fundamental anatomy and physiology of animals&lt;br&gt;C. Describe the fundamental anatomy and physiology of plants&lt;br&gt;D. Describe the basic principles of ecology and population biology</td>
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<tr>
<td>BIO - 1131</td>
<td>General Biology I, Laboratory</td>
<td>A laboratory course for science majors that contains experiments and exercises that reinforce the principles introduced in BIO 1133 General Biology I, lecture.</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 1133</td>
</tr>
</tbody>
</table>
| BIO - 1133 | General Biology I, Lecture | Lecture - A lecture course for science majors that covers the major themes of biology, the scientific method, chemistry relevant to biological systems, cell processes including photosynthesis and cellular respiration, cell division, genetics, and molecular genetics. (Course description change effective Fall 2017) | A. Describe the concept of the scientific method  
B. Describe the fundamental principles of cell biology  
C. Describe the fundamental principles of mendelian genetics  
D. Describe the molecular basis for heredity, and structure and replication, and protein synthesis.  
E. Describe the principles of adaptation and evolution in biology |
| BIO - 1134 | General Biology I, Lecture and Laboratory | A combined lecture and laboratory course for science majors that covers the major themes of biology, the scientific method, chemistry relevant to biological systems, cell processes including photosynthesis and cellular respiration, cell division, genetics, and molecular genetics. (Course description change effective Fall 2017) | A. Describe the concept of the scientific method  
B. Describe the fundamental principles of cell biology  
C. Describe the fundamental principles of mendelian genetics  
D. Describe the molecular basis for heredity, and structure and replication, and protein synthesis.  
E. Describe the principles of adaptation and evolution in biology |
<p>| BIO - 1141 | General Biology II, Laboratory | A laboratory course for science majors that contains experiments and exercises that reinforce the principles introduced in BIO 1143 General Biology II, Lecture. | A. Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1143, as well as develop the ability to analyze experimental data. |</p>
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| BIO - 1143 | General Biology II, Lecture | A lecture course for science majors that reinforces themes and concepts introduced in BIO 1133 General Biology I, while emphasizing the diversity of life. Topics covered include evolution, classification, ecology, detailed consideration of major groups of organisms, viruses, and the study of animals and plants including their anatomy and physiology. (Course description change effective Fall 2017) | A. Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments  
B. Describe the fundamental anatomy and physiology of animals  
C. Describe the fundamental anatomy and physiology of plants  
D. Describe the basic principles of ecology and population biology |
| BIO - 1144 | General Biology II, Lecture and Laboratory | A combined lecture and laboratory course for science majors that reinforces themes and concepts introduced in BIO 1134 General Biology I, while emphasizing the diversity of life. Topics covered include evolution, classification, ecology, detailed consideration of major groups of organisms, viruses, and the study of animals and plants including their anatomy and physiology. (Course description change effective Fall 2017) | A. Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments  
B. Describe the fundamental anatomy and physiology of animals  
C. Describe the fundamental anatomy and physiology of plants  
D. Describe the basic principles of ecology and population biology |
| BIO - 1211 | Environmental Science, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 1213 Environmental Science, Lecture.                                                                 | A. Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1213, as well as develop the ability to analyze experimental data. |
| BIO - 1213 | Environmental Science, Lecture | A lecture course covering the relevance of ecological principles to environmental problems and the relationship of humans to their environment with emphasis on preservation of environmental quality. | A. Describe the relevance of ecological principles to environmental problems  
B. Describe use of scientific methods in environmental science  
C. Discuss current environmental issues  
D. Describe energy-flow processes  
E. Describe chemical processes as related to the environment  
F. Describe species/population/community interactions |
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| BIO - 1214 | Environmental Science, Lecture and Laboratory | A combined lecture and laboratory course covering the relevance of ecological principles to environmental problems and the relationship of humans to their environment with emphasis on preservation of environmental quality. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Describe the relevance of ecological principles to environmental problems  
B. Describe use of scientific methods in environmental science  
C. Discuss current environmental issues  
D. Describe energy-flow processes  
E. Describe chemical processes as related to the environment  
F. Describe species/population/community interactions |
| BIO - 1311 | Botany I, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 1313 Botany I, Lecture. | A. Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1313, as well as develop the ability to analyze experimental data |
| BIO - 1313 | Botany I, Lecture | A lecture course covering the representative groups of the plant kingdom, their anatomy, physiology, taxonomy, and economic importance. | A. Describe plant cell structure and organization  
B. Describe the reproduction, growth and development of plants  
C. Describe the anatomy and physiology of plants  
D. Discuss the ecology and evolution of plants  
E. Describe the diversity and distribution of plant species |
| BIO - 1314 | Botany I, Lecture and Laboratory | A combined lecture and laboratory course covering the representative groups of the plant kingdom, their anatomy, physiology, taxonomy, and economic importance. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Describe plant cell structure and organization  
B. Describe the reproduction, growth and development of plants  
C. Describe the anatomy and physiology of plants  
D. Discuss the ecology and evolution of plants  
E. Describe the diversity and distribution of plant species |
<p>| BIO - 1321 | Botany II, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 1323 Botany II, Lecture. | A. Develop laboratory skills that allow a student to recognize and observe the concepts listed in BIO 1323, as well as develop the ability to analyze experimental data |</p>
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<th>BIO - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tr>
<td>BIO - 1323</td>
<td>Botany II, Lecture</td>
<td>A lecture course that emphasizes classification and identification of plants.</td>
<td>A. Describe the classification system of botany</td>
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<td>B. Describe the evolution of plants</td>
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<td>C. Describe the reproductive processes and sexual life cycles of plants</td>
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<td>D. Describe anatomy and physiology of different plant, algae, and fungal groups</td>
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<td>E. Describe ecological systems</td>
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<tr>
<td>BIO - 1324</td>
<td>Botany II, Lecture and Laboratory</td>
<td>A combined lecture and laboratory course that emphasizes classification and identification of plants. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes.</td>
<td>A. Describe the classification system of botany</td>
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<td>B. Describe the evolution of plants</td>
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<td>C. Describe the reproductive processes and sexual life cycles of plants</td>
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<td>D. Describe anatomy and physiology of different plant, algae, and fungal groups</td>
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<td>E. Describe ecological systems</td>
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<tr>
<td>BIO - 1511</td>
<td>Principles of Anatomy and Physiology I, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 1513 Principles of Anatomy and Physiology I, Lecture.</td>
<td>A. Identify anatomical structures concerning the tissues and integumentary system, skeletal system, muscular system, and nervous system</td>
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<td>B. Analyze laboratory experiments concerning physiology of the muscular system and nervous system</td>
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<tr>
<td>BIO - 1513</td>
<td>Principles of Anatomy and Physiology I, Lecture</td>
<td>A lecture course that provides an introduction to the anatomical and physiological study of the human body at the molecular, cellular, tissue, organ, and organ system levels. Organ systems covered in this course are the integumentary, muscular, skeletal and nervous systems.</td>
<td>A. Use correct anatomical and physiological terms to describe the human body</td>
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<td>B. List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, and nervous system that are explored by the course</td>
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<td>C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</td>
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<td>BIO - No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
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</table>
| BIO - 1514 | Principles of Anatomy and Physiology I, Lecture and Laboratory | A combined lecture and laboratory course that provides an introduction to the anatomical and physiological study of the human body at the molecular, cellular, tissue, organ, and organ system levels. Organ systems covered in this course are the integumentary, muscular, skeletal and nervous systems. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Use correct anatomical and physiological terms to describe the human body  
B. List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, and nervous system that are explored by the course  
C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
| BIO - 1521 | Principles of Anatomy and Physiology II, Laboratory       | A laboratory course that contains experiments and exercises that reinforce the principles and concepts introduced in BIO 1523 Principles of Anatomy and Physiology II, Lecture.                                                                 | A. Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system.  
B. Analyze laboratory experiments concerning physiology of the cardiovascular system, endocrine system, respiratory system, digestive system, urinary system. |
| BIO - 1523 | Principles of Anatomy and Physiology II, Lecture           | A lecture course that provides an introduction to the anatomical and physiological study of the human endocrine cardiovascular, lymphatic and immune, respiratory, digestive, and urinary systems, as well as reproduction and development. (Course description change effective Fall 2011)                       | A. List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system  
B. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
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</table>
| BIO - 1524 | Principles of Anatomy and Physiology II, Lecture and Laboratory | A combined lecture and laboratory course that provides an introduction to the anatomical and physiological study of the human endocrine, circulatory, respiratory, digestive, and urinary systems, as well as reproduction and development. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2017) | A. List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system  
B. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
| BIO - 1531 | Survey of Anatomy and Physiology, Laboratory     | A laboratory course that contains experiments and exercises that reinforce the principles introduced in lecture classes. (New course effective Fall 2011)                                                                                                                   | A. Identify anatomical structures concerning the tissues and integumentary system, skeletal system, muscular system, and nervous system.  
B. Analyze laboratory experiments concerning physiology of the muscular system and nervous system  
C. Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system  
D. Analyze laboratory experiments concerning physiology of the cardiovascular system, endocrine system, respiratory system, digestive system, urinary system |
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| BIO - 1533 | Survey of Anatomy and Physiology, Lecture | A lecture course covering essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, and an overview of all the body systems. (New course effective Fall 2011) | A. Use correct anatomical and physiological terms to describe the human body  
B. List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, and nervous system that are explored by the course  
C. List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system  
D. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
| BIO - 1534 | Survey of Anatomy and Physiology, Lecture and Laboratory | A combined lecture and laboratory course covering essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, and an overview of all the body systems. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (New course effective Fall 2011) | A. Use correct anatomical and physiological terms to describe the human body  
B. List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, and nervous system that are explored by the course  
C. List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system  
D. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
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| BIO - 1613 | Nutrition, Lecture               | A lecture course covering the nutrients for normal growth and reducing risks of major chronic diseases, and applied to the selection of food for ingestion, the process of digestion, assimilation, absorption, and their applications for healthcare providers. (Course description change effective Fall 2017)                                                                                                                                                                                                                                           | A. Describe the vertebrate digestive system  
B. Describe the chemistry and nutritional value of carbohydrates, lipids, and proteins  
C. Describe the process of assimilation and absorption of major nutrients and how they maintain metabolism and energy balance  
D. Describe the roles of vitamins, minerals, and water in nutrition  
E. Discuss diet planning  
F. Discuss major chronic diseases                                                                                   |
| BIO – 1711 | Biomedical Research I            | This course will provide hands on instruction of the necessary skills in order to prepare students to launch a unique investigation in the area of biomedical research. This course focuses on the structural basics such as literature reviews, elements of a research proposal/publication/presentation, experimental design, analysis of data, and technical skills such as micropipetting, centrifugation, spectrophotometric analysis, etc. (New course effective Fall 2018)                                                                                                      | A. Use the scientific process in order to investigate a unique scientific question, devise hypotheses, and collect, analyze, and present data  
B. Use equipment and instrumentation properly to collect data  
C. Analyze data appropriately and without bias  
D. Present data to peers in the form of oral and poster presentations and publications                                                                                                       |
| BIO – 1721 | Biomedical Research II           | This course will provide students with the opportunity to perform a unique investigation in the area of biomedical research of data, and technical skills such as micropipetting, centrifugation, spectrophotometric analysis, etc. (New course effective Fall 2018)                                                                                                                                                                                                                                                   | A. Use the scientific process in order to investigate a unique scientific question, devise hypotheses, and collect, analyze, and present data  
B. Use equipment and instrumentation properly to collect data  
C. Analyze data appropriately and without bias  
D. Present data to peers in the form of oral and poster presentations and publications                                                                                                       |
<p>| BIO - 2211 | Introduction to Marine Science, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2213 Introduction to Marine Science, Lecture.                                                                                                                                                                                                                                                                                                                                                          | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 2213                                                                                           |</p>
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<th>UCNS Title</th>
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<th>Outcomes</th>
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</table>
| BIO - 2213 | Introduction to Marine Science, Lecture | A lecture course providing an introduction to oceanography with an emphasis on the measurement of physical, chemical, and biological aspects of the marine environment as well as functional morphology and taxonomy of local marine biota.  | A. Discuss the dynamics of plate tectonics and seafloor characteristics  
B. Describe the chemical properties of seawater  
C. Describe physical factors of open ocean circulation  
D. Discuss zonation of oceans  
E. Discuss energy flow |
| BIO - 2214 | Introduction to Marine Science, Lecture and Laboratory | A combined lecture and laboratory course providing an introduction to oceanography with an emphasis on the measurement of physical, chemical, and biological aspects of the marine environment as well as functional morphology and taxonomy of local marine biota. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes.  | A. Discuss the dynamics of plate tectonics and seafloor characteristics  
B. Describe the chemical properties of seawater  
C. Describe physical factors of open ocean circulation  
D. Discuss zonation of oceans  
E. Discuss energy flow |
| BIO - 2231 | Applied Aquatic and Terrestrial Ecology, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2233 Applied Aquatic and Terrestrial Ecology, Lecture.  | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 2233 |
| BIO - 2233 | Applied Aquatic and Terrestrial Ecology, Lecture | A lecture course covering the application of ecological principles that serves as a basis for the management of wildlife and fisheries in terrestrial and aquatic habitats.  | A. Discuss ecosystem function and management  
B. Describe population dynamics and predation  
C. Describe animal behavior, physiology, and diseases  
D. Discuss habitat management and conservation  
E. Discuss farm, range, and wildlife harvest |
| BIO - 2234 | Applied Aquatic and Terrestrial Ecology, Lecture and Laboratory | A combined lecture and laboratory course covering the application of ecological principles which serve as a basis for management of wildlife and fisheries in terrestrial and aquatic habitats. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes.  | A. Discuss ecosystem function and management  
B. Describe population dynamics and predation  
C. Describe animal behavior, physiology, and diseases  
D. Discuss habitat management and conservation  
E. Discuss farm, range, and wildlife harvest |
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<tr>
<td>BIO - 2311</td>
<td>Dendrology, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2313 Dendrology, Lecture.</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 2313</td>
</tr>
</tbody>
</table>
| BIO - 2313 | Dendrology, Lecture          | A lecture course concerning the taxonomy, morphology, ecology, and identification of woody plants. | A. Describe the classification and identification method of woody plant  
B. Describe the anatomy and physiology of woody plants  
C. Discuss the ecology of woody plants |
| BIO - 2314 | Dendrology, Lecture and Laboratory | A combined lecture and laboratory course concerning the taxonomy, morphology, ecology, and identification of woody plants. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Describe the classification and identification method of woody plant  
B. Describe the anatomy and physiology of woody plants  
C. Discuss the ecology of woody plants |
<p>| BIO - 2411 | Zoology I, Laboratory        | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2413 Zoology I, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 2413 |</p>
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<tr>
<td>BIO - 2413</td>
<td>Zoology I, Lecture</td>
<td>A lecture course that includes in depth studies of phylogeny and classification systems, protozoa, and major invertebrate phyla.</td>
<td>A. Demonstrate an understanding of current classification methods and taxonomy</td>
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<td>B. Describe the evolutionary relationships among animal groups.</td>
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<td>C. Demonstrate an understanding of the relationship of anatomical form to function within animal groups.</td>
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<td>D. Recognize adaptations and behaviors that give an animal the ability to successfully occupy a particular habitat or niche.</td>
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<td>E. Recognize the ecological impacts of animal behaviors, establishment of animal communities, and disruptions to a habitat.</td>
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<td>F. Develop an appreciation of animal diversity through study of animal taxonomy and systematics.</td>
</tr>
<tr>
<td>BIO - 2414</td>
<td>Zoology I, Lecture and Laboratory</td>
<td>A combined lecture and laboratory course that includes in-depth studies of phylogeny and classification systems, protozoa, and major invertebrate phyla. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes.</td>
<td>A. Demonstrate an understanding of current classification methods and taxonomy</td>
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<td>B. Describe the evolutionary relationships among animal groups.</td>
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<td>C. Demonstrate an understanding of the relationship of anatomical form to function within animal groups.</td>
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<td>D. Recognize adaptations and behaviors that give an animal the ability to successfully occupy a particular habitat or niche.</td>
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<td>E. Recognize the ecological impacts of animal behaviors, establishment of animal communities, and disruptions to a habitat.</td>
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<td>F. Develop an appreciation of animal diversity through study of animal taxonomy and systematics.</td>
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<td>G. Discuss major anatomical and physiology features for protozoa and invertebrate animals.</td>
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<td>BIO - No.</td>
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<td>Course &amp; Description</td>
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<tr>
<td>BIO - 2421</td>
<td>Zoology II, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2423 Zoology II, Lecture.</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 2423</td>
</tr>
<tr>
<td>BIO - 2423</td>
<td>Zoology II, Lecture</td>
<td>A lecture course that includes in-depth studies of vertebrate taxonomy and animal systems. (Course description change effective Fall 2011)</td>
<td>A. Discuss major anatomical and physiology features for vertebrate animals B. Discuss animal habitat ranges and ecosystems and population dynamics</td>
</tr>
<tr>
<td>BIO - 2424</td>
<td>Zoology II, Lecture and Laboratory</td>
<td>A combined lecture and laboratory course that includes in-depth studies of vertebrate taxonomy and animal systems. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2011)</td>
<td>A. Discuss major anatomical and physiology features for vertebrate animals B. Discuss animal habitat ranges and ecosystems and population dynamics</td>
</tr>
<tr>
<td>BIO - 2431</td>
<td>General Zoology, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2433 General Zoology, Lecture. (Course code change effective Fall 2011)</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 2433</td>
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<tr>
<td>BIO - 2433</td>
<td>General Zoology, Lecture</td>
<td>A lecture course that covers phylogeny and classification systems and studies of the invertebrate and vertebrate taxa. (Course code change effective Fall 2011)</td>
<td>A. Demonstrate an understanding of current classification methods and taxonomy.</td>
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<td>B. Describe the evolutionary relationships among animal groups.</td>
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<td>C. Demonstrate an understanding of the relationship of anatomical form to function within animal groups.</td>
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<td>D. Recognize adaptations and behaviors that give an animal the ability to successfully occupy a particular habitat or niche.</td>
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<td>E. Develop an appreciation of animal diversity through study of animal taxonomy and systematics.</td>
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<td>F. Discuss major anatomical and physiological features for protozoa and invertebrate animals.</td>
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<td>G. Discuss major anatomical and physiological features for vertebrate animals.</td>
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| BIO - 2434 | **General Zoology, Lecture and Laboratory** | A combined lecture and laboratory course that phylogeny and classification systems and studies of the invertebrate and vertebrate taxa. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course code change effective Fall 2011) | A. Demonstrate an understanding of current classification methods and taxonomy  
B. Describe the evolutionary relationships among animal groups.  
C. Demonstrate an understanding of the relationship of anatomical form to function within animal groups.  
D. Recognize adaptations and behaviors that give an animal the ability to successfully occupy a particular habitat or niche.  
E. Develop an appreciation of animal diversity through study of animal taxonomy and systematics.  
F. Discuss major anatomical and physiological features for protozoa and invertebrate animals.  
G. Discuss major anatomical and physiological features for vertebrate animals. |
| BIO - 2511 | **Anatomy and Physiology I, Laboratory** | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2513 Anatomy and Physiology I, Lecture.                                                                                                                                               | A. Identify anatomical structures concerning the tissues and integumentary system, skeletal system, muscular system, and nervous system.  
B. Analyze laboratory experiments concerning physiology of the muscular system and nervous system. |
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<th>BIO - No.</th>
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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| BIO - 2513 | Anatomy and Physiology I, Lecture | A lecture course that covers the anatomical and physiological study of the human body as an integrated whole. The course includes detailed studies of biological principles; tissues; and the integumentary, skeletal, muscular and nervous systems. | A. Use correct anatomical and physiological terms to describe the human body  
B. List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, and nervous system that are explored by the course  
C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
| BIO - 2514 | Anatomy and Physiology I, Lecture and Laboratory | A combined lecture and laboratory course that covers the anatomical and physiological study of the human body as an integrated whole. The course includes detailed studies of: biological principles; tissues; and the integumentary, skeletal, muscular and nervous systems. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Use correct anatomical and physiological terms to describe the human body  
B. List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, and nervous system that are explored by the course.  
C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
| BIO - 2521 | Anatomy and Physiology II, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2523 Anatomy and Physiology II, Lecture. | A. Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system.  
B. Analyze laboratory experiments concerning physiology of the cardiovascular system, endocrine system, respiratory system, digestive system, and urinary system. |
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| BIO - 2523 | Anatomy and Physiology II, Lecture | A lecture course that includes detailed studies of the anatomy and physiology of the human special senses, endocrine, cardiovascular, lymphatic, respiratory, digestive, and urinary systems, as well as reproduction and development. (Course description change effective Fall 2017) | A. Use correct anatomical and physiological terms to describe the human body  
B. List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system  
C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
| BIO - 2524 | Anatomy and Physiology II, Lecture and Laboratory | A combined lecture and laboratory course that includes detailed studies of the anatomy and physiology of human special senses, endocrine, cardiovascular, lymphatic and immune, respiratory, digestive, and urinary systems, as well as reproduction and development. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2017) | A. Use correct anatomical and physiological terms to describe the human body  
B. List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system  
C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body |
<p>| BIO - 2611 | Cell Biology, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2613 Cell Biology, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 2613 |</p>
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| BIO - 2613 | Cell Biology, Lecture     | A lecture course providing a comparative study of cell structures among plant, animal and bacterial systems.                                                                                                            | A. Compare and contract prokaryotic and eukaryotic cell anatomy and physiology  
B. Discuss chemical components of the cell and general cell metabolism  
C. Describe the roles of enzymes in the cell  
D. Discuss gene regulation of protein synthesis and cellular activities                                                                                       |
| BIO - 2614 | Cell Biology, Lecture and Laboratory | A combined lecture and laboratory course providing a comparative study of cell structures among plant, animal, and bacterial systems. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Compare and contract prokaryotic and eukaryotic cell anatomy and physiology  
B. Discuss chemical components of the cell and general cell metabolism  
C. Describe the roles of enzymes in the cell  
D. Discuss gene regulation of protein synthesis and cellular activities                                                                                       |
| BIO - 2921 | Microbiology, Laboratory  | A laboratory course which provides experiments that reinforce principles introduced in the lecture to include fundamental laboratory techniques in lab safety, microscopy, culturing and identification of microbes, and effectiveness of antimicrobial agents.  
(Course description change effective Fall 2011) | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 2923                                                                 |
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<th>BIO - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>BIO - 2923</td>
<td>Microbiology, Lecture</td>
<td>A lecture course providing a comprehensive study of microbial agents to include taxonomy, metabolism, physiology and genetics, concepts of pathogenesis and immunity. <em>(Course description change effective Fall 2017)</em></td>
<td>A. Demonstrate knowledge of the main classification schemes for prokaryotic, eukaryotic organisms and agents.</td>
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<td>B. Demonstrate knowledge of microbial growth and metabolism along with the common methods to control such growth.</td>
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<td>C. Demonstrate knowledge of epidemiological concepts and mechanisms.</td>
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<td>D. Demonstrate knowledge of innate and specific immunity</td>
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<td>E. Demonstrate knowledge of common interactions between microbes and humans, both beneficial and those leading to disease</td>
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<tr>
<td>BIO - 2924</td>
<td>Microbiology, Lecture and Laboratory</td>
<td>A combined lecture and laboratory course providing a comprehensive study of microbial agents to include taxonomy, metabolism, physiology and genetics, concepts of pathogenesis and immunity. Labs in this course provide experiments that reinforce principles introduced in the lecture to include fundamental laboratory techniques in lab safety, microscopy, culturing and identification of microbes, and effectiveness of antimicrobial agents. <em>(Course description change effective Fall 2017)</em></td>
<td>A. Demonstrate knowledge of the main classification schemes for prokaryotic, eukaryotic organisms and agents.</td>
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<tr>
<td></td>
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<td></td>
<td>B. Demonstrate knowledge of microbial growth and metabolism along with the common methods to control such growth.</td>
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<td>C. Demonstrate knowledge of epidemiological concepts and mechanisms.</td>
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<td>D. Demonstrate knowledge of innate and specific immunity</td>
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<td>E. Demonstrate knowledge of common interactions between microbes and humans, both beneficial and those leading to disease</td>
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**Business Administration (BAD)**

<table>
<thead>
<tr>
<th>BAD - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>BAD - 1113</td>
<td>Introduction to Business</td>
<td>This course is designed to introduce students to the basic concepts of business. Main topics include current business and economic environment, entrepreneurship, marketing, management, financial management, and business careers. <em>(Course description change effective Fall 2009)(Course description change effective Fall 2015)</em></td>
<td>A. Explain current business and economic environment</td>
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<td>B. Describe entrepreneurship and business structures</td>
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<td>C. Describe basic concepts of management, marketing, and financial management</td>
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<tr>
<td>BAD -No.</td>
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</table>
| BAD - 1121 | Business Seminar I              | This course is designed to coordinate the various business related student activities to the local level. It promotes leadership and professionalism in civic and social functions which includes student participation and guest speakers. (Course description change effective Fall 2015) | A. Plan, implement, and participate in a business related project  
B. Attend guest lectures                                                                 |
| BAD - 1131 | Business Seminar II             | A continuation of BAD 1121.                                                                                                                                                                                             | A. Plan, implement, and participate in a business related project  
B. Attend guest lectures                                                                 |
| BAD - 1141 | Business Seminar III            | A continuation of BAD 1131.                                                                                                                                                                                            | A. Plan, implement, and participate in a business related project  
B. Attend guest lectures                                                                 |
| BAD - 1151 | Business Seminar IV             | A continuation of BAD 1141.                                                                                                                                                                                            | A. Plan, implement, and participate in a business related project  
B. Attend guest lectures                                                                 |
| BAD - 1313 | Business Mathematics            | Emphasis is placed on the study of the fundamental processes, fractions, decimals, percentage, and problem solving. The application of these fundamental processes is applied toward the problems of business which the student will encounter in the various commercial fields. | A. Use fractions, decimals, and percentages in solving business problems  
B. Compute interest and finance charges  
C. Compute commissions, markups, and selling price  
D. Prepare a bank reconciliation  
E. Compute personal taxes  
F. Use deductive reasoning to solve business problems                                                                 |
| BAD - 2113 | Introduction to International Business | This course is an introduction to international business concepts and practices. Emphasis is placed on understanding cultural differences and foreign exchange markets. (Prefix and course description change effective Fall 2015) | A. Define Globalization  
B. Explain concepts of international business  
C. Describe how cultural issues impact global business  
D. Demonstrate knowledge of Foreign Exchange Markets                                                                 |
| BAD - 2213 | Introduction to Marketing       | This course is an introduction to the principles of marketing. Topics include history or marketing, the marketing process and the Four P’s. (Title and course description effective Fall 2015) | A. Define marketing  
B. Describe the marketing process  
C. Understand the history of marketing theory  
D. Explain the four P’s of marketing                                                                 |
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</table>
| BAD -2323 | Business Statistics       | Introduction to statistical methods of collecting, presenting, analyzing, and interpreting data for business management and control. Topics include: central tendency and dispersion; probability; discrete and continuous distributions; estimation and hypothesis testing. (Course description change effective Fall 2009) (Course description change effective Fall 2015) | A. Calculate measures of central tendency and dispersion  
B. Apply probability calculations  
C. Differentiate between continuous and discrete distributions  
D. Calculate confidence intervals  
E. Perform hypothesis tests |
| BAD -2413 | Legal Environment of Business | An introduction to interrelationships of law and society, jurisprudence and business. Topics include an introduction to law, law of contracts, agency, and employment. (Course description and title change effective Fall 2009) | A. Interpret the effects of legal and social environments on business  
B. Analyze the methods of dispute resolution  
C. Examine the impact of constitutional & governmental regulation on business  
D. Understand the elements of criminal and civil law  
E. Understand the impact of contract, agency & employment laws & regulations on business |
| BAD -2423 | Legal Environment of Business II | Course deleted effective Fall 2015                                                                                                                                                                                   |                                                                                                                                                                  |
| BAD -2513 | Introduction to Management | This course is a study of basic management principles as applied to the functions of planning, organizing, directing, controlling, and coordinating with effective communication in business enterprise. (Title change effective Fall 2015) | A. Explain theories of management  
B. Differentiate the functions of management  
C. Demonstrate effective communication in a business enterprise |
| BAD -2523 | Personal Financial Management | This course deals with an individual's optimal management of personal income and expenditures over a lifetime to best meet the needs of his/her financial objectives. The course focuses on the areas of budgeting, insurance, borrowing and credit purchases, home ownership, investment, taxes, and family financial planning. (New course effective Fall 2011) | A. Establish personal financial goals  
B. Prepare & interpret personal financial statements  
C. Understand time value of money  
D. Analyze & manage consumer credit choices  
E. Develop an understanding of tax implications on financial decisions  
F. Evaluate life, health, & property insurance needs |
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</table>
| BAD -2533 | Computer Applications in Business and Industry | This course is an introduction to business office application software. This software includes the components of an information system: spreadsheets, presentation graphics, database management, and word processing. Data entry and retrieval, records management, and electronic communications are skills taught in this course. (Course description and title change effective Fall 2009)(Course description change effective Fall 2015) | A. Navigate operating systems  
B. Apply effective use of internet search engines  
C. Create word processing documents  
D. Develop spreadsheets  
E. Compile databases  
F. Create effective presentations |
| BAD -2613 | Entrepreneurship                              | An applied business administration course designed to integrate the key principles of business planning, marketing, staffing, financing, management, and information systems to the task of starting, operating, and/or expanding a small business. (Course description change effective Fall 2015) | A. Explore the concepts of entrepreneurship  
B. Analyze the business planning process  
C. Differentiate small business management theories  
D. Explain financial management techniques  
E. Identify types of business ownership |
| BAD -2713 | Principles of Real Estate                     | The course is an introduction to the nature of the real estate market, types of ownership of property, contracts, and methods of transferal of title. (Course description change effective Fall 2015) | A. Define real property, personal property & fixtures  
B. Differentiate the types of property ownership  
C. Identify the methods of title transfer  
D. Interpret real estate contracts  
E. Demonstrate a knowledge of the criteria of MS licensing law |
| BAD -2723 | Real Estate Law                               | Designed to give the student a general background in the law of real property and the law of real estate brokerage.                                                                                                                                                             | A. Interpret the effects of laws and regulations of real estate transactions  
B. Identify agency relationships, responsibilities & duties of real estate professionals  
C. Understand MS laws related to real estate transactions  
D. Prepare contracts which meet law of property requirements |
<table>
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</table>
| BAD -2733 | Real Estate Finance              | A study of principles and methods of financing real estate, sources of funds, types and contents of financing instruments, and the role of various institutions, both private and governmental. | A. Identify methods of financing real estate  
B. Evaluate sources of funds for real estate transactions  
C. Define the types & contents of financing instruments  
D. Differentiate the role of various institutions involved in real estate financing |
| BAD -2743 | Real Estate Appraisal I          | An introductory course. Includes purpose of appraisal, methods, and techniques to determine the value of the various types of property. Emphasis on residential and single unit property. | A. Identify the purpose and methods of appraising real estate  
B. Understand the theories of valuation  
C. Solve specific appraisal problems in real estate |
| BAD -2753 | Real Estate Appraisal II         | Course deleted effective Fall 2015                                                   |                                                                                                                                         |
| BAD -2763 | Property Management              | This course deals with the nature of real property management. The major functions of property managers are covered including the legal, interpersonal, maintenance, accounting, and administrative functions. Specific practices and problems are covered. | A. Identify the functions and responsibilities of property managers  
B. Distinguish between residential and commercial property management issues  
C. Solve problems that property managers face  
D. Understand good real estate management practices and techniques |
| BAD -2813 | Administrative Communications    | A study of effective principles and practices of written and oral communications, emphasizing a managerial approach for business and the individual. (Course description change effective Fall 2015) | A. Identify and compose various business documents  
B. Prepare documents involved in job search process  
C. Demonstrate effective oral and written communication in a business environment |
<p>| BAD -2823 | Industrial Human Relations       | A study of human behavior and interpersonal group dynamics within the context of the industrial organization. |                                                                                                                                         |
| BAD -2833 | Principles of Training and Development | An introduction and overview of training professions in both the public and private sector. To include onsite visitation of host industrial organizations and other institutions. |                                                                                                                                         |</p>
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<tbody>
<tr>
<td>BAD - 2843</td>
<td>Industrial Safety</td>
<td>A comprehensive study of OSHA regulations for industrial site safety and implementation methods for compliance.</td>
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</tbody>
</table>
| BAD - 2853 | Business Ethics    | An exploration of the ethical problems faced in business theory and practice through which the student will recognize and analyze ethical dilemmas and implement ethical decisions within the context of today's business environment. | A. Understand ethical decision making frameworks  
B. Evaluate organizational influences effecting ethical decisions and social responsibility  
C. Identify and analyze ethical issues  
D. Integrate ethical considerations into business decision making |
| BAD - 2863 | Strategies for Technology Training | Mastery of core competencies to develop and deliver technology training. |                                                                                                   |
| BAD - 2873 | Workforce Development Models | Application of different instructional models to design workforce training of facts, concepts, procedures and processes. |                                                                                                   |

Business and Office Administration (BOA)

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<tr>
<th>BOA - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>BOA - 1113</td>
<td>Elementary Typewriting</td>
<td>Course deleted effective Fall 2015</td>
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</tr>
<tr>
<td>BOA - 1123</td>
<td>Intermediate Typewriting</td>
<td>Course deleted effective Fall 2015</td>
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</tbody>
</table>
| BOA - 1313 | Filing-Records Management | The various methods of filing with sufficient practice to develop skills for business operations. Coding, indexing, equipment, and materials are emphasized. (Course description change effective Fall 2015) | A. Analyze storage and retrieval procedures in alphabetic, numeric, geographic, chronological, and subject filing systems  
B. Use a variety of media forms used to manage information  
C. Describe records retention, retrieval, and transfer |
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<tr>
<th>BOA - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| BOA - 1413 | Keyboarding                | This course provides an introduction to basic word processing commands and essential skill development using the touch system on the alphabetic keyboard. Course emphasis will be on speed and accuracy when keying documents and timed writings. (Prefix change effective Fall 2014) (Prefix and course description change effective Fall 2015) | A. Understand basic computer equipment, operating system software, and word processing software  
B. Demonstrate proper keyboarding techniques using the touch system  
C. Key straight-copy material at a minimum of 35 GWAM, on a 3-minute timed writing, with a maximum of 1 error per minute |
| BOA - 2113 | Advanced Typewriting       | Course deleted effective Fall 2015                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                               |
| BOA - 2413 | Administrative Office Practice | Course designed to present essential duties and special techniques for a career as an administrative assistant at the highest professional level; to acquaint the student with the modern office systems and practices. (Title and course description change effective Fall 2015) | A. Prioritize the responsibilities of an administrative assistant in relation to global competition with emphasis on personal productivity, customer service, and responsible business practices  
B. Update employability skills  
C. Participate in a team activity  
D. Examine various options for students' professional development including professional organizations and certifications in the field |
| BOA - 2533 | Word Processing            | This course focuses on production of documents using word processing functions. Production with accuracy is stressed and practice is given through a variety of documents for skill building. (Title and course description change effective Fall 2015) | A. Apply word processing skills to produce and format complex business documents with speed and accuracy  
B. Use advanced word processing functions  
C. Identify basic principles of design |
| BOA - 2543 | Word Processing II         | Course deleted effective Fall 2015                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                               |
| BOA - 2553 | Desktop Publishing        | This course will present graphic design techniques, principles of page layout and design, and electronic publishing terminology and applications to create a variety of documents such as flyers, brochures, newsletters, and business cards using advanced features of word processing software. (Course description change effective Fall 2015) | A. Demonstrate knowledge of publishing concepts, ethics, and laws  
B. Design effective publications and multiple page documents using advanced features |
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>BOA - 2613</td>
<td>Business Communications</td>
<td>This course develops communication skills among multicultural audiences with emphasis on principles of writing business correspondence, generating reports and presentations, and preparing for the job interview process. (Course description change effective Fall 2015)</td>
<td>A. Compose written communications</td>
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<td>B. Create and/or deliver presentations</td>
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<td>C. Demonstrate necessary skills and prepare documents for the employment process</td>
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<td>D. Demonstrate appropriate skills for communicating with a diverse workforce and international audiences</td>
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<tr>
<td>BOA - 2713</td>
<td>Spreadsheet Applications</td>
<td>Course deleted effective Fall 2015</td>
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**Chemistry (CHE)**

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<tr>
<th>CHE - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>CHE - 1111</td>
<td>Chemistry Survey, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1113 Chemistry Survey, Lecture.</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 1113</td>
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<tr>
<td>CHE - 1113</td>
<td>Chemistry Survey, Lecture</td>
<td>A basic chemistry lecture course that covers terminology, measurements, atomic structure, nomenclature, chemical equations and basic stoichiometry.</td>
<td>A. Address specific areas where chemistry directly affects human society+</td>
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<td>B. Common examples illustrating how chemistry involves matter and energy changes</td>
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<td>C. States of matter</td>
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<td>D. History of chemistry, scientists and their contributions</td>
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<td>E. Metals, nonmetals, and metalloids</td>
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<td>F. Atomic mass and atomic number</td>
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<td>G. Isotopes</td>
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<td>H. Periodic Table of the Elements</td>
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<td>CHE - No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
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</table>
| CHE - 1114 | Chemistry Survey, Lecture and Laboratory | A combined lecture and laboratory basic chemistry course that covers terminology, measurements, atomic structure, nomenclature, chemical equations and basic stoichiometry. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Address specific areas where chemistry directly affects human society+  
B. Common examples illustrating how chemistry involves matter and energy changes  
C. States of matter  
D. History of chemistry, scientists and their contributions  
E. Metals, nonmetals, and metalloids  
F. Atomic mass and atomic number  
G. Isotopes  
H. Periodic Table of the Elements |
| CHE - 1211 | General Chemistry I, Laboratory          | A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1213 General Chemistry I, Lecture.                                                                                                                                                                                                       | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 1213 |
| CHE - 1213 | General Chemistry I, Lecture             | A lecture course that covers the fundamental principles of chemistry and their application. Chemical nomenclature, chemical reactions, stoichiometry, atomic structure, bonding theories, energy, periodic properties, and gas laws are among the topics discussed in depth. (Course description change effective Fall 2011) | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry.  
B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.  
C. Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc.  
D. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory. |
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<tr>
<th>CHE - No.</th>
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| CHE - 1214 | General Chemistry I, Lecture and Laboratory | A combined lecture and laboratory course that covers the fundamental principles of chemistry and their application. Chemical nomenclature, chemical reactions, stoichiometry, atomic structure, bonding theories, energy, periodic properties, and gas laws are among the topics discussed in depth. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2011)                                                            | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry.  
B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.  
C. Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc.  
D. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory. |
| CHE - 1221 | General Chemistry II, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1223 General Chemistry II, Lecture.                                                                                                                                                                                                                                                                                                                                                       | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 1223                                                                 |
| CHE - 1223 | General Chemistry II, Lecture | A lecture course that covers solutions, kinetics, equilibria, thermodynamics, acid-base chemistry, and electrochemistry.                                                                                                                                                                                                                                                                                                                                                                                                                   | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry.  
B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.  
C. Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc.  
D. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory. |
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</table>
| CHE - 1224 | General Chemistry II, Lecture and Laboratory | A combined lecture and laboratory course that covers solutions, kinetics, equilibria, thermodynamics, acid base chemistry, and electrochemistry. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry.  
B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.  
C. Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc.  
D. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory. |
| CHE - 1311 | Principles of Chemistry I, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1313 Principles of Chemistry I, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 1313. |
| CHE - 1313 | Principles of Chemistry I, Lecture | A lecture course that emphasizes basic terminology, measurement, atomic structure, periodic table, chemical bonding, stoichiometry, energy and states of matter. | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry.  
B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.  
C. Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc.  
D. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory. |
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</table>
| CHE - 1314 | Principles of Chemistry I, Lecture and Laboratory | A combined lecture and laboratory course that emphasizes basic terminology, measurement, atomic structure, periodic table, chemical bonding, stoichiometry, energy and states of matter. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry.  
B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.  
C. Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc.  
D. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory. |
| CHE - 1321 | Principles of Chemistry II, Laboratory          | A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1323 Principles of Chemistry II, Lecture.                                                                                                                                                                                  | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 1323. |
| CHE - 1323 | Principles of Chemistry II, Lecture             | A lecture course that emphasizes chemical stoichiometry, gases, solutions, acids/bases, and an introduction to organic chemistry.                                                                                                                                                                                                                 | A. Chemical stoichiometry  
B. Gases  
C. Solutions  
D. Acids and bases  
E. Introductory organic chemistry |
| CHE - 1324 | Principles of Chemistry II, Lecture and Laboratory | A combined lecture and laboratory course that emphasizes chemical stoichiometry, gases, solutions, acids/bases, and an introduction to organic chemistry. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Chemical stoichiometry  
B. Gases  
C. Solutions  
D. Acids and bases  
E. Introductory organic chemistry |
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<tbody>
<tr>
<td>CHE - 1411</td>
<td>Organic and Biochemistry Survey, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1413 Organic and Bio-chemistry Survey, Lecture.</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 1413</td>
</tr>
</tbody>
</table>
| CHE - 1413 | Organic and Biochemistry Survey, Lecture | A lecture course that covers the fundamentals of organic chemistry, including nomenclature, structure, properties and reactions. The last portion of the course emphasizes organic compounds and reactions involved in biological processes. (Course description change effective Fall 2017) | A. Hydrocarbons  
B. Alcohols, phenols, ethers, and their Sulfur analogues  
C. Carboxylic acids, esters, and other Derivatives  
D. Amines and amides  
E. Stereoisomerism  
F. Carbohydrates  
G. Proteins  
H. Nucleic acids |
| CHE - 1414 | Organic and Biochemistry Survey, Lecture and Laboratory | A combined lecture and laboratory course that covers the fundamentals of organic chemistry, including nomenclature, structure, properties and reactions. The last portion of the course emphasizes organic compounds and reactions involved in biological processes. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2017) | A. Hydrocarbons  
B. Alcohols, phenols, ethers, and their Sulfur analogues  
C. Carboxylic acids, esters, and other Derivatives  
D. Amines and amides  
E. Stereoisomerism  
F. Carbohydrates  
G. Proteins  
H. Nucleic acids |
| CHE - 2411 | Introductory Organic Chemistry, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 2413 Introductory Organic Chemistry, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 2413 |
| CHE - 2413 | Introductory Organic Chemistry, Lecture | A lecture course for students requiring one semester of organic chemistry that covers the fundamentals, which include nomenclature, structure, properties and reactions. (Course description change effective Fall 2017) | A. Carbon chemistry  
B. Compounds  
C. Reactions  
D. Bonding |
<table>
<thead>
<tr>
<th>CHE - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| CHE - 2414 | Introductory Organic Chemistry, Lecture and Laboratory | A combined lecture and laboratory course for students requiring one semester of organic chemistry that covers the fundamentals, which include nomenclature, structure, properties and reactions. (Course description change effective Fall 2017)                                                                                     | A. Carbon chemistry  
B. Compounds  
C. Reactions  
D. Bonding                                                                                       |
| CHE - 2421 | Organic Chemistry I, Laboratory                | A laboratory course that acquaints students with important manipulations and procedures, and the preparation and study of organic compounds being introduced in CHE 2423 Organic Chemistry I, Lecture.                                                                                                        | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 2423 |
| CHE - 2423 | Organic Chemistry I, Lecture                  | A lecture course that covers carbon chemistry, bonding structure and behavior, aliphatic compounds, stereochemistry, reaction mechanisms, and an introduction to spectroscopic methods. (Course description change effective Fall 2017)                                           | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving organic chemistry  
B. Determine the name, classification and characteristics of organic chemical species and functionalities.  
C. Resolve how basic reaction mechanisms relate to the relationships between molecular geometry, functional group reactivity and electron movement within organic reactions  
D. Demonstrate the ability to interpreter mass spectrometry and infrared spectroscopy spectrographs of organic compounds  
E. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory  
F. Perform the techniques used in organic lab experiments                                                                                           |
<table>
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<tr>
<th>CHE - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| CHE - 2424 | Organic Chemistry I, Lecture and Laboratory | A combined lecture and laboratory course that covers carbon chemistry, bonding structure and behavior, aliphatic compounds, stereochemistry, reaction mechanisms and spectroscopy. Labs associated with this course acquaint students with important manipulations and procedures, and the preparation and study of organic compounds. (Course description change effective Fall 2017) | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving organic chemistry  
B. Determine the name, classification and characteristics of organic chemical species and functionalities.  
C. Resolve how basic reaction mechanisms relate to the relationships between molecular geometry, functional group reactivity and electron movement within organic reactions  
D. Demonstrate the ability to interpreter mass spectrometry and infrared spectroscopy spectrographs of organic compounds  
E. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory.  
F. Perform the techniques used in organic lab experiments |
<p>| CHE - 2431 | Organic Chemistry II, Laboratory | A laboratory course that acquaints students with important manipulations and procedures, as well as the preparation and study of aromatic and complex organic compounds being introduced in CHE 2433 Organic Chemistry II, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in CHE 2433 |</p>
<table>
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<tr>
<th>CHE - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| CHE - 2433 | Organic Chemistry II, Lecture | A lecture course that covers spectroscopy, aromatic compounds, carbonyl compounds and other complex compounds with emphasis on reactions and their mechanisms. (Course description change effective Fall 2011) | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving organic chemistry  
B. Determine the name, classification and characteristics of organic chemical species and functionalities.  
C. Resolve how basic reaction mechanisms relate to the relationships between molecular geometry, functional group reactivity and electron movement within organic reactions  
D. Demonstrate the ability to interpreter mass spectrometry, infrared spectroscopy, nuclear magnetic resonance spectroscopy, and ultraviolet spectroscopy spectrographs of organic compounds.  
E. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory  
F. Learn the techniques needed to perform organic lab experiments |
<table>
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<tr>
<th>CHE - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| CHE - 2434 | Organic Chemistry II, Lecture and Laboratory | A combined lecture and laboratory course that covers spectroscopy, aromatic compounds, carbonyl compounds, and other complex compounds with emphasis on reactions and their mechanisms. Labs associated with this course acquaint students with important manipulations and procedures, as well as the preparation and study of aromatic and complex organic compounds. (Course description change effective Fall 2017) | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving organic chemistry  
B. Determine the name, classification and characteristics of organic chemical species and functionalities.  
C. Resolve how basic reaction mechanisms relate to the relationships between molecular geometry, functional group reactivity and electron movement within organic reactions  
D. Demonstrate the ability to interpreter mass spectrometry, infrared spectroscopy, nuclear magnetic resonance spectroscopy, and ultraviolet spectroscopy spectrographs of organic compounds.  
E. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory.  
F. Learn the techniques needed to perform organic lab experiments |

**Cooperative Education (COE)**

*Special Note: Credit may be assigned to these courses at the discretion of each college.*

<table>
<thead>
<tr>
<th>COE - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| COE - 1010 | Cooperative Education Work Experience I | First supervised work experience performed in a job setting related to the student's major field of study. (Course description change effective Fall 2010)                                                                 | A. Provide career counseling and supervision  
B. Promote awareness of current practices through business partnerships  
C. Promote job readiness through development of successful work attitudes and habits  
D. Increase the confidence, maturity, and success-orientation of students |
<table>
<thead>
<tr>
<th>COE - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE - 1020</td>
<td><strong>Cooperative Education</strong>&lt;br&gt;<strong>Work Experience II</strong></td>
<td>Second supervised work experience. (See note above)</td>
<td>A. Provide career counseling and supervision&lt;br&gt;B. Promote awareness of current practices through business partnerships&lt;br&gt;C. Promote job readiness through development of successful work attitudes and habits&lt;br&gt;D. Increase the confidence, maturity, and success-orientation of students</td>
</tr>
<tr>
<td>COE - 1030</td>
<td><strong>Cooperative Education</strong>&lt;br&gt;<strong>Work Experience III</strong></td>
<td>Third supervised work experience. (See note above)</td>
<td>A. Provide career counseling and supervision&lt;br&gt;B. Promote awareness of current practices through business partnerships&lt;br&gt;C. Promote job readiness through development of successful work attitudes and habits&lt;br&gt;D. Increase the confidence, maturity, and success-orientation of students</td>
</tr>
<tr>
<td>COE - 1040</td>
<td><strong>Cooperative Education</strong>&lt;br&gt;<strong>Work Experience IV</strong></td>
<td>Fourth supervised work experience. (See note above)</td>
<td>A. Provide career counseling and supervision&lt;br&gt;B. Promote awareness of current practices through business partnerships&lt;br&gt;C. Promote job readiness through development of successful work attitudes and habits&lt;br&gt;D. Increase the confidence, maturity, and success-orientation of students</td>
</tr>
<tr>
<td>COE - 1050</td>
<td><strong>Cooperative Education</strong>&lt;br&gt;<strong>Work Experience V</strong></td>
<td>Fifth supervised work experience. (See note above)</td>
<td>A. Provide career counseling and supervision&lt;br&gt;B. Promote awareness of current practices through business partnerships&lt;br&gt;C. Promote job readiness through development of successful work attitudes and habits&lt;br&gt;D. Increase the confidence, maturity, and success-orientation of students</td>
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<tr>
<td>COE - No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
<td>Outcomes</td>
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</table>
| COE - 1060 | Cooperative Education Work Experience VI | Sixth supervised work experience. (See note above) | A. Provide career counseling and supervision  
B. Promote awareness of current practices through business partnerships  
C. Promote job readiness through development of successful work attitudes and habits  
D. Increase the confidence, maturity, and success-orientation of students |
| COE - 1070 | Cooperative Education Work Experience VII | Seventh supervised work experience. (See note above) | A. Provide career counseling and supervision  
B. Promote awareness of current practices through business partnerships  
C. Promote job readiness through development of successful work attitudes and habits  
D. Increase the confidence, maturity, and success-orientation of students |
| COE - 1080 | Cooperative Education Work Experience VIII | Eighth supervised work experience. (See note above) | A. Provide career counseling and supervision  
B. Promote awareness of current practices through business partnerships  
C. Promote job readiness through development of successful work attitudes and habits  
D. Increase the confidence, maturity, and success-orientation of students |

**Communications (COM)**

<table>
<thead>
<tr>
<th>COM - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM - 0113</td>
<td>Communication Skills</td>
<td>Course deleted effective Fall 2014</td>
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</tr>
<tr>
<td>COM -No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
<td>Outcomes</td>
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<tr>
<td>COM/SPT</td>
<td>Public Speaking I</td>
<td>Study and practice in making speeches for a variety of public forums. Major emphasis is placed on effective speech preparation and delivery. (Course description change effective Fall 2013)(Prefix change effective Fall 2016)</td>
<td>A. Demonstrate an understanding of the basic factors involved in the communication process</td>
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<tr>
<td>1113</td>
<td>Test</td>
<td></td>
<td>B. Select speech materials to appeal to a particular audience</td>
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<td>C. Integrate effective oral citations</td>
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<td>D. Arrange speech materials to appeal to a particular audience and to increase speaker</td>
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<td>effectiveness</td>
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<td>E. Employ appropriate verbal and non-verbal communication to the audience and context</td>
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<td>F. Incorporate effective presentation aids in public speaking</td>
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<tr>
<td>COM/SPT</td>
<td>Public Speaking II</td>
<td>A continuation in the study of public speaking with emphasis on research, organization and delivery techniques. (Prefix change effective Fall 2016)</td>
<td>A. Analyze significant historical and contemporary speeches</td>
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<td>1123</td>
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<td>B. Evaluate the effectiveness of performances by peers and outside speakers</td>
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<td>C. Demonstrate an advanced understanding of argumentation in a delivered speech</td>
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<td>D. Demonstrate an understanding of rhetorical style in a delivered speech</td>
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<td>E. Utilize small group communication concepts in a group presentation</td>
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<tr>
<td>COM -</td>
<td>Introduction to Communicative Disorders</td>
<td>A survey of disorders of speech, language, and hearing with emphasis on recognition, causation, and management in adults and children. (New course effective Fall 2012)(Prefix change effective Fall 2016)</td>
<td>A. Identify a variety of disorders</td>
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<td>1213</td>
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<td>B. General understanding of disorders</td>
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<td>C. Recognize terminology</td>
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<td>D. Understand assessments and treatments</td>
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<td>E. Be informed on procedures specific to the field</td>
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<tr>
<td>COM -</td>
<td>Fundamentals of Broadcasting</td>
<td>A course designed to acquaint the student with the basic techniques of radio and television broadcasting with practice before microphone and camera.</td>
<td>A. Demonstrate techniques of television and radio broadcasting</td>
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<tr>
<td>1413</td>
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<td>B. Practice before microphone and camera</td>
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<tr>
<td>COM -</td>
<td>Introduction to Broadcasting</td>
<td>A historical overview of the development and operation of electronic and film media including a brief survey of mass communication theory and effects research.</td>
<td>A. Summarize film and media history</td>
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<td>1423</td>
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<td>B. Demonstrate an understanding of media theory and research</td>
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<thead>
<tr>
<th>COM-No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| COM-1433 | Announcing for Radio and Television        | To provide the student with the basic skills of the radio and television announcer. Diction, pronunciation, and reading will be studied on an individual and group basis. Utilization of equipment emphasized. | A. Employ and practice basic skills of radio and television announcing  
B. Demonstrate on individual and group basis, diction, pronunciation and reading  
C. Successfully utilize equipment |
| COM-1443 | Radio Production                           | Introductory course in radio production covering control room on-air production and off-air program production. | A. Operate radio production equipment  
B. Produce live and recorded radio content |
| COM-1463 | TV Production                              | Practical experience in production of television programs and the techniques of production including camera, audio, lighting, staging, graphics, and on camera appearance. *(Course description change effective Fall 2018)* | A. Operate television production equipment  
B. Produce live and recorded television content |
| COM-1511 | Radio/TV Production Lab I                  | Lab experience in radio or television production.                                       | A. Synthesize live and recorded content into a media production  
B. Operate radio and television equipment at beginner level |
| COM-1521 | Radio/TV Production Lab II                 | Lab experience in radio or television production.                                       | A. Synthesize live and recorded content into a media production  
B. Operate radio and television equipment at intermediate level |
| COM/SPT 2173 | Interpersonal Communication            | Theory and Analysis of dyadic relationships (one-on-one interactions). The course explores topics such as perception, listening, conflict management, relationship building and maintenance, and relational power. *(Course description change effective Fall 2013) (Prefix change effective Fall 2016)* | A. Define the basic concepts and theories relevant to interpersonal communication  
B. Identify examples of interpersonal concepts in everyday life  
C. Demonstrate knowledge and skills for enhancing interpersonal communication competence  
D. Explain various strategies for effectively solving interpersonal communication problems |
| COM-2463 | Writing for The Electronic Media           | Introductory course to teach the basic skills of broadcast writing, reporting and production. | A. Identify and employ basic skills of broadcast writing, reporting and production  
B. Analyze audience |
| COM-2483 | Introduction to Mass Communications       | A study of the history, organization, and mechanics of various mass media. Designed to help the student understand the role of mass media in life and in society. | A. Demonstrate medial literacy  
B. Identify and interpret the media’s role in society  
C. Identify significant historical markers in the development of print, electronic and film media |
<table>
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<tr>
<th>COM - No.</th>
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<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM - 2511</td>
<td>Radio/TV Production Lab III</td>
<td>Lab experience in radio or television production.</td>
<td>A. Synthesize live and recorded content into a media production</td>
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<td>B. Operate radio and television equipment at advanced level</td>
</tr>
<tr>
<td>COM - 2521</td>
<td>Radio/TV Production Lab IV</td>
<td>Lab experience in radio or television production.</td>
<td>A. Synthesize live and recorded content into a media production</td>
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<td>B. Master operation of radio and television equipment</td>
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</table>

### Computer Science (CSC)

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<tr>
<th>CSC - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>CSC - 1113</td>
<td>Computer Concepts</td>
<td>This is an introductory digital competency course which includes concepts, terminology, operating systems, electronic communications, security risks, digital ethics, and applications. Concepts are demonstrated and supplemented by hands-on computer use. (Course description change effective Fall 2017)</td>
<td>A. Identify basic terminology associated with computers including hardware, software, communications, and computer security</td>
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<td>B. Demonstrate basic use of a current designated operating system</td>
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<td>C. Apply a Web browser along with a search engine to conduct research on the web.</td>
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<td>D. Demonstrate the use of designated application software including a word processor, electronic spreadsheet, and presentation software</td>
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</tbody>
</table>

<p>| CSC - 1123 | Computer Applications I         | This course is designed to teach computer applications to include: word processing, electronic spreadsheet, database management, presentation design, and electronic communications. (Course description change effective Fall 2012) | A. Utilize word processing software to format and produce documents                                                                 |
|           |                                   |                                                                                      | B. Utilize spreadsheet software to format and produce spreadsheets and associated charts                                              |
|           |                                   |                                                                                      | C. Utilize presentation software to format and produce electronic presentations                                                         |
|           |                                   |                                                                                      | D. Utilize database management software to format and produce databases to include tables, queries, forms, and reports                    |
|           |                                   |                                                                                      | E. Utilize various forms of electronic communication (Canvas, portals, etc.) for assignment submission as well as communication with instructors and the institution |</p>
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</thead>
</table>
| CSC - 1133 | Computer Applications II | CSC 1133 COMPUTER APPLICATIONS II - This course is a continuation of CSC 1123 with concentration on advanced computer applications to include advanced applications, OLE, and emerging technology. *(Course description change effective Fall 2017)* | A. Create integrated projects  
B. Attach OLE objects and created documents to a database  
C. Use emerging technology to share or interact with documents, spreadsheets, databases, and presentations  
D. Utilize intermediate to advanced features of word processing, spreadsheets, presentations, and database applications  
E. Manipulate applications by the use of macros |
| CSC - 1213 | Visual Basic Computer Programming I | This course is designed to introduce the writing of event-driven programs using the Visual Basic computer programming language with emphasis on problem solving, documentation, program statements, algorithms, and common routines. Course has lecture with integrated lab components. *(Course description change effective Fall 2017)* | A. Design problem-solving methodologies in the development of algorithms to solve event-driven programming assignments  
B. Demonstrate proper use of Visual Basic with variable declarations, appropriate selection and use of programming logic control, use of procedures and functions, sequence control, decision control, commenting, and iteration  
C. Demonstrate familiarity with concepts underlying graphical user interface (GUI) programming to include user-friendly design, simple fault tolerant execution of applications in the face of common user errors, dominance of events  
D. Apply critical thinking skills in the application development process to solve practical problems |
<p>| CSC - 1223 | Visual Basic Computer Programming II | Course deleted effective Fall 2018 |  |</p>
<table>
<thead>
<tr>
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| CSC - 1613 | Computer Programming I     | Introduction to problem-solving methods and algorithm development; designing, debugging, branching, looping, scope rules, functions, input/output manipulation (to include text files), simple arrays, and a variety of applications in an object-oriented programming language. Course has lecture with integrated lab components. (Course description change effective Fall 2017) | A. Implement problem-solving and software development methodologies in program creation and execution  
B. Apply primitive data types in program creation and execution  
C. Implement knowledge of internal data representation in program creation and execution  
D. Manipulate input/output using both standard device and text files in program creation and execution  
E. Implement use of control structures such as sequence, decision, iteration, and functions (both intrinsic and programmer defined) in program creation and execution |
| CSC - 2134 | Programming I with C++     | An introduction to problem solving methods, algorithm development, designing, debugging, and documentation in C++ language with a variety of applications including I/O statements, operators, conditional, looping, methods/functions, and array processing. (Course has a required lab component.) (Course description change effective Fall 2017) | A. Demonstrate the use of variable and constants of different data types; manipulate and reference these variable and constants  
B. Demonstrate sequential programs  
C. Demonstrate how to control the flow of a program through selection (if and switch statements) and iteration (for, while and do while loops) programming  
D. Demonstrate how to modularize programs with the use of functions (value and non-value returning), with or without a parameter list (with 1 or more arguments)  
E. Demonstrate the use, manipulation and processing of data in arrays  
F. Manipulate input/output using both standard device and text files in program creation and execution |
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| CSC - 2144| Programming II with C++     | This course is designed to be a continuation of program and algorithm development and analysis, search/sort methods, dynamic memory management, abstract data types and object-oriented design, designing and debugging larger programs. (Course has a required lab component.) (Course description change effective Fall 2017) | A. Demonstrate object-oriented (OO) programming: create classes and applications that instantiate the objects of the class  
B. Demonstrate pointer; the declaration, initialization, comparison, dynamic memory allocation and passing as arguments.  
C. Demonstrate the sorting of an array and linked list using the following sorting algorithms: bubble sort, modified bubble sort, selection sort and insertion sort  
D. Demonstrate the searching of an array and linked list using the following search algorithms: sequential search and binary search.  
E. Demonstrate recursive calls and recursive applications using a variety of algorithms |
| CSC - 2323| Fortran Programming         | Course deleted effective Fall 2018                                                   |                                                                                                                                                                                                           |
| CSC - 2413| COBOL Programming           | Course deleted effective Fall 2018                                                    |                                                                                                                                                                                                           |
| CSC - 2543| Computer Organization and Assembly Language | This is an introduction to computer architecture, hardware, software, and programming in an assembly language. (Course description change effective Fall 2017) | A. Construct or modify assembly language code that uses the various components of microcomputer architecture  
B. Construct and debug assembly language programs for simple problems or tasks  
C. Apply various number systems  
D. Design a program that properly uses microcomputer memory organization |
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<tr>
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<th>Outcomes</th>
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</thead>
</table>
| CSC - 2623 | Computer        | This course is a continuation of the object-oriented language from CSC 1613. This includes advanced program development, algorithm analysis, string processing, recursion, internal search/sort methods, simple data structures, debugging, and testing of large programs. (Course has lecture with integrated lab components.) (Course description change effective Fall 2017) | A. Continue to apply problem-solving and software development methodologies in program creation and execution  
B. Apply arrays, both single recursion in program creation and execution  
C. Apply the use of simple recursion in program creation and execution  
D. Apply the use of search/sort algorithms in program creation and execution  
E. Demonstrate object-oriented (OO) programming: create classes and applications that instantiate the objects of the class  
F. Demonstrate the searching of an array and linked list using the following search algorithms: sequential search and binary search |
|          | Programming II   |                                                                                                                                                                                                                     |                                                                                                                                         |
| CSC - 2833 | Discrete Structures | This course includes topics from logic and mathematical reasoning, set theory, recursion, combinatorics, number theory, Boolean algebra, digital logic, and graph theory, which are fundamental to the study of Computer Science. (Course description change effective Fall 2017) | A. Apply propositional logic to an argument in logical notation  
B. Evaluate and justify logic methods and apply proofs  
C. Recognize and apply mathematical structures  
D. Calculate permutations and combinatorics  
E. Use and assess Boolean Algebra  
F. Analyze and inspect graphs and trees |
|          |                  |                                                                                                                                                                                                                     |                                                                                                                                         |
| CSC - 2844 | Data Structures | This course includes advanced data abstraction and corresponding algorithms, memory management, searching and sorting techniques, hash tables, and algorithm analysis. (Course description change effective Fall 2017) | A. Demonstrate knowledge and use of data abstraction  
B. Analyze and discuss Algorithmic Analysis  
C. Construct linear data structures such as lists, stacks, and queues  
D. Recognize and apply templates and standard containers  
E. Build and use binary search trees, M-Way Trees  
F. Construct and use B-Trees |
<p>| | | | |
|          |                  |                                                                                                                                                                                                                     |                                                                                                                                         |</p>
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<th>CRJ - No.</th>
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<th>Outcomes</th>
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| CRJ - 1313 | Introduction to Criminal Justice | History, development, and philosophy of law enforcement in a democratic society, introduction to agencies involved in the administration of criminal justice; career orientation. | A. Criminal law/procedure  
B. Police  
C. Courts  
D. Corrections  
E. Juvenile justice |
| CRJ - 1323 | Police Administration and Organization | Principles of organization and administration in law enforcement as applied to law enforcement agencies; introduction to concepts of organizational behavior. (Course title change effective Fall 2009) | A. Organization of Law Enforcement Agencies  
B. Structure of Law Enforcement Agencies  
C. Human Resource Management of Law Enforcement Agencies |
| CRJ - 1333 | Police Administration and Organization II | Course deleted effective Fall 2009                                                                                                                                                      |                                                                            |
| CRJ - 1343 | Police and Community Relations | Current issues between police and community. Role and influence of officer in community relations, tensions and conflict and the problem areas of race and juveniles. | A. Public and Race Relations  
B. Conflict Resolution |
| CRJ - 1353 | Practicum in Criminal Justice | Practicum in an approved criminal justice agency under supervision of the agency concerned and college instructor. Written evaluation required of agency. (Course description change effective Fall 2009) (Title and course description change effective Fall 2014) | A. Orientation to careers in the criminal justice system |
| CRJ - 1363 | Introduction to Corrections | An overview of the correctional field; its origins, historical and philosophical background, development, current status, relationship with other facets of the criminal justice system and future prospects. | A. Probation  
B. Parole  
C. Community Corrections  
D. Institutional Corrections  
E. Alternative Punishment |
| CRJ - 1373 | Introduction to Homeland Security | The issues pertaining to the role and mission of the Department of Homeland Security and related agencies, both domestic and international. | A. National Strategy for Homeland Security  
B. Organization of the Department of Homeland Security  
C. Functions of the Department of Homeland Security |
| CRJ - 1383 | Criminology | The nature and significance of criminal behavior. Theories, statistics, trends, and programs concerning criminal behavior. | A. Past and present Theories of Criminal Behavior  
B. Crime Data |
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<tr>
<th>CRJ - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| CRJ - 2213 | Traffic Law                | An examination of the role of government in coping with traffic problems. Emphasis is placed on the history, development, and enforcement of statutes pertaining to motor vehicles.                                       | A. Mississippi Traffic Code  
             B. DUI Enforcement Strategies  
             C. Felony Stops                                                                                           |
| CRJ - 2313 | Police Operations          | A study of the operation and administration of law enforcement agencies. Particular emphasis is placed on the functions of the patrol division.                                                                           | A. Vehicle Stops  
             B. Field Interviews  
             C. Call Responses  
             D. Patrol Intelligence                                     |
| CRJ - 2323 | Criminal Law               | Basic elements of criminal law under the Constitution of the United States, state Constitutions, and federal and state statutes. (Course description change effective Fall 2009) | A. Case Law  
             B. Basic Elements of Crimes  
             C. Criminal Liability  
             D. Defenses to Criminal Liability                                     |
| CRJ - 2333 | Criminal Investigation     | Principles of investigation, search and recording, collection and preservation of evidence, fingerprinting, photography, sources of information, interviews, interrogation, and investigative problems in major crimes. (Course title change effective Fall 2009) (Course description change effective Fall 2014) | A. Documentation of Crime Scene  
             B. Collection of Evidence  
             C. Investigation in Major Crimes                                    |
| CRJ - 2343 | Criminal Investigation II  | Course deleted effective Fall 2009                                                                                                                                                                                     |                                                                         |
| CRJ - 2363 | Criminal Court Practice    | An in-depth study of the criminal case within the state and federal court systems. (New course effective Fall 2012)                                                                                                         | A. Steps in the Judiciary Process  
             B. Actors in the Courtroom                                                                                     |
| CRJ - 2393 | Survey of Criminalistics   | The study of scientific crime detention methods; modus operandi, crime scene search, preservation of evidence, research projects and class participation required. (Course description change effective Fall 2009) | A. Fingerprinting  
             B. Collection and Preservation of Evidence  
             C. DNA Analysis                                                                                               |
| CRJ - 2413 | Administration of Criminal Justice | A study of the legal concepts and procedures, including laws of arrest and search warrant procedures, beginning with the issuance of legal process to ultimate disposition, including information, indictments, arraignments, preliminary hearings, bail, juries and trial and penal conditions. (Course title change effective Fall 2009) | A. Criminal Procedure  
             B. Bill of Rights  
             C. Arrest/Search Warrants                                                                                      |
<p>| CRJ - 2423 | Administration of Criminal Justice II | Course deleted effective Fall 2009                                                                                                                                                                                    |                                                                         |</p>
<table>
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<th>CRJ - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| CRJ - 2513 | Juvenile Justice            | Organization, functions, and jurisdiction of juvenile agencies. Processing, detention, and disposition of cases. Statutes and court procedures applied to juveniles. *(Course title change effective Fall 2009)* *(Course description change effective Fall 2014)* | A. Differences between the Adult System and the Juvenile System  
B. Juvenile Delinquency  
C. Juvenile Court Procedures  
D. History of Juvenile System |
| CRJ - 2613 | Computer Security           | Computer security with an emphasis in the area of confidentiality, hardware security, software security, as well as contingency and disaster planning.                                                            | A. Computer Security  
B. Cyber Crimes  
C. Identify Theft |
| CRJ - 2623 | Assets Protection           | Security awareness of management and employees; vulnerability training; internal/external theft and fraud; disaster control; physical security planning; investigation; guard protection; and alcohol and drug abuse in work place. | A. Private Policing and Security |
| CRJ - 2713 | Foundations of Terrorism    | Survey of the role of the criminal justice professional in combating terrorism in the modern world.                                                                                                                | A. Domestic and International Terrorism  
B. Counterterrorism  
C. Role of Homeland Security |
<p>| CRJ - 2723 | Intelligence Analysis and Security Management | This course is designed to develop an understanding of how intelligence assists in maintaining national security, the laws, guidelines, executive directives and oversight relating to intelligence as well as the methodologies used in the intelligence community. <em>(New course effective Fall 2011)</em> |                                                                                           |
| CRJ - 2733 | Transportation and Border Security | This course provides a student with an analysis of issues that concern the protection of the borders of the United States and U. S. policies regarding the safety of the U. S. Transportation System. <em>(New course effective Fall 2011)</em> |                                                                                           |</p>
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<tr>
<th>DAN - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>DAN - 1113</td>
<td>Dance Appreciation</td>
<td>A survey of dance as an importance of worldwide phenomenon of human behavior and its function in human society, past and present. <em>(Course description change effective Fall 2018)</em></td>
<td>A. Understanding basic survey of ballet, tap, jazz</td>
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<td>B. Compare musical theatre and social styles to include current trends (hip hop)</td>
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<td>C. Assess history of dance</td>
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<td>D. Identify function of dance</td>
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<tr>
<td>DAN - 1123</td>
<td>Dance in Culture</td>
<td>A survey of dance as an importance of worldwide phenomenon of human behavior and its function in human society, past and present. *(New course effective Fall 2009) <em>(Course description change effective Fall 2018)</em></td>
<td>A. Understanding basic survey of ballet, tap, jazz</td>
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<td>B. Compare musical theatre and social styles to include current trends (hip hop)</td>
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<td>D. Identify function of dance</td>
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<tr>
<td>DAN - 1212</td>
<td>Beginning Modern Dance</td>
<td>Application and experimentation of the practices of movement patterns improvisation, and studies in modern dance. May be repeated four times for credit. *(New course effective Fall 2009) <em>(Course description change effective Fall 2018)</em></td>
<td>A. Developing beginning modern dance technique</td>
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<td>B. Developing locomotive sequences</td>
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<td>C. Developing vocabulary</td>
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<td>D. Developing beginning modern dance performance skills</td>
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<tr>
<td>DAN - 1223</td>
<td>Modern Dance Technique II</td>
<td>Application and experimentation of the practices of movement patterns improvisation, and studies in modern dance. May be repeated four times for credit. *(New course effective Fall 2009) <em>(Course description change effective Fall 2018)</em></td>
<td>A. Improving beginning modern dance technique</td>
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<td>B. Improving locomotive sequences</td>
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<td>C. Improving vocabulary</td>
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<td>D. Improving beginning modern dance performance skills</td>
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<tr>
<td>DAN - 1312</td>
<td>Jazz Dance I</td>
<td>Developing the study experimentation and application of the basic skills of Jazz Dance. <em>(Course description change effective Fall 2018)</em></td>
<td>A. Developing beginning jazz dance technique</td>
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<td>B. Developing locomotive sequences</td>
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<td>C. Developing vocabulary</td>
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<td>D. Developing Jazz dance performance skills</td>
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<tr>
<td>DAN - 1322</td>
<td>Jazz Dance II</td>
<td>Constructing and interpreting the study and application of jazz movement. Open to non-majors with consent of the instructor. <em>(Course description change effective Fall 2018)</em></td>
<td>A. Improving beginning jazz dance technique</td>
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<td>B. Improving locomotive sequences</td>
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<td>C. Improving vocabulary</td>
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<td>D. Improving Jazz dance performance skills</td>
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<td>DAN - No.</td>
<td>UCNS Title</td>
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</table>
| DAN - 1412 | Beginning Tap             | Developing an understanding and practice of movement skills basic to tap dance of America. | A. Developing beginning tap dance technique  
B. Developing beginning tap dance performance skills  
C. Improving beginning tap dance locomotive skills |
| DAN - 1422 | Tap Dance                | Constructing and interpreting the study of the various styles of tap. May be taken four times for credit. (New course effective Fall 2009) (Course description change effective Fall 2018) | A. Improving beginning tap dance technique  
B. Improving beginning tap dance performance skills  
C. Improving beginning tap dance locomotive skills |
| DAN - 1542 | Beginning Ballet         | Developing the practice of ballet skills for the non-major. (Course description change effective Fall 2018) | A. Developing beginning ballet dance technique  
B. Developing vocabulary  
C. Developing beginning center and locomotive skills |
| DAN - 1553 | Ballet Technique II      | Constructing and interpreting discussion and practice of ballet skills for the dance major. A continuation of Beginning Ballet. Open to non-majors with consent of instructor. (Course description change effective Fall 2018) | A. Improving intermediate ballet dance techniques  
B. Improving intermediate ballet performance skills  
C. Improving intermediate center and locomotive skills |
| DAN - 1571 | Dance I                  | Lecture and participation in beginning Modern Dance Technique.                      | A. Beginning modern dance technique  
B. Vocabulary  
C. Locomotive sequences |
| DAN - 1581 | Dance II                 | Lecture and participation in Ballet Dance Technique.                                | A. Beginning ballet dance technique  
B. Vocabulary  
C. Center and locomotive sequences |
| DAN - 1642 | Irish Traditional Dance  | Discussion and practice of movements in Irish Traditional Dance.                    | A. Beginning Irish dance technique  
B. Vocabulary  
C. History and culture of Irish dance |
| DAN - 1711 | Dance Repertory          | Designing, composing, creating, constructing and developing a structured rehearsal process culminating in public performance. (New course effective Fall 2009) (Course description change effective Fall 2018) | A. Demonstrate a complete work of experimentation through the rehearsal process  
B. Preparation of performance |
<table>
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<tr>
<th>DAN - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| DAN - 2113 | Dance Notation I            | Course in motif writing, based on the Language of Dance (LOD) and Labanotation, Rudolf Laban’s system of analyzing and recording human movement.                                                               | A. Motif writing  
B. Language of dance and labanotation  
C. Recording human movement                                                                 |
| DAN - 2243 | Dance Improvisation        | An exploration of the elements of dance through the spontaneous act of creating and performing movement. (New course effective Fall 2009)                                                                           | A. Composing dance movement phrases  
B. Reorganizing the composition of movement  
C. Structuring elements of dance  
D. Producing beginning dance works ideas and styles                                           |
| DAN - 2253 | Dance Composition – Theory and Application I | Developing and producing the exploration of the elements of dance applied to dance choreography. (New course effective Fall 2009) (Title change effective Fall 2015) (Course description change effective Fall 2018) | A. Produce a dance concert  
B. Compose dance works  
C. Create movement phrases and choreography  
D. Design choreographic elements within a dance piece                                           |
| DAN - 2263 | Dance Composition – Theory and Application II | Study and practice focusing on the choreographer’s creative process for solo, duo/trio, and group dances. Emphasis will be placed on utilizing a variety of source material, use of choreographic devices, creating meaning through the use of time, space, energy/force, and weight, and creation of a personal artistic statement. (New course effective Fall 2015) |                                                                                               |
| DAN - 2543 | Ballet Technique III       | Continuation and further enrichment of the technique of ballet for the dance major. A continuation of DAN 1553. Open to nonmajors with consent of instructor.                                                  | A. Intermediate-advanced ballet dance technique  
B. Intermediate-advanced ballet performance skills  
C. Intermediate-advanced center and locomotive skills                                        |
| DAN - 2553 | Ballet Technique IV        | Continuation and further enrichment of the technique of ballet for the dance major. A continuation of DAN 2543. Open to nonmajors with consent of instructor.                                                             | A. Advanced center and locomotive skills  
B. Advanced ballet dance technique  
C. Advanced ballet performance skills                                                        |
| DAN - 2571 | Dance III                  | Lecture and participation in beginning Tap Dance Technique.                                                                                                                                                           | A. Beginning tap dance technique  
B. Vocabulary  
C. Center and locomotive sequences                                                              |
| DAN - 2581 | Dance IV                   | Lecture and participation in beginning Jazz Dance Technique.                                                                                                                                                        | A. Beginning jazz dance technique  
B. Vocabulary  
C. Locomotive sequences                                                                    |
### Economics (ECO)

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<tr>
<th>ECO - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>ECO - 1113</td>
<td>Introduction to Economics</td>
<td>Principles of microeconomics and macroeconomics applied in areas of social issues. To include the topics: health care, poverty, crime, pollution, inflation, market failures, and government debt. (New course effective Fall 2015)</td>
<td>A. Demonstrate knowledge of supply and demand</td>
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<td>B. Analyze production possibilities model</td>
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<td>C. Differentiate monetary and fiscal policies</td>
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<td>D. Identify factors of production</td>
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<tr>
<td>ECO - 2113</td>
<td>Principles of Macroeconomics</td>
<td>The study of a nation’s economy to include the following topics: supply and demand, production possibilities, monetary and fiscal policies, factors of production, GDP/business cycles and economic growth and circular flow of market economies. (Course description change effective Fall 2009) (Course description change effective Fall 2015)</td>
<td>A. Demonstrate knowledge of supply and demand</td>
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<td>B. Compute and interpret elasticity of demand and supply</td>
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<td>C. Explain consumer choice theory</td>
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<td>D. Explain production and cost theory</td>
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<td>E. Differentiate market structures</td>
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<tr>
<td>ECO - 2123</td>
<td>Principles of Microeconomics</td>
<td>The study of firms, industries, and consumers to include the following topics: supply and demand, elasticity of demand and supply, consumer choice theory, production and cost theory and market structures. (Course description change effective Fall 2009)</td>
<td>A. Demonstrate knowledge of supply and demand</td>
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<td>B. Explain production and cost theory</td>
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<td>C. Identify factors of production</td>
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<td>D. Differentiate market structures</td>
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### Education (EDU)

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<th>EDU - No.</th>
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<tbody>
<tr>
<td>EDU - 0112</td>
<td>Praxis Core Academic Skills for Educators</td>
<td>Review of basic skills in reading, writing and mathematics required on the PRAXIS Core Academic Skills for Educators examination. Completion of practice examinations. (Prefix and Title change effective Fall 2014)(Title and course description change effective Fall 2015)</td>
<td>A. Demonstrate knowledge and understanding of reading, writing, and mathematics</td>
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<td>B. Demonstrate effective test taking skills</td>
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<td>C. Produce an argumentative and an informative essay</td>
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<td>D. Exhibit understanding of grammatical relationships</td>
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<td>E. Demonstrate the ability to navigate the ETS website</td>
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<td>EDU - No.</td>
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<td>Course &amp; Description</td>
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</table>
| EDU - 1613| Foundations in Education     | Survey of the history and philosophies of American education with special emphasis on current issues and problems in education. Includes a minimum of 30 hours field experience. (Course Code and title changed effective Fall 2010) (Prefix and course description change effective Fall 2015)                                               | A. Develop a personal philosophy of education  
B. Demonstrate knowledge of the relationships between students and teachers from learning style to multiculturalism  
C. Demonstrate knowledge of the Praxis Core Academic Skills for Educators  
D. Demonstrate professional behavior in their roles as observers and assistants in field placement  
E. Demonstrate an understanding of the financial and government aspect of education  
F. Demonstrate an understanding of the classroom environment and the role of the teacher effectiveness fostering successful students |
| EDU - 2513| Introduction to Elementary Education | An introduction to elementary schools and the role of teachers. Study of and formulation of philosophical thought in relation to educational assumptions, questions, problems and alternatives. Includes a minimum of 30 hours field experience in the elementary schools and/or middle schools. (Course description change effective Fall 2010) (Course description change effective Fall 2015) | A. Analyze actual classroom procedures  
B. Compose a journal from reflections on field experience  
C. Design an attractive, teachable bulletin board  
D. Demonstrate classroom management skills through participation in routine classroom duties |
| EDU - 2613| Introduction to Secondary Education | An introduction to secondary schools and the role of teachers. Study of a formulation of philosophical thought in relation to educational assumptions, questions, problems and alternatives. Includes a minimum of 30 hours field experience in junior and/or senior high schools. (Course description change effective Fall 2010)(Course description change effective Fall 2015) | A. Analyze actual classroom procedures  
B. Compose a journal from reflections on field experience  
C. Design an attractive, teachable bulletin board  
D. Demonstrate classroom management skills through participation in routine classroom duties |
### Educational Psychology (EPY)

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<th>EPY - No.</th>
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<th>Course &amp; Description</th>
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</table>
| EPY -2513 | Child Psychology            | A study of the various aspects of human growth and development during childhood. Topics include physical, psychosocial and cognitive development from conception into emerging adolescence. (Course description change effective Fall 2009) | A. Conception and Prenatal Development  
B. Age-Specific Physical Development  
C. Age-Specific Psychosocial Development  
D. Age-Specific Cognitive Development  
E. Heredity (Nature) vs. Environment (Nature) |
| EPY -2523 | Adolescent Psychology      | A study of human growth and development during adolescence. This includes physical, cognitive and psychosocial development. (Course description change effective Fall 2009) | A. Physical Development of the Adolescent  
B. Psychosocial Development of the Adolescent  
C. Cognitive Development of the Adolescent |
| EPY - 2533| Human Growth and Development | A study of human growth and development from conception through late adulthood, including death and dying. Topics include physical, psychosocial and cognitive development. (Course title and course description change effective Fall 2009) (Course description change effective Fall 2014) | A. Physical Development  
B. Psychosocial Development  
C. Cognitive Development |

### Engineering (EGR)

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<th>EGR - No.</th>
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<tbody>
<tr>
<td>EGR -1113</td>
<td>Introduction to Engineering</td>
<td>This course is designed to provide students with an introduction to engineering as a profession. Students will be familiarized with the various career pathways in engineering as well as planning for success in their chosen field (New course effective Fall 2014).</td>
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<tr>
<td>EGR -1123</td>
<td>Introduction to Engineering Design</td>
<td>This course is designed to provide students with an overview of the engineering process ranging from design and planning to construction and testing through projects and mentoring. (New course effective Fall 2014)</td>
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<td>EGR - No.</td>
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| EGR -2413 | Engineering Mechanics I: Statics | A lecture course covering the equilibrium of point objects and extended objects in two and three dimensions using vector algebra. Also discussed are distributed forces, structures, friction, and moments of inertia in two and three dimensions. | A. Identify the real-world problems associated with engineering mechanics  
B. Apply a vector approach in solving complex problems of particles and rigid bodies  
C. Perform a static analysis to the forces and couples acting on particles, rigid bodies, trusses, frames, machines, etc....  
D. Demonstrate effective communication of the solution of engineering mechanics problems.  
E. Determine centroids and centers-of-gravity of mathematically definable areas and bodies as well as composite areas and bodies made of standard geometric shapes |
| EGR -2433 | Engineering Mechanics II: Dynamics | A lecture course that covers kinematics of particles and rigid bodies, kinetics of particles and rigid bodies using force-mass acceleration, energy, and momentum methods. (Course description change effective Fall 2011) (Title change effective Fall 2017) | A. Apply kinematics to point particles and rigid bodies in order to analyze their motion  
B. Derive the equations of motion for point particles and rigid bodies by applying Newton’s Laws  
C. Apply conservation laws to point particles and rigid bodies in motion |
| EGR - 2453 | Mechanics of Materials       | A lecture course covering free body diagrams equilibrium of simple structure, shear and moment bending diagrams, analysis of stress and strain, and deflections of beams. (Course code change effective Fall 2011) | A. Free body diagrams equilibrium of simple structure  
B. Shear and moment bending diagrams  
C. Analysis of stress and strain  
D. Deflections of beams |

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<th>ENG- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>ENG - 0111</td>
<td>English and Reading Lab 1</td>
<td>Opportunity to provide supplemental instruction/practice/support in a structured lab environment. Lab may accompany ENG 0114. This lab is for institutional credit only. (New course effective Fall 2014)</td>
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<tr>
<td>ENG - 0113</td>
<td>Beginning English</td>
<td>Course deleted effective Fall 2014</td>
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<tr>
<td>ENG- No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
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</table>
| ENG - 0114 | Beginning English and Reading | ENG 0114 is an integrated course designed to develop basic writing skills and reading strategies. (New course effective Fall 2014) | A. Critical Reading and Inference  
B. Grammar and Mechanics  
C. Vocabulary and Usage  
D. Sentence Structure  
E. Transitions and Relationships  
F. Paragraph Development  
G. Revising and Editing |
| ENG - 0121 | English and Reading Lab 2 | Opportunity to provide supplemental instruction/practice/support in a structured lab environment. Lab may accompany ENG 0124. This lab is for institutional credit only. (New course effective Fall 2014) | -                                            |
| ENG - 0123 | Intermediate English       | Course deleted effective Fall 2014                                                  | -                                            |
| ENG - 0124 | Intermediate English and Reading | ENG 0124 is an integrated course designed to advance students to college level writing skills and reading strategies. (New course effective Fall 2014) | A. Critical Reading and Inference  
B. Grammar and Mechanics  
C. Vocabulary and Usage  
D. Sentence Structure  
E. Transitions and Relationships  
F. Essay Development  
G. Revising and Editing |
| ENG - 0131 | English and Reading Lab 3 | Opportunity to provide supplemental instruction/practice/support in a structured lab environment. Lab may accompany ENG 1113. This lab is for institutional credit only. (New course effective Fall 2014) | -                                            |
| ENG - 0143 | Composition Companion      | A companion course to ENG 1113 designed to provide direct support and scaffolding exercises for specific projects in the credit bearing course. Peer collaboration and one-on-one instructional support through the writing process are emphasized. Three lecture hours; for institutional credit only. Hours do not count toward graduation and will not transfer. (New course effective Fall 2016) | A. Scaffolding and support for:  
B. Writing processes  
C. Effective paragraph and essay development  
D. Grammar and mechanics  
E. Analysis of assigned works  
F. Information literacies |
<table>
<thead>
<tr>
<th>ENG- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| ENG - 1033  | Technical English         | A course designed specifically for Career Tech students who are pursuing the A.A.S. degree. In this course, students will focus on appropriate writing for business and industry and will produce technical documents, which may include resumes, letters, emails, memos/reports, proposals, multimedia presentations, and other related documents. *(New course effective Fall 2018)* | A. Analyze specific audience and produce appropriate professional texts in response  
B. Create accessible, reader-centered documents  
C. Demonstrate understanding of conventional grammatical usage  
D. Produce documents both independently and collaboratively  
E. Integrate specific graphics when necessary into documents  
F. Create multimedia presentations  
G. Conduct appropriate research for technical reports, manuals, etc.  
H. Present both oral and written reports  
I. Produce cause and effect and comparison/contrast analyses and instruction/process explanations  
J. Demonstrate competency in page layout and document design |
| ENG - 1113  | English Composition I     | English 1113 prepares the student to think critically and compose texts for academic and professional rhetorical situations. *(Course description change effective Fall 2014)* | A. Writing processes  
B. Effective paragraph and essay development  
C. Grammar and Mechanics  
D. Analysis of assigned works  
E. Information literacies |
| ENG - 1123  | English Composition II    | ENG 1123 is a continuation of ENG 1113 with emphasis on research, argumentation, and composition. Readings, essays, and a research paper are required. *(Course description change effective Fall 2014)* | A. Critical reading  
B. Research methods  
C. Analytical methods  
D. Argumentation |
| ENG - 2113  | English Literary Interpretation | Emphasizes the methods of close reading and textual analysis and develops students' writing and research skills. *(New course effective Fall 2014)* |                                                                                      |
| ENG - 2133  | Creative Writing I        | ENG 2133 involves reading and writing poetry, short fiction, creative nonfiction, and/or drama. *(Course description change effective Fall 2014)* | A. Writing poetry  
B. Writing short fiction  
C. Writing creative nonfiction  
D. Writing drama |
<table>
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<tr>
<th>ENG- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| ENG - 2143 | Creative Writing II                     | ENG 2143 is a continuation of reading and writing poetry, short fiction, creative nonfiction, and/or drama. (Course description change effective Fall 2014) | A. Writing poetry  
B. Writing short fiction  
C. Writing creative nonfiction  
D. Writing drama |
| ENG - 2153 | Traditional Grammar                      | ENG 2153 focuses on the basic elements of English grammar and mechanics. (Course description change effective Fall 2014) | A. Eight parts of speech  
B. Five sentence patterns  
C. Clauses and phrases  
D. Grammar and usage  
E. Punctuation  
F. Mechanics  
G. Diction |
| ENG - 2213 | Survey of American Literature (One Semester) | ENG 2213 surveys American literature from its beginnings to the present.            | A. Read representative works from various genres  
B. Identify characteristics of literary periods  
C. Demonstrate an understanding of the significance of genres, works, and writers  
D. Analyze and interpret literary texts |
| ENG - 2223 | American Literature I                    | ENG 2223 surveys representative prose and poetry of the United States from its beginnings to the Civil War. | A. Read representative works from various genres  
B. Identify characteristics of literary periods  
C. Demonstrate an understanding of the significance of genres, works, and writers  
D. Analyze and interpret literary texts |
| ENG - 2233 | American Literature II                   | ENG 2233 surveys representative prose and poetry of the United States from Civil War to the present. | A. Read representative works from various genres  
B. Identify characteristics of literary periods  
C. Demonstrate an understanding of the significance of genres, works, and writers  
D. Analyze and interpret literary texts |
| ENG - 2323 | British Literature I                     | ENG 2323 surveys British literature from the Anglo-Saxon Period through the Restoration and Eighteenth Century. | A. Anglo-Saxon  
B. Medieval  
C. Early Modern (Renaissance)  
D. Restoration and Eighteenth Century |
<table>
<thead>
<tr>
<th>ENG- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| ENG - 2333 | British Literature II                     | ENG 2333 surveys British literature from the Romantic Period to the present. (Course description change effective Fall 2014) | A. Romantic Period  
B. Victorian Period  
C. Modernist Period  
D. Contemporary Period |
| ENG - 2413 | Survey of World Literature (One Semester) | ENG 2413 surveys texts representative of global and historical diversity from the ancient world to the present. (Course description change effective Fall 2014) | A. Ancient and Classical World  
B. Medieval World  
C. Early Modern World  
D. Enlightenment Period  
E. Modernist Period  
F. Contemporary World |
| ENG - 2423 | World Literature I                        | ENG 2423 surveys texts representative of global and historical diversity from the ancient world through the early modern world. (Course description change effective Fall 2014) | A. Ancient and Classical World  
B. Medieval World  
C. Early Modern World |
| ENG - 2433 | World Literature II                       | ENG 2433 surveys texts representative of global and historical diversity from the Enlightenment Period to the present. (Course description change effective Fall 2014) | A. Enlightenment Period  
B. Modernist Period  
C. Contemporary World |
| ENG - 2513 | Survey of African-American Literature (One Semester) | ENG 2513 surveys literature of major African American writers from its Vernacular Tradition to the present. (Course description change effective Fall 2014) | A. Read representative works from various genres  
B. Identify characteristics of literary periods  
C. Demonstrate an understanding of the significance of genres, works, and writers  
D. Analyze and interpret literary texts |
| ENG - 2523 | African-American Literature I             | ENG 2523 surveys literature of major African American writers from its Vernacular Tradition to the Harlem Renaissance. (Course description change effective Fall 2014) | A. Read representative works from various genres  
B. Identify characteristics of literary periods  
C. Demonstrate an understanding of the significance of genres, works, and writers  
D. Analyze and interpret literary texts |
<table>
<thead>
<tr>
<th>ENG-No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-2533</td>
<td>African-American Literature II</td>
<td>ENG 2533 surveys African American literature from the Harlem Renaissance to the present.</td>
<td>A. Read representative works from various genres</td>
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<td>B. Identify characteristics of literary periods</td>
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<td>C. Demonstrate an understanding of the significance of genres, works, and writers</td>
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<td>D. Analyze and interpret literary texts</td>
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<tr>
<td>ENG-2613</td>
<td>Film as Literature</td>
<td>ENG 2613 involves the study of current and classic motion pictures as a form of literary, historic, and cinematic expression.</td>
<td>A. Gain an understanding of the basic technical elements of film production, and develop an appreciation of the visual rhetoric employed</td>
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<td>B. Recognize historical and cultural forces that influence motion pictures</td>
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<td>C. Identify major characteristics of different film genres</td>
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<td>D. Use basic techniques of literary analysis to explain film topics</td>
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<tr>
<td>ENG-2812</td>
<td>Writing Center Peer Tutoring</td>
<td>This course introduces students to writing center history, theory, and practices; preparing them to work in writing centers as peer tutors. Prerequisite: ENG 1123 English Composition II. (New course effective Fall 2016)</td>
<td>A. Instruction and guided research in:</td>
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<td>B. Writing center history</td>
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<td>C. Current best-practices in writing</td>
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<td>D. Center pedagogy</td>
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<td>E. Advanced instruction in topics typical of tutoring sessions to include:</td>
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<td>F. Documentation guidelines</td>
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<td>G. The writing process</td>
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<tr>
<td>ENG-2913</td>
<td>Occupational Writing</td>
<td>The course begins with an assessment of the student's career goals and current on-the-job demands. An individualized writing program is planned to complement career goals and to raise on-the-job writing efficiency. A wide range of types of writing may be covered, such as minutes of business meetings, instruction manuals, brochures, book reviews, observation/academic/research articles, and articles for local, regional, and national periodicals. (Course description change effective Fall 2014)</td>
<td>A. Assignments designed around students’ career aspirations and writing demands</td>
</tr>
</tbody>
</table>
### Writing for Publication

**ENG 2923** is designed for students who are interested in writing for publication. Emphasis is given to meeting specific publishing requirements for novels, short fiction, poetry, drama, television scripts, and newspaper and magazine articles. (Title and Course description change effective Fall 2014)

- **A.** Learning about manuscript submission and publishing process
- **B.** Writing for publication

### Social and Professional Development

**FCS 1112**

The essentials of good manners and accepted standards for social and professional interactions.

- **A.** Identify acceptable standards related to social and professional interactions including, but not limited to career preparation
- **B.** Demonstrate appropriate dress for professional situations
- **C.** Demonstrate appropriate etiquette in social and professional settings

### Survey of Family and Consumer Sciences

**FCS 1121**

Survey of the family and consumer sciences profession with an emphasis on its history, philosophy, mission, value in personal and family living, and career opportunities.

- **A.** Identify professions within family and consumer sciences area
- **B.** Understand the history, philosophy, and mission of family and consumer sciences
- **C.** Analyze the value of the profession in family and consumer sciences as it relates to personal and family living

### Introduction to Modeling

**FCS 1131**

Course deleted effective Fall 2015

### Food Selection and Preparation

**FCS 1213**

Principles of food selection, preparation, and service.

- **A.** Identify principles of food selection, safety and sanitation, and service
- **B.** Demonstrate methods of proper food preparation
<table>
<thead>
<tr>
<th>FCS - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS - 1233</td>
<td>Principles of Nutrition</td>
<td>A lecture course covering the practical application of nutrients required for growth and optimal health emphasizing nutrient intake and food selection. (Course description change effective Fall 2010)</td>
<td>A. Develop a comprehension of scientific principles of nutrition &lt;br&gt; B. Develop an understanding of nutrition and the ability to interpret this knowledge to the general public &lt;br&gt; C. Apply nutrition concepts to modification of personal food choices &lt;br&gt; D. Develop skills in the accurate use of nutrition “tools” such as USDA’s MyPlate, Food Labels, and DRI &lt;br&gt; E. Discern between reliable and unreliable nutrition information &lt;br&gt; F. Discuss the role of personal food choices through the life cycle and how they relate to the risks of chronic disease &lt;br&gt; G. Demonstrate skills in personal nutritional assessment and the impact of personal choices on achieving and maintaining a healthy lifestyle</td>
</tr>
<tr>
<td>FCS - 1253</td>
<td>Nutrition</td>
<td>A lecture course covering the nutrients for normal growth and reducing the risks of major chronic diseases, and applied to the selection of food for ingestion, the processes of digestion, assimilation, absorption, metabolism, and the applications for healthcare providers. (Course description change effective Fall 2010) (Course description change effective Fall 2015)</td>
<td>A. Learn how the role of nutrition can impact your physical health and the development and treatment of chronic diseases &lt;br&gt; B. Determine if nutrition information in the media and food advertising is reliable &lt;br&gt; C. Translate nutrition knowledge into healthy food choices &lt;br&gt; D. Use dietary evaluation techniques</td>
</tr>
<tr>
<td>FCS - 2213</td>
<td>Meal Management</td>
<td>The planning, preparation, and service of nutritious meals with an emphasis on the management of time, energy, and money (with foods laboratory) (Course description change effective Fall 2015)</td>
<td>A. Demonstrate the ability to plan and prepare nutritious meals &lt;br&gt; B. Incorporate time management and cost analysis in meal preparation &lt;br&gt; C. Discuss food procurement and safe handling</td>
</tr>
<tr>
<td>FCS - No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
<td>Outcomes</td>
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</tbody>
</table>
| FCS/ART-2413 | Introduction to Interior Design | An introduction to the field of interior design with emphasis on processes, materials, and design solutions. *(Course description change effective Fall 2015)* *(Prefix, title, and course description change effective Fall 2018)* | A. Indicate an understanding of the interior design profession, career specializations, and professional organizations  
B. Recognize design processes and scope of services in and related to interior design  
C. Indicate a working knowledge of space planning in residential and commercial interiors  
D. Successfully create a residential plan along with major components which visually represent the design concept  
E. Use the appropriate vocabulary and communication skills to formally present design projects  

| FCS - 2813 | Family Relations    | Relationships and adjustments involved in the modern family that contributes to success and happiness in courtship, marriage, and family life.                                                                            | A. Understand the diversity of contemporary and historical family life and structures  
B. Identify the dynamics of interpersonal relationships  
C. Discuss the challenges of family living throughout the lifespan  

| FSC - 1113 | Introduction to Forensic Science | This course is designed to introduce students to the basics of forensic science. Students will be introduced to the scientific concepts, methods, practices and analytical instrumentation utilized by forensic scientists for the recognition, collection, preservation, identification comparison, analysis and documentation of physical evidence. | A. Applications of the methods described in the course description to the following types of evidence: Glass, Soil, Hairs, Fibers, Paint, Drugs, Toxicology, Arson, Explosives, Serology, DNA, Fingerprints, Firearms, Tool marks, Documents, and Voice Examination  

<table>
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<tr>
<th>GEO - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| GEO - 1113 | World Regional Geography | A regional survey of the basic geographic features and major new developments of the nations of the world. *(Title change effective Fall 2014)*                                                                 | A. Location  
B. Place  
C. Human-Environment Interaction  
D. Movement  
E. Region  

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<table>
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<tr>
<th>GEO - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| GEO - 1123 | Principles of Geography    | A course which deals with the basic content of geography, planetary relationships of the earth, interpretation and use of maps, elements of weather and climate, regional distribution of climatic elements and the interrelationship of man’s physical and cultural landscapes.                                                                                           | A. Geospatial  
B. Regions  
C. Physical  
D. Cultural                                                                 |
| GEO - 1213 | Introduction to Meteorology | Descriptive study of weather with the objective of gaining appreciation of the variety of atmospheric phenomena. The effect of weather and climate on man and his activities.                                                                                                                                                                                                                                           | A. Atmospheric processes  
B. Severe weather  
C. Climate  
D. Map interpretation and forecasting                                            |
| GEO - 1223 | Introduction to Oceanography | This course will cover waves, tides, ocean currents, fluid stratification, sound and electromagnetic propagation, air-sea interaction as well as the physical description of the world’s oceans.                                                                                                                                                                                                                           | A. Currents and tides  
B. Ocean structure  
C. Ocean Life  
D. Environmental Issues                                                                                                       |
| GEO - 1233 | Introduction to Climatology | A non-technical introduction to the climates of the earth. Topics include climatic controls, climate classification, climate zones of the world, climate change, and people’s interaction with climate.                                                                                                                                                                                                                   | A. Atmospheric Processes  
B. Scientific Measurements  
C. Environmental Issues  
D. Ocean/Atmospheric Relationships                                                                                              |
| GEO - 1243 | Introduction to Hydrology   | Study of the hydrologic cycle and component processes: precipitation, evaporation, transpiration, snow melt, run off, stream flow and ground water.                                                                                                                                                                                                                                                                         | A. Hydro Cycle  
B. Environmental Issues  
C. Cultural Relationships  
D. Geomorphology                                                                                                               |
| GEO - 2313 | Maps and Remote Sensing     | Fundamental principles of cartography and remote sensing, including types and applications. Attention is given to interpretation of surface features, environmental problem solving, and environmental planning. (Effective Fall 2009)                                                                                                                                               | A. Geographic Information Systems  
B. History of Cartography  
C. Understanding Maps  
D. Satellite/Aerial Photography and Interpretation                                                                            |
<p>| GEO - 2413 | The Oceans                  | Course deleted effective Fall 2009                                                                                                                                                                                                                                                                                                                                                                              |                                                                          |</p>
<table>
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<tr>
<th>GLY - No.</th>
<th>UCNS Title</th>
<th>UCNS Course Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| GLY - 1111 | Physical Geology Laboratory | Laboratory course which may accompany GLY 1113. Study of the common rocks, minerals, topographic maps and geologic maps.                                                                                                  | A. Observe and practice standard safety rules and procedures  
B. Perform laboratory exercises to illustrate the principles taught in lecture: observation and identification of rocks and minerals and interpretation of topographic and geologic maps  
C. Use problem solving and critical thinking in drawing conclusions and completing laboratory exercises                                                                                           |
| GLY - 1113 | Physical Geology            | The course is designed to help students to more thoroughly understand the physical environment and forces that shape our Earth and affect our lives. It primarily covers the relationships of Earth processes and the resultant rocks, minerals, physical features, and natural resources on the Earth’s surface and in its subsurface. (Course description change effective Fall 2010) | A. To provide a firm foundation in physical geological concepts and processes while presenting a broad range of topics in a clear, concise manner  
B. To learn and apply information concerning the study of Earth, its materials, and forces acting upon them, and the landforms and their development  
C. To develop students’ critical thinking skills and view geology as it relates to real life, such as with natural resources |
| GLY - 1121 | Historical Geology Laboratory | Laboratory course which may accompany GLY 1123. Study of fossils and geologic maps.                                                                                                                                     | A. Observe and practice standard safety rules and procedures  
B. Perform laboratory exercises to illustrate the principles taught in lecture: observation and interpretation of fossils and geologic maps  
C. Use problem solving and critical thinking in drawing conclusions and completing laboratory exercises/reports                                                                                   |
<table>
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<tr>
<th>GLY - No.</th>
<th>UCNS Title</th>
<th>UCNS Course Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| GLY - 1123 | Historical Geology | Study of the earth, its history and development and its life, as revealed by the character and fossil content of rock. | A. To provide a firm foundation in historical geological concepts while presenting a broad range of topics in a clear, concise manner  
B. To learn and apply information concerning the study of Earth, its history and development and its life as revealed by the character and fossil content of rock  
C. To develop students’ critical thinking skills and view historical geology as it relates to real life |

**Graphics and Drawing (GRA)**

<table>
<thead>
<tr>
<th>GRA- No.</th>
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<th>Outcomes</th>
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</thead>
</table>
| GRA - 1113 | Engineering Drawing | The use of instruments, geometric construction, orthographic projection, sectional views, and lettering. Includes two-dimensional computer assisted drafting strategies. (Title and course description change effective Fall 2010) | A. Students should be able to employ basic skills in the use of graphical instruments for standard drafting techniques including lettering  
B. Students should be able to demonstrate basic geometric construction skills  
C. Students should be able to interpret, analyze, and create objects in orthographic projections by hand and by computer aided design (AutoCAD or other similar software)  
D. Students should be able to understand and apply dimensioning skills to graphical models by hand and be computer aided design (AutoCAD or other similar software)  
E. Students should be able to interpret, analyze, and create multiple views of an object including software sectional views by hand and by computer aided design (AutoCAD or other similar software) |
<table>
<thead>
<tr>
<th>GRA- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| GRA - 1143 | Graphic Communication I | Instrumental drawing, geometric construction, orthographic projection, and descriptive geometry. Includes computer aided design (CAD) in 2-dimensional and 3-dimensional construction. (Title and course description change effective Fall 2010)(Course description change effective Fall 2015) | A. Students should be able to demonstrate technical communications through the use of graphics  
B. Students should be able to develop and apply basic skills using drawing instruments  
C. Students will also demonstrate proficiency in proper lettering  
D. Students should be able to interpret and analyze both two-dimensional and three-dimensional objects  
E. Students should be able to demonstrate their understanding of geometric visualization of points, lines, and planes in space and their relationship to each other  
F. Students should be able to demonstrate the ability to use computer-aided design software (CAD) to construct graphical models and apply proper drawing techniques including layout, labeling, dimensioning, layers, and plotting for multi-view drawings |
| GRA - 1153 | Graphic Communication II | Freehand methods and practice in pictorial and orthographic projections. Detail and sectional graphic design problems involving the geometry of points, lines, and planes in space relationships. (Title and course description change effective Fall 2010) | A. Freehand methods  
B. Pictorial and orthographic projections  
C. Graphic design problems  
D. Geometry of points, lines, and planes in space relationships |

**Health, Physical Education and Recreation (HPR)**

<table>
<thead>
<tr>
<th>HPR- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>HPR - 0113</td>
<td>Foundation of Health</td>
<td>Course deleted effective Fall 2014</td>
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</tbody>
</table>
| HPR - 1111 | General Physical Education Activities I | This course is designed to give students a current concept of physical education and recreation by developing body skills while engaging in various anaerobic and aerobic activities. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Demonstrate and Engage Appropriate Body Mechanics  
B. Identify Proper Equipment and Facility Usage  
C. Demonstrate and Apply Proper Safety Techniques  
D. Explain Benefits of Physical Activity |
<table>
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<tr>
<th>HPR- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| HPR - 1121 | General Physical Education Activities II | This course is designed to give students a current concept of physical education and recreation by developing body skills while engaging in various anaerobic and aerobic activities. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Demonstrate and Engage Appropriate Body Mechanics  
B. Identify Proper Equipment and Facility Usage  
C. Demonstrate and Apply Proper Safety Techniques  
D. Explain Benefits of Physical Activity |
| HPR - 1131 | Varsity Sports I | Participation in varsity sport______________ (name sport).                          | A. Participate in varsity sport  
B. Demonstrate Teamwork and Leadership Skills  
C. Demonstrate Individual & Team Goal Setting  
D. Explain General, Technical and advanced strategic and tactical skills |
| HPR - 1141 | Varsity Sports II | Participation in varsity sport______________ (name sport).                          | A. Participate in varsity sport  
B. Demonstrate Teamwork and Leadership Skills  
C. Demonstrate Individual & Team Goal Setting  
D. Explain General, Technical and advanced strategic and tactical skills |
| HPR - 1151 | General Physical Education Activities | Course deleted effective Fall 2010                                                  |                                                                                                   |
| HPR - 1161 | General Physical Education Activities | Course deleted effective Fall 2010                                                  |                                                                                                   |
| HPR - 1171 | General Physical Education Activities | Course deleted effective Fall 2010                                                  |                                                                                                   |
| HPR - 1181 | General Physical Education Activities | Course deleted effective Fall 2010                                                  |                                                                                                   |
| HPR - 1213 | Personal and Community Health | Application of principles and practices of healthful living to the individual and community; major health problems and the mutual responsibilities of home, school, and health agencies. (Title change effective Fall 2016) | A. Identify the dimensions of health and wellness  
B. Describe principles and identify goals of preventive health measures  
C. Identify various risk factors influencing health and wellness  
D. Demonstrate knowledge of public/community health resources |
<p>| HPR - 1223 | Personal and Community Health II | Course deleted effective Fall 2016                                                  |                                                                                                   |</p>
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<th>HPR- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| HPR - 1313 | Introduction to Kinesiology/Health, Physical Education and Recreation                                                                                      | Introduction to the various fields of study within kinesiology/health, physical education, and recreation. Discussion of the responsibilities and opportunities of professional personnel. Orientation of student to opportunities in the field. (Course description change effective Fall 2016) | A. Identify foundations of kinesiology/health, physical education, and recreation  
B. Demonstrate knowledge of sub-disciplines of kinesiology/health, physical education, and recreation  
C. Identify strategies that prepare for future careers |
| HPR - 1511 | Team Sports I                                                                                          | Rules, techniques, participation and equipment in (activities) (name sport). (Title and course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the rules and proper use of equipment  
B. Demonstrate proper teamwork, etiquette, sportsmanship and safety  
C. Demonstrate effort when engaged in play  
D. Demonstrate appropriate skills |
| HPR - 1521 | Team Sports II                                                                                         | Rules, techniques, participation and equipment in (activities) (name sport). (Title and course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the rules and proper use of equipment  
B. Demonstrate proper teamwork, etiquette, sportsmanship and safety  
C. Demonstrate effort when engaged in play  
D. Demonstrate appropriate skills |
| HPR - 1531 | Individual and Dual Sports I                                                                         | Rules, techniques, participation and equipment in (activities) (name sport). (Title and course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the rules and proper use of equipment  
B. Demonstrate proper etiquette, sportsmanship and safety  
C. Demonstrate effort when engaged in play  
D. Demonstrate appropriate skills |
| HPR - 1541 | Individual and Dual Sports II                                                                       | Rules, techniques, participation and equipment in (activities) (name sport). (Title and course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the rules and proper use of equipment  
B. Demonstrate proper etiquette, sportsmanship and safety  
C. Demonstrate effort when engaged in play  
D. Demonstrate appropriate skills |
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<th>HPR- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| HPR - 1551 | Fitness and Conditioning Training I | Instruction and practice of basic principles of fitness and conditioning through a variety of exercises and activities. (Title and course description change effective Fall 2010) | A. Demonstrate and Engage Appropriate Body Mechanics  
B. Identify Proper Equipment and Facility Usage  
C. Demonstrate and Apply Proper Safety Techniques  
D. Explain Benefits of Physical Activity |
| HPR - 1561 | Fitness and Conditioning Training II | Instruction and practice of basic principles of fitness and conditioning through a variety of exercises and activities. (Title and course description change effective Fall 2010) | A. Demonstrate and Engage Appropriate Body Mechanics  
B. Identify Proper Equipment and Facility Usage  
C. Demonstrate and Apply Proper Safety Techniques  
D. Explain Benefits of Physical Activity |
| HPR - 1571 | Dance I                           | An overview of dance techniques to include instruction in various styles of dance. Instruction may include classical dance, ballet, jazz, folk dance, contemporary and/or dance line. (Course description change effective Fall 2010) | A. Demonstrate an understanding of the art form  
B. Define vocabulary specific to each dance technique  
C. Demonstrate and engage in appropriate body mechanics  
D. Demonstrate and apply proper safety techniques  
E. Explain benefits of dance as a form of physical activity |
| HPR - 1581 | Dance II                          | An overview of dance techniques to include instruction in various styles of dance. Instruction may include classical dance, ballet, jazz, folk dance, contemporary and/or dance line. (Course description change effective Fall 2010) | A. Demonstrate an understanding of the art form  
B. Define vocabulary specific to each dance technique  
C. Demonstrate and engage in appropriate body mechanics  
D. Demonstrate and apply proper safety techniques  
E. Explain benefits of dance as a form of physical activity |
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<th>HPR- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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| HPR - 1593 | Health Concepts of Physical Activity, Wellness and Nutrition | This course is designed to help students develop an understanding of the concepts of physical fitness and nutrition for a healthful lifestyle and a reduced risk of disease. The student will explore wellness concepts and engage in assessments with emphasis on personal fitness, disease prevention, nutrition, and weight management. (Title and course description change effective Fall 2010)(Prefix, Title and course description change effective Fall 2016) | A. Explain the benefits of a healthful lifestyle including physical activity and proper nutrition  
B. Engage in various fitness and wellness assessments  
C. Identify the components of fitness, wellness, and nutrition  
D. Evaluate types of physical activity (safety and appropriateness)  
E. Develop a personal program |
| HPR - 1613 | Physical Education and The Elementary School | This is a study of the growth and development of children including their interests and tendencies as it relates to elementary physical education. Educational and physical education philosophy and objectives are stressed, as well as methods of teaching. Emphasis is placed on creating developmentally appropriate physical education for elementary students. Theory and laboratory. (Course description change effective Fall 2016) | A. Develop a teaching philosophy as it pertains to physical education  
B. Observe and describe the development, interests, and tendencies of elementary-aged children  
C. Compose and deliver developmentally appropriate lessons with attention to adaptations as appropriate  
D. Explain strategies to encourage active lifestyles across the life span |
| HPR - 1711 | Sports Appreciation | Course deleted effective Fall 2016                                                                                                                                                                         |                                                                                                                                                                                                  |
| HPR - 1751 | Nutrition and Wellness I | Course deleted effective Fall 2016                                                                                                                                                                          |                                                                                                                                                                                                  |
| HPR - 1761 | Nutrition and Wellness II | Course deleted effective Fall 2016                                                                                                                                                                         |                                                                                                                                                                                                  |
| HPR 1813/PRM 1113 | Foundations of Leisure and Recreation | Analysis of the Parks and Recreation profession to provide a basic understanding of leisure as an increasingly important component of our society. (Course code change effective Fall 2010)(Title change effective Fall 2016) | A. Identify concepts of leisure and recreation  
B. Identify motivations for leisure, recreation, and play  
C. Explain benefits of leisure activities for all ages  
D. Identify leisure programs for special populations  
E. Identify career opportunities for leisure and recreation |
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<th>HPR- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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| HPR - 2111 | General Physical Education Activities III | This course is designed to give students a current concept of physical education and recreation by developing body skills while engaging in various anaerobic and aerobic activities. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Demonstrate and Engage Appropriate Body Mechanics  
B. Identify Proper Equipment and Facility Usage  
C. Demonstrate and Apply Proper Safety Techniques  
D. Explain Benefits of Physical Activity |
| HPR - 2121 | General Physical Education Activities IV | This course is designed to give students a current concept of physical education and recreation by developing body skills while engaging in various anaerobic and aerobic activities. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Demonstrate and Engage Appropriate Body Mechanics  
B. Identify Proper Equipment and Facility Usage  
C. Demonstrate and Apply Proper Safety Techniques  
D. Explain Benefits of Physical Activity |
| HPR - 2131 | Varsity Sports III | Participation in varsity sport _______________ (name sport). (Title change effective Fall 2010) | A. Participate in varsity sport  
B. Demonstrate Teamwork and Leadership Skills  
C. Demonstrate Individual & Team Goal Setting  
D. Explain General, Technical and advanced strategic and tactical skills |
| HPR - 2141 | Varsity Sports IV | Participation in varsity sport _______________ (name sport). (Title change effective Fall 2010) | A. Participate in varsity sport  
B. Demonstrate Teamwork and Leadership Skills  
C. Demonstrate Individual & Team Goal Setting  
D. Explain General, Technical and advanced strategic and tactical skills |
| HPR - 2213 | First Aid and CPR | Instruction and practice in methods prescribed in the American Red Cross or American Heart Association standard and advanced courses. (Course description change effective Fall 2010) | A. Identify life threatening vs. non-life threatening conditions  
B. Demonstrate appropriate care for breathing and cardiac emergencies (CPR and AED use)  
C. Demonstrate various first aid techniques  
D. Demonstrate precautions for prevention of disease transmission |
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| HPR - 2222 | Lifeguarding and Water Safety | This is the American Red Cross Lifeguard Training with emphasis toward certifying lifeguards. This course is designed to teach lifeguard candidates the skills and knowledge needed to prevent and respond to aquatic emergencies. Swimming prerequisite required. (Title and course description change effective Fall 2010)(Prefix and course description change effective Fall 2016) | A. Demonstrate the skills to identify, prevent and respond to aquatic emergencies  
B. Provide care for sudden injuries and illness through the use of lifeguard training, standard first aid, CPR/AED for the professional rescuer  
C. Demonstrate professional characteristics of a lifeguard  
D. Explain the importance of water safety |
| HPR - 2232 | Water Safety Instructor          | This is the American Red Cross Water Safety Instructor course with emphasis towards certifying water safety instructors. Techniques of aquatic instruction, including community water safety and progression swimming are covered. Swimming prerequisite required. (Course description change effective Fall 2010) (Prefix and course description change effective Fall 2016) | A. Demonstrate the use of course and presentation materials  
B. Conduct training sessions  
C. Evaluate the progress of students  
D. Demonstrate and possess proficient swimming skills consistent with stroke performance charts, level 4 |
| HPR - 2323 | Recreational Leadership          | Planning and leadership techniques for conducting organized park and recreation programs for all ages. (Course description change effective Fall 2016)                                                                 | A. Demonstrate an understanding of leadership and organizational theory  
B. Identify challenges in recreational settings  
C. Explain the importance of motivation in group dynamics  
D. Demonstrate knowledge of budgeting and expenditures in recreational settings  
E. Identify methods of program promotion and formats  
F. Identify current risk management strategies |
| HPR - 2413 | Individual and Team Sports Officiating | Personal skill development, rules and officiating techniques for individual and team sports. (Prefix and course description change effective Fall 2016)                                                        | A. Demonstrate and apply knowledge of rules of the sport  
B. Distinguish and apply appropriate signals and mechanics of officiating  
C. Recognize appropriate player and field equipment  
D. Describe appropriate skills for crowd control and the field of play |
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<th>HPR- No.</th>
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| HPR - 2423| Football Theory| Explores the theories, practices, tactics and strategies involved in coaching football. Emphasis will be placed upon the objectives, rules, regulations, and policies of competitive athletics, as well as on individual skills, team tactics, organization and management practices. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the history of football  
B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of football  
C. Identify the various techniques and equipment used in football                                                                                                           |
| HPR - 2433| Basketball Theory| Explores the theories, practices, tactics and strategies involved in coaching basketball. Emphasis will be placed upon the objectives, rules, regulations, and policies of competitive athletics, as well as on individual skills, team tactics, organization and management practices. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the history of basketball  
B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of basketball  
C. Identify the various techniques and equipment used in basketball                                                                                                                      |
| HPR - 2443| Soccer Theory   | Explores the theories, practices, tactics and strategies involved in coaching soccer. Emphasis will be placed upon the objectives, rules, regulations, and policies of competitive athletics, as well as on individual skills, team tactics, organization and management practices. (Title change Effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the history of soccer  
B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of soccer  
C. Identify the various techniques and equipment used in soccer                                                                                                                   |
| HPR - 2453| Baseball Theory | Explores the theories, practices, tactics and strategies involved in coaching baseball. Emphasis will be placed upon the objectives, rules, regulations, and policies of competitive athletics, as well as on individual skills, team tactics, organization and management practices. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the history of baseball  
B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of baseball  
C. Identify the various techniques and equipment used in baseball                                                                                                                   |
<p>| HPR - 2462| Coaching Major Sports I | Course deleted effective Fall 2016                                                                                                                                                                                     |                                                                                                                                                                                                         |
| HPR - 2472| Coaching Major Sports II | Course deleted effective Fall 2016                                                                                                                                                                                    |                                                                                                                                                                                                         |</p>
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| HPR - 2483 | Track Theory         | Explores the theories, practices, tactics and strategies involved in coaching track. Emphasis will be placed upon the objectives, rules, regulations, and policies of competitive athletics, as well as on individual skills, team tactics, organization and management practices. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the history of track  
B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of track  
C. Identify the various techniques and equipment used in track                                                                                               |
| HPR - 2493 | Softball Theory      | Explores the theories, practices, tactics and strategies involved in coaching softball. Emphasis will be placed upon the objectives, rules, regulations, and policies of competitive athletics, as well as on individual skills, team tactics, organization and management practices. (Course description change effective Fall 2010)(Course description change effective Fall 2016) | A. Explain the history of softball  
B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of softball  
C. Identify the various techniques and equipment used in softball                                                                                                                               |
| HPR - 2511 | Team Sports III      | Rules, techniques, participation and equipment in (activities) _______________ (name sport). (Title and course description change effective Fall 2010)(Course description change effective Fall 2016)                                                                                                                                   | A. Explain the rules and proper use of equipment  
B. Demonstrate proper teamwork, etiquette, sportsmanship and safety  
C. Demonstrate effort when engaged in play  
D. Demonstrate appropriate skills                                                                                                         |
| HPR - 2521 | Team Sports IV       | Rules, techniques, participation and equipment in (activities) _______________ (name sport). (Title and course description change effective Fall 2010)(Course description change effective Fall 2016)                                                                                                                                   | A. Explain the rules and proper use of equipment  
B. Demonstrate proper teamwork, etiquette, sportsmanship and safety  
C. Demonstrate effort when engaged in play  
D. Demonstrate appropriate skills                                                                                                         |
| HPR - 2531 | Individual and Dual  | Rules, techniques, participation and equipment in (activities) _______________ (name sport). Title and course description change effective Fall 2010) (Course description change effective Fall 2016)                                                                                                                                  | A. Explain the rules and proper use of equipment  
B. Demonstrate proper etiquette, sportsmanship and safety  
C. Demonstrate effort when engaged in play  
D. Demonstrate appropriate skills                                                                                                         |
<p>|          | Sports III           |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                     |</p>
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<th>HPR- No.</th>
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<th>Outcomes</th>
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</table>
| HPR - 2541 | Individual and Dual Sports IV | Rules, techniques, participation and equipment in (activities) ______________________ (name sport). Title and course description change effective Fall 2010) (Course description change effective Fall 2016) | A. Explain the rules and proper use of equipment  
B. Demonstrate proper etiquette, sportsmanship and safety  
C. Demonstrate effort when engaged in play  
D. Demonstrate appropriate skills |
| HPR - 2551 | Fitness and Conditioning Training III | Instruction and practice of basic principles of fitness and conditioning through a variety of exercises and activities. (Title and course description change effective Fall 2010) | A. Demonstrate and Engage Appropriate Body Mechanics  
B. Identify Proper Equipment and Facility Usage  
C. Demonstrate and Apply Proper Safety Techniques  
D. Explain Benefits of Physical Activity |
| HPR - 2561 | Fitness Conditioning Training IV | Instruction and practice of basic principles of fitness and conditioning through a variety of exercises and activities. (Title and course description change effective Fall 2010) | A. Demonstrate and Engage Appropriate Body Mechanics  
B. Identify Proper Equipment and Facility Usage  
C. Demonstrate and Apply Proper Safety Techniques  
D. Explain Benefits of Physical Activity |
| HPR - 2571 | Dance III | A continuation of dance techniques to include instruction in various styles of dance. Instruction may include classical dance, ballet, jazz, folk dance, contemporary and/or dance line. (Course description change effective Fall 2010) | A. Demonstrate an understanding of the art form  
B. Define vocabulary specific to each dance technique  
C. Demonstrate and engage in appropriate body mechanics  
D. Demonstrate and apply proper safety techniques  
E. Explain benefits of dance as a form of physical activity |
| HPR - 2581 | Dance IV | A continuation of dance techniques to include instruction in various styles of dance. Instruction may include classical dance, ballet, jazz, folk dance, contemporary and/or dance line. (Course description change effective Fall 2010) | A. Demonstrate an understanding of the art form  
B. Define vocabulary specific to each dance technique  
C. Demonstrate and engage in appropriate body mechanics  
D. Demonstrate and apply proper safety techniques  
E. Explain benefits of dance as a form of physical activity |
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| HPR - 2711 | Athletic Training Terminology       | Course to develop students’ knowledge of musculoskeletal and orthopedic terminology related to athletic training and other related health professions. (Effective Fall 2010)                                                                                                                                                                                                                                                                                                                                 | A. Recognize and discuss word components, terms, procedures, and abbreviations related to the body  
B. Identify combining forms, suffixes, and prefixes related to the body  
C. Identify various medical procedures related to the body  
D. Identify abbreviations related to body                                                                                                                                                                                                                     |
| HPR - 2723 | Prevention and Care of Athletic Injuries | Theory and practice for the prospective athletic trainer or coach in the prevention and care of athletic injuries. (Effective Fall 2010)                                                                                                                                                                                                                                                                                                                                                       | A. Explain tissue response to injury  
B. Demonstrate knowledge of mechanisms and characteristics of sports injuries  
C. Identify musculoskeletal conditions  
D. Demonstrate how to prevent, respond to, treat and care for athletic injuries                                                                                                                                                                                                                       |
| HPR - 2733 | Introduction to Athletic Training    | Introduction to the profession, including but not limited to procedural aspects of the athletic training room operations, role delineations, preparation, and competencies with 100 observational/experience hours under a Board of Certification (BOC) certified athletic trainer. This course is recommended for Athletic Training majors. (Effective Fall 2010) (Course description change effective Fall 2016)                                                                 | A. Explain the professional and academic requirements for entering an athletic training program  
B. Complete 100 observation/experience hours under a BOC certified athletic trainer  
C. Develop an emergency action plan and the role of the sports medicine team  
D. Identify different career opportunities for a certified athletic trainer                                                                                                                                                                                  |
| HPR 2813/PRM 2113 | Park and Recreation Program Leadership | Planning and leadership techniques for conducting organized park and recreation programs for all age groups. (Course code change effective Fall 2010)                                                                                                                                                                                                                                                                                                                                                         | A. Identify and apply programming skills  
B. Demonstrate ability to scheduling/organizational recreational programs  
C. Demonstrate an understanding of programming theory  
D. Identify and apply marketing of programs  
E. Design and implementation of recreation program                                                                                                                                                                                                                                                                         |
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<th>UCNS Title</th>
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<tr>
<td>HPR 2823/PRM 2223</td>
<td>Techniques and processes in program planning, implementation, development and evaluation in recreation settings. (Course code change effective Fall 2010)</td>
<td>A. Identify leadership skills for leisure service&lt;br&gt;B. Identify leadership theories&lt;br&gt;C. Demonstrate communication skills in leisure and recreation&lt;br&gt;D. Identify challenges in leisure setting&lt;br&gt;E. Demonstrate participation in service learning (leadership roles)</td>
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**History (HIS)**

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<tr>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
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<tr>
<td>HIS - 1113</td>
<td>This is a general survey of Western Civilization from ancient times to mid-seventeenth century. (Course description change effective Fall 2009) (Course description change effective Fall 2014)</td>
<td>A. Pre-History&lt;br&gt;B. Ancient Civilizations&lt;br&gt;C. Greece&lt;br&gt;D. Rome&lt;br&gt;E. Early Middle Ages&lt;br&gt;F. Later Middle Ages&lt;br&gt;G. Renaissance&lt;br&gt;H. Reformation</td>
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<tr>
<td>HIS - 1123</td>
<td>This is a general survey of Western Civilization since the seventeenth century. (Course description change effective Fall 2009) (Course description effective Fall 2014)</td>
<td>A. Scientific Revolution/Enlightenment&lt;br&gt;B. Early Modern Europe&lt;br&gt;C. 19th Century Europe&lt;br&gt;D. 20th Century Europe&lt;br&gt;E. Post-Cold War</td>
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<tr>
<td>HIS - 1163</td>
<td>This is a general survey of world history from ancient times to the 1500s. (Course description change effective Fall 2009) (Title and Course description change effective Fall 2014)</td>
<td>A. Pre-History&lt;br&gt;B. Ancient Civilizations&lt;br&gt;C. Early Indian Civilizations&lt;br&gt;D. Early China and East Asia&lt;br&gt;E. Early Americas&lt;br&gt;F. Early Mediterranean Basin&lt;br&gt;G. Middle Ages&lt;br&gt;H. Changes in Africa and Asia&lt;br&gt;I. Changes in Europe</td>
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<td>HIS- No.</td>
<td>UCNS Title</td>
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<tr>
<td>HIS - 1173</td>
<td>World Civilizations II</td>
<td>This is a general survey of world history from the 1500s to modern times.</td>
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<td>(Course description change effective Fall 2009)</td>
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<td>(Title and course description effective Fall 2014)</td>
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<tr>
<td>HIS - 1613</td>
<td>African-American History</td>
<td>This is a survey of African-American History from Africa origins to modern times.</td>
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<td>HIS - 2213</td>
<td>American (U.S.) History I</td>
<td>This is a survey of American (U.S.) history to 1877.</td>
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<tr>
<td>HIS - 2223</td>
<td>American (U.S.) History II</td>
<td>This is a survey of American (U.S.) history since 1877.</td>
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<tr>
<td>HIS - 2813</td>
<td>Special Topics in History/Social Studies</td>
<td>Special topics in History/Social Studies. Credit and title to be determined. Topics</td>
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<td>will vary from semester to semester. This course is to be used on a limited basis</td>
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<td>to offer expansion upon subject matter areas covered in existing courses.</td>
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<td>(Courses limited to two offerings under one title within two academic years.)</td>
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<tr>
<td>HON - 1131</td>
<td>Academic Team I</td>
<td>Participation in ___________. (Name academic team) <em>(New course effective Fall 2018)</em></td>
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<tr>
<td>HON - 1141</td>
<td>Academic Team II</td>
<td>Participation in ___________. (Name academic team) <em>(New course effective Fall 2018)</em></td>
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</table>
| HON - 1911 | Honors Forum I            | Admission is by invitation only. Interdisciplinary studies of selected issues confronting the individual and society with discussions led by scholars, faculty, and/or students. *(Course description change effective Fall 2010)* | A. Identify major issues and controversies related to the selected topics  
B. Analyze issues and controversies related to selected topics  
C. Develop positions on the issues and controversies related to the selected topics |
| HON/LEA 1912 | Honors Leadership Development I | Admission is by faculty consent. This course has as its central focus the development of leadership skills. It is designed to provide a basic understanding of leadership and group dynamics theory and to assist the student in developing a personal philosophy of leadership, an awareness of the moral and ethical responsibilities of leadership, and an awareness of one’s own style of leadership. This course integrates readings from the humanities, classic works of literature, and experiential learning exercises with readings and discussions of traditional theories. *(Effective Fall 2010)(Prefix, title, and course description change effective Fall 2015)* | A. Examine leadership and group dynamics theory  
B. Develop personal leadership philosophy  
C. Explore moral and ethical responsibilities of leadership  
D. Identify, analyze, and develop positions on the issues and controversies related to the selected topics |
| HON - 1921 | Honors Forum II           | Admission is by invitation only. Interdisciplinary studies of selected issues confronting the individual and society with discussions led by scholars, faculty, and/or students. *(Course description change effective Fall 2010)* | A. Identify major issues and controversies related to the selected topics  
B. Analyze issues and controversies related to the selected topics  
C. Develop positions on the issues and controversies related to the selected topics |
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| HON - 1923 | Honors Forum II with Lab | Admission is by invitation only. Interdisciplinary studies of selected issues confronting the individual and society with discussions led by scholars, faculty, and/or students. This course includes experiential learning activities outside of the regular classroom, which may include service learning activities, civic engagement activities, and/or international study. (Course description change effective Fall 2010)(Course description change effective Fall 2015) | A. Identify major issues and controversies related to the selected topics  
B. Analyze issues and controversies related to the selected topics  
C. Develop positions on the issues and controversies related to the selected topics |
| HON - 2131 | Academic Team III | Participation in ____________ (Name academic team) (New course effective Fall 2018) |  |
| HON - 2141 | Academic Team IV | Participation in ____________ (Name academic team) (New course effective Fall 2018) |  |
| HON - 2911 | Honors Forum III | Admission is by invitation only. Interdisciplinary studies of selected issues confronting the individual and society with discussions led by scholars, faculty, and/or students. (Course description change effective Fall 2010) | A. Identify major issues and controversies related to the selected topics  
B. Analyze issues and controversies related to the selected topics  
C. Develop positions on the issues and controversies related to the selected topics |
| HON/LEA 2912 | Honors Leadership Development II | A continuation of HON/LEA 1912. (New course effective Fall 2015) | A. Identify major issues and controversies related to the selected topics  
B. Analyze issues and controversies related to the selected topics  
C. Develop positions on the issues and controversies related to the selected topics |
| HON - 2921 | Honors Forum IV | Admission is by invitation only. Interdisciplinary studies of selected issues confronting the individual and society with discussions led by scholars, faculty, and/or students. (Course description change effective Fall 2010) | A. Identify major issues and controversies related to the selected topics  
B. Analyze issues and controversies related to the selected topics  
C. Develop positions on the issues and controversies related to the selected topics |
## Humanities (HUM)

<table>
<thead>
<tr>
<th>HUM- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| HUM - 1113 | Humanities I | Humanities I provides an overview of history’s most memorable achievements spanning the major world civilizations of Africa, the Americas, Asia, Europe, and the Middle East from the Prehistoric Era to the Renaissance. A global perspective is presented through a survey of history, literature, music, philosophy, and the visual arts. NOTE: This course differs from HON 1913 in that HON 1913 includes a leadership component. (Title and course description change effective Fall 2012)(Course description change effective Fall 2015) | A. Determine the cultural and historical context in which various pieces of art, music, literature and philosophy were created  
B. Identify significant works of art, music, literature, and philosophy  
C. Recognize the influence of the humanities on world civilizations |
| HUM - 1123 | Humanities II | Humanities II, a continuation of Humanities I, provides an overview of history’s most memorable achievements spanning the major world civilizations of Africa, the Americas, Asia, Europe, and the Middle East from the Renaissance to present day. A global perspective is presented through a survey of history, literature, music, philosophy, and the visual arts. (New course effective Fall 2012)(Course description change effective Fall 2015) | A. Determine the cultural and historical context in which various pieces of art, music, literature and philosophy were created  
B. Identify significant works of art, music, literature, and philosophy  
C. Recognize the influence of the humanities on world civilizations |

## Industrial Arts, Industrial Education (IED)

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<th>IED- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| IED - 1213 | Woodworking I | Knowledge, appreciation, and skill in use of hand tools; wood joints, finishes, fasteners, and job planning. | A. To develop the knowledge of, the care of, and skills in the use of woodworking hand and power tools  
B. To develop attitudes and knowledge of related safety principles and practices  
C. To become familiar with woodworking techniques  
D. To understand wood production, structure and characteristics  
E. To become acquainted with lumber specifications and properties |
<table>
<thead>
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<th>IED- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| IED - 1813 | Basic Electricity and Electronics | A study of basic electrical phenomenon to fundamental electronics.                                                                                                                                                                                                                                                                                                                                                                                                                                             | A. To develop a basic understanding of the fundamentals of industrial electricity and electronics  
B. To develop skills and competencies in the use and care of electronic test equipment  
C. To develop competencies in basic electronics fundamentals through problem-solving techniques  
D. To develop the basic skills required to analyze and construct electronic circuits |
| IED - 2313 | General Metal Work          | Sheet and wrought metal processing; experimentation in bench tools, metal design, jigs, machine processes and metal finishes; construction of metal projects.                                                                                                                                                                                                                                                                                                       | A. Metal Processing  
B. Machine Processes  
C. Metal Finishes                                                                                                                                                                                                                       |
| IED - 2323 | Forging and Welding         | Practice in hand forging; annealing, hardening, and tempering of tool steel; gas and electric welding.                                                                                                                                                                                                                                                                                                                                                                                                     | A. To develop attitudes and knowledge of related safety habits necessary in hot metal working  
B. To identify, understand, and appreciate the basic hot metal working processes as related to applications  
C. To develop a minor degree of skill in the areas listed in the course description  
D. To provide technical knowledge, practical application, and safety to allow successful pursuit of vocational experiences |
<table>
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<tr>
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
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</thead>
</table>
| IED - 2413 | History and Appreciation of the Artcrafts | The study of the growth and development of the arts craft through the ages using craft historical lecture and other instructional methods, practical design and construction of projects in pottery, leather craft, wood carving and stained glass. (Course description change effective Fall 2010) | A. Students will demonstrate an understanding and appreciation of the historical impact of the art and crafts in civilization  
B. Students will demonstrate an understanding of modern technology through a general survey of art craft history  
C. Students will apply a basic knowledge and appreciation of the skills involved in designing and constructing art craft objects  
D. Students will discover an appreciation of the art crafts through experience with various craft materials  
E. Students will explore possible areas that may be pursued as a leisure activity or a vocation |
| IED - 2613 | Industrial Psychology             | Application of psychological principles and methods to industry emphasizing employee selection, placement, merit rating, training, human relations, and measurements and improvements of employee morale.                                                                                                  | A. Psychological principles  
B. Psychological methods  
C. Human Relations                                                                                                                                                                                                                                                    |

**Journalism (JOU)**

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<th>JOU- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| JOU - 1111 | College Publications I          | A laboratory course designed to give practical experience in working with college newspaper and yearbook production. News, feature, and editorial writing, makeup and layout, editing, advertising and photography will be emphasized according to student need.                                  | A. Learning basic news writing  
B. Learning to meet deadlines  
C. Learning basic newsgathering techniques  
D. Learning basic photography and editing skills                                                                                                                                  |
| JOU - 1121 | College Publications II         | A continuation of JOU 1111.                                                                                                                                                                                                                                                                                                                     | A. Learning basic news writing  
B. Learning to meet deadlines  
C. Learning basic newsgathering techniques  
D. Learning basic photography and editing skills                                                                                                                                  |
| JOU - 1223 | Basic News Reporting           | Course deleted effective Fall 2010                                                                                                                                                                                                                                                                                                                  | A. Learning basic news writing  
B. Learning to meet deadlines  
C. Learning basic newsgathering techniques  
D. Learning basic photography and editing skills                                                                                                                                  |
<table>
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<th>JOU- No.</th>
<th>UCNS Title</th>
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</table>
| JOU - 1313 | News Writing And Reporting I      | An introductory course in journalism designed to teach news writing and reporting, the construction of the news article with an emphasis on source news, features, sports, and interview stories and editorials. (Title and course description change effective Fall 2010) | A. Introduction to online reporting  
B. Reporting and gathering facts  
C. Interview methods  
D. Basic news article construction  
E. Source and fact checking |
| JOU - 1323 | News Writing And Reporting II      | An advanced journalism course designed to teach news writing and editing with an emphasis on news, features, sports, and editorials. (Title and course description change effective Fall 2010) | A. Editing and proof marks  
B. Headline writing  
C. Using type and pictures  
D. Continuation of online reporting |
| JOU - 2111 | College Publications III          | Open to students who have successfully completed JOU 1111, 1121, 1313, and 1323 or with consent of instructor. (Course description change effective Fall 2015)                                                                 | A. Expanding skills learned in JOU 1111 and 1121                        |
| JOU - 2121 | College Publications IV            | Open to students who have successfully completed JOU 1111, 1121, 1313, 1323, and 2111 or with consent of instructor. (Course description change effective Fall 2015)                                                                 | A. Expanding skills learned in JOU 1111 and 1121                        |
| JOU - 2513 | Beginning Photography              | Course deleted effective Fall 2010                                                                                                                                                                                  |                                                                         |
| JOU - 2523 | Advanced Photography              | Course deleted effective Fall 2010                                                                                                                                                                                  |                                                                         |
| JOU - 2613 | Fundamentals of Digital Photography | Course deleted effective Fall 2010                                                                                                                                                                                  |                                                                         |

**Leadership (LEA)**

<table>
<thead>
<tr>
<th>LEA- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| LEA - 1811 | Leadership & Organizational Skills I  | A study of leadership styles and skills, roles and functions of officers of student organizations. Includes parliamentary procedure, chain of command, communication, conducting effective meetings, role of constitution/bylaws, principle of ethics, etiquette, and working with volunteers. (Course description change effective Fall 2010) | A. Student is introduced to the concepts of Leadership  
B. Student is introduced to a participation of parliamentary procedures  
C. Student gains knowledge in different communication styles and techniques  
D. Student demonstrates how to conduct effective meetings  
E. Students comprehend the difference and importance of working with volunteers |
<table>
<thead>
<tr>
<th>LEA- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| LEA - 1821 | Leadership & Organizational Skills II | Continued study of LEA 1811, ice breakers; nonverbal communication; role of functions in groups; power; time management; stress management; role of constitution; Personal Style type indicator; planning and goal setting; leadership mentoring. (Course description change effective Fall 2010) | A. Students will have an understanding of non-verbal communication  
B. Students will learn to utilize time management skills  
C. Student will have the opportunity to engage in personality type indicators  
D. Students are introduced to the different styles and impact of power  
E. Students will have the opportunity to mentor other leadership students |
| LEA - 1911 | Leadership & Communication Skills Development - Recruiting & Public Relations I | This course familiarizes the student with his/her responsibilities as a member of the recruiting/public relations team. It explores leadership skills, communication, and factual information about the college. Through this course the student will be able to function as a representative in recruitment and in public relations. | A. Student will display learned responsibilities of a student recruiter  
B. Student will develop and portray appropriate communication skills  
C. Student will have a working knowledge of the history of the college  
D. Student will be proficient in their knowledge pertaining to the critical recruiting facts about the college  
E. Student will participate in civic engagement |
| LEA/HON 1912 | Honors Leadership Development I | Admission is by faculty consent. This course has as its central focus the development of leadership skills. It is designed to provide a basic understanding of leadership and group dynamics theory and to assist the student in developing a personal philosophy of leadership, an awareness of the moral and ethical responsibilities of leadership, and an awareness of one’s own style of leadership. This course integrates readings from the humanities, classic works of literature, and experiential learning exercises with readings and discussions of traditional theories. (Effective Fall 2010)(Prefix, title, and course description change effective Fall 2015) | A. Examine leadership and group dynamics theory  
B. Develop personal leadership philosophy  
C. Explore moral and ethical responsibilities of leadership  
D. Identify, analyze, and develop positions on the issues and controversies related to the selected topics |
<table>
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<tr>
<th>LEA- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>LEA - 1921</td>
<td>Leadership &amp; Communication Skills Development - Recruiting &amp; Public Relations II</td>
<td>A continuation of LEA 1911.</td>
<td>A. Students will apply the practical application of student recruiter responsibilities during student led campus tours and other events</td>
</tr>
</tbody>
</table>
| LEA - 2811 | Leadership & Organizational Skills III                                   | Continued study of LEA 1811, LEA 1821; participates fully in class; experiential roles chairing committees and events; lead decision making techniques; consensus, brain storming; observe and give feedback to group on role functions in group; lead planning and goal setting groups; and presentation of leadership topics. (Course code and course description change effective Fall 2010) | A. Student will have continual self-growth.  
B. Student will learn techniques in self-motivation.  
C. Student will be introduced to the concept of motivation and apply these skills to motivate others.  
D. Student will understand the concept of balance of power.  
E. Student will be introduced to the principles of ethics and encouraged to use these skills |
| LEA - 2821 | Leadership & Organizational Skills IV                                    | A continuation of activities and events of LEA 1811, LEA 1821, and LEA 2811, emphasizing servant leadership. (Course code and course description change effective Fall 2010) | A. Students will apply the practical application of student recruiter responsibilities during student led campus tours and other events                                                                          |
| LEA - 2911 | Leadership & Communication Skills Development - Recruiting & Public Relations III | A continuation of LEA 1921.                                                        | A. Students will apply the practical application of student recruiter responsibilities during student led campus tours and other events                                                                          |
| LEA/HON 2912 | Honors Leadership Development II                                         | A continuation of HON/LEA 1912. (New course effective Fall 2015)                     | A. Identify major issues and controversies related to the selected topics  
B. Analyze issues and controversies related to the selected topics  
C. Develop positions on the issues and controversies related to the selected topics  
D. Identify major issues and controversies related to the selected topics  
E. Analyze issues and controversies related to the selected topics  
F. Develop positions on the issues and controversies related to the selected topics  
G. Identify major issues and controversies related to the selected topics  
H. Analyze issues and controversies related to the selected topics  
I. Develop positions on the issues and controversies related to the selected topics  
J. Identify major issues and controversies related to the selected topics  
K. Analyze issues and controversies related to the selected topics  
L. Develop positions on the issues and controversies related to the selected topics  
M. Identify major issues and controversies related to the selected topics  
N. Analyze issues and controversies related to the selected topics  
O. Develop positions on the issues and controversies related to the selected topics  
P. Identify major issues and controversies related to the selected topics  
Q. Analyze issues and controversies related to the selected topics  
R. Develop positions on the issues and controversies related to the selected topics  
S. Identify major issues and controversies related to the selected topics  
T. Analyze issues and controversies related to the selected topics  
U. Develop positions on the issues and controversies related to the selected topics  
V. Identify major issues and controversies related to the selected topics  
W. Analyze issues and controversies related to the selected topics  
X. Develop positions on the issues and controversies related to the selected topics  
Y. Identify major issues and controversies related to the selected topics  
Z. Analyze issues and controversies related to the selected topics  
AA. Develop positions on the issues and controversies related to the selected topics  
AB. Identify major issues and controversies related to the selected topics  
AC. Analyze issues and controversies related to the selected topics  
AD. Develop positions on the issues and controversies related to the selected topics  
AE. Identify major issues and controversies related to the selected topics  
AF. Analyze issues and controversies related to the selected topics  
AG. Develop positions on the issues and controversies related to the selected topics  
AH. Identify major issues and controversies related to the selected topics  
AI. Analyze issues and controversies related to the selected topics  
AJ. Develop positions on the issues and controversies related to the selected topics  
AK. Identify major issues and controversies related to the selected topics  
AL. Analyze issues and controversies related to the selected topics  
AM. Develop positions on the issues and controversies related to the selected topics  
AN. Identify major issues and controversies related to the selected topics  
AO. Analyze issues and controversies related to the selected topics  
AP. Develop positions on the issues and controversies related to the selected topics  
AQ. Identify major issues and controversies related to the selected topics  
AR. Analyze issues and controversies related to the selected topics  
AS. Develop positions on the issues and controversies related to the selected topics  
AT. Identify major issues and controversies related to the selected topics  
AU. Analyze issues and controversies related to the selected topics  
AV. Develop positions on the issues and controversies related to the selected topics  
AW. Identify major issues and controversies related to the selected topics  
AX. Analyze issues and controversies related to the selected topics  
AY. Develop positions on the issues and controversies related to the selected topics  
AZ. Identify major issues and controversies related to the selected topics  
BA. Analyze issues and controversies related to the selected topics  
BB. Develop positions on the issues and controversies related to the selected topics  
BC. Identify major issues and controversies related to the selected topics  
BD. Analyze issues and controversies related to the selected topics  
BE. Develop positions on the issues and controversies related to the selected topics  
BF. Identify major issues and controversies related to the selected topics  
BG. Analyze issues and controversies related to the selected topics  
BH. Develop positions on the issues and controversies related to the selected topics  
BI. Identify major issues and controversies related to the selected topics  
BJ. Analyze issues and controversies related to the selected topics  
BK. Develop positions on the issues and controversies related to the selected topics  
BL. Identify major issues and controversies related to the selected topics  
BM. Analyze issues and controversies related to the selected topics  
BN. Develop positions on the issues and controversies related to the selected topics  
BO. Identify major issues and controversies related to the selected topics  
BP. Analyze issues and controversies related to the selected topics  
BQ. Develop positions on the issues and controversies related to the selected topics  
BR. Identify major issues and controversies related to the selected topics  
BS. Analyze issues and controversies related to the selected topics  
BT. Develop positions on the issues and controversies related to the selected topics  
BU. Identify major issues and controversies related to the selected topics  
BV. Analyze issues and controversies related to the selected topics  
BW. Develop positions on the issues and controversies related to the selected topics  
BX. Identify major issues and controversi... |
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<tr>
<th>LLS- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| LLS - 0113 | Essential College Skills I | This course is designed to aid in the development of student potentials in the following fundamental areas; improving student confidence, setting life goals, developing effective study skills and habits and developing classroom learning skills. The course emphasizes reasoning skills, interpersonal skills, personal and social adjustment. (Course number change effective Fall 2009) (Course description change effective Fall 2010) | A. Explore and utilize campus resources  
B. Discover and apply learning styles  
C. Emphasize SQ3R study reading system  
D. Utilize time management skills  
E. Improve concentration and memory  
F. Use goal setting strategies in order to set and meet educational goals |
| LLS - 0123 | Essential College Skills II | This course is designed to support the student in the successful completion of his or her college courses by teaching the application of specific study skills and learning strategies. (Course number change effective Fall 2009) (Course description change effective Fall 2010)                      | A. Construct effective goal setting, problem solving, and decision making skills  
B. Develop time management techniques  
C. Identify personal learning preferences  
D. Utilize appropriate reading strategies as used on content material  
E. Develop and apply memory skills  
F. Utilize technology |
| LLS - 1152 | College Life | College Life offers group experiences in study skills and career exploration. This course is designed to assist the first time student in achieving academic success. (Prefix change effective Fall 2014)                                                                                       | A. Participate in career exploration  
B. Establish positive study skills to build academic success  
C. Develop time management skills  
D. Demonstrate effective financial planning skills  
E. Increase utilization of academic resources |
| LLS - 1212 | Self-Affirmation | This course is designed to help students increase self-awareness and to see the power of thoughts both positively and negatively-to improve self-concepts. (Prefix change effective Fall 2014)(Course description change effective Fall 2015)                                             | A. Learn about self  
B. Increase productivity by using one’s strengths  
C. Identify and improves one’s weaknesses  
D. Reflect and redirect to promote positive self-image |
| LLS - 1223 | Life Skills Development | This course is designed to aid students in stress and anger management, and promote self-awareness. (Title and course description change effective Fall 2010)                                                                                                               | A. Increase awareness of stress/stress management  
B. Utilize anger management techniques  
C. Develop self-awareness |
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</table>
| LLS - 1312 | Orientation            | This course is designed to help the new college student adjust to college life. It includes a study of personal and social adjustments, and gives the student guidance in collegiate life. (Prefix change effective Fall 2014) | A. Employ effective college skills to promote academic success  
B. Develop time management skills  
C. Identify positive financial responsibilities  
D. Increase utilization of academic resources |
| LLS - 1322 | Career Exploration    | This course is designed to assist students in determining career goals. Interest tests, personality inventories, and aptitude tests are given to help students determine career choices. (Prefix change effective Fall 2014) | A. Participate in career exploration  
B. Establish career goals |
| LLS - 1332 | Introduction to Health Professions I | This course looks at specific allied professions, describes the education necessary, certification requirements, and expected salary. The course discusses all levels of healthcare professionals from those requiring a certificate or diploma to those requiring an associate, bachelor, or doctoral degree. (Prefix change effective Fall 2014) | A. Identify basic understanding of health care systems in US  
B. Research various professions available in the US  
C. Develop student career interest—short and long term |
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</table>
| LLS - 1342 | Introduction to Health Professions II | A continuation of the educational requirements, the position descriptions and work environment required for health professions. (New course effective Fall 2015)                                                                                                                                                                                                                                                                                                                                                       | A. Understand the history, economics, orientation, and function of the healthcare system in the United States  
B. Describe and have knowledge related to the Health Professions involving patient care  
C. Be aware of and be able to discuss Health-Related Professions which involve indirect patient care  
D. This course is for students who are interested in allied health professions. Students will gain knowledge about career options within the Health Sciences, the educational and certification requirements for these careers, the demand in the workplace, and the average salaries. The course discusses all levels of healthcare professionals from those requiring a certificate or diploma to those requiring an associate, bachelor, or doctoral degree. It provides a review of the U.S. healthcare delivery system, managed care, healthcare financing, reimbursement, insurance coverage, Medicare, Medicaid, job safety, job skills and the impact of new technology on healthcare services. There is also a lab component in which the students will be able to observe professionals in the work place. |
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<tbody>
<tr>
<td>LLS - 1352</td>
<td>Introduction to S.T.E.M. Professions</td>
<td>A presentation of the educational requirements, the various professions and the entry points for employment for students interested in STEM professions. (New course effective Fall 2015)</td>
<td>A. Be presented with opportunities and challenges in science, technology, engineering and mathematics (S.T.E.M.) and conceptual tools used by scientists and engineers  &lt;br&gt; B. Describe and have knowledge related to the S.T.E.M. Professions and be able to discuss professional challenges of ethical decision making, communication skills, globalization aspects of the S.T.E.M. fields and preparation required to successfully pursue a career in science and/or engineering  &lt;br&gt; C. Understand the application of basic concepts in mathematics, physics, chemistry, biology, and technology associated to various STEM professions  &lt;br&gt; D. Receive information and acquire hands-on experience from multidisciplinary fields to allow them to have a broader understanding of S.T.E.M. education and future opportunities in their lives  &lt;br&gt; E. Experience and practice, through projects and assignments, managing time effectively, team work, challenge-based instruction, and communicating technical information  &lt;br&gt; F. This course is for students who are interested in science, technology, engineering, and math professions. Students will gain knowledge about career options within the S.T.E.M. field, the educational and certification requirements for these careers, the demand in the workplace, and the average salaries. The course discusses all levels of STEM professionals from those requiring a certificate or diploma to those requiring an associate, bachelor, or doctoral degree. There is also a lab component in which the students will be able to observe professionals in the work place.</td>
</tr>
<tr>
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<td>Course &amp; Description</td>
<td>Outcomes</td>
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</table>
| LLS - 1412 | Improvement of Study | This course is designed to aid the student in study skills, promote student success in basic reading and note taking techniques, critical thinking, time management, test taking strategies, and listening and memory enhancement. (Prefix change effective Fall 2014) | A. Realize that motivational skills are the key to college success  
B. Employ time management skills that lead to the development of a regular routine for studying  
C. Develop effective note-taking and test-taking skills  
D. Learn to use technology effectively, including the ability to conduct a search using appropriate technology  
E. Improve study skills by using memory techniques and critical reading/listening skills |
| LLS - 1423 | College Study Skills | An advanced course in study skills that fosters insight and practice of critical reading skills and study techniques needed for efficient and effective mastery of college level courses, both graduate and undergraduate. (Course description change effective Fall 2010) | A. Employ structured note-taking  
B. Understand concept of memory and application of mnemonic devices  
C. Demonstrate good test-taking skills  
D. Assess learning styles and employ appropriate strategies  
E. Demonstrate critical thinking and active reading techniques |
| LLS - 1712 | Job Search Skills | This course is designed to prepare students for job networking skills, completing applications, resume writing, interviewing, and job attitude. (Prefix change effective Fall 2014) | A. Create appropriate business communication devices such as cover letters, memos, business letters, and thank you notes  
B. Identify appropriate business etiquette and attire  
C. Perform effective interview techniques in mock-interview  
D. Create portfolio including resume, references, and recommendation letters  
E. Identify practices to obtain and maintain employment |
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</thead>
</table>
| LLS - 1722 | Employment Readiness | This course is designed to prepare students for employment by teaching the importance of interviewing skills, employer expectations, employability skills, work ethics, and job retention skills. (Prefix change effective Fall 2014) | A. Create appropriate business communication devices such as cover letters, memos, business letters, and thank you notes  
B. Identify appropriate business etiquette and attire  
C. Perform effective interview techniques in mock-interview  
D. Create portfolio including resume, references, and recommendation letters  
E. Identify practices to obtain and maintain employment  
F. Demonstrate effective goal setting procedures |

**Library and Science (LIS)**

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<thead>
<tr>
<th>LIS- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| LIS - 1112 | Library Science I | Introduction to the Digital Library. (Prefix change effective Fall 2014) (Course description change effective Fall 2015)                                                                                             | A. Define digital library resources  
B. Demonstrate an understanding of different classification schemes  
C. Demonstrate understanding of digital collection development |
| LIS - 1122 | Basic Library Research | Students will learn the skills necessary to navigate various information resources and evaluate materials found. This includes using state provided resources like MAGNOLiA and MELO. The course will focus on the paper writing process by finding and evaluating sources, discussion plagiarism and copyright, citing information, and annotating bibliographies. (Title and course description change effective Fall 2015) | A. Define library resources  
B. Develop search strategies and keywords  
C. Evaluate sources found in print, databases, and websites  
D. Cite sources ethically  
E. Demonstrate ability to write a research paper |

**Mathematics (MAT)**

<table>
<thead>
<tr>
<th>MAT - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| MAT - 0111 | Math Lab 1 | Opportunity to provide supplemental instruction/practice/support in a structured lab environment. Lab may accompany MAT 0123. This lab is for institutional credit only. (New course effective Fall 2014) (Title change effective fall 2017) | A. Define library resources  
B. Develop search strategies and keywords  
C. Evaluate sources found in print, databases, and websites  
D. Cite sources ethically  
E. Demonstrate ability to write a research paper |
<table>
<thead>
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<tbody>
<tr>
<td>MAT - 0113</td>
<td>Fundamentals of Mathematics</td>
<td>Course deleted effective Fall 2014</td>
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</tr>
<tr>
<td>MAT - 0121</td>
<td>Math Lab 2</td>
<td>Opportunity to provide supplemental instruction/practice/support in a structured lab environment. Lab may accompany MAT 1233. This lab is for institutional credit only. (New course effective Fall 2014) (Title change effective Fall 2017)</td>
<td></td>
</tr>
<tr>
<td>MAT - 0123</td>
<td>Beginning Algebra</td>
<td>A course in algebra to include operations with real numbers, linear equations, the coordinate system, linear inequalities, laws of exponents, operations with polynomials, and factoring. (Course number change effective Fall 2009) (Course description change effective Fall 2012)</td>
<td>A. Perform operations with real numbers</td>
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<td>A. Performed operations with real numbers</td>
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<td>B. Solve linear equations</td>
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<td>C. Use the coordinate system</td>
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<td>D. Solve linear inequalities</td>
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<td>E. Apply the laws of exponents</td>
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<td>F. Identify and perform operations on polynomials</td>
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<td>G. Factor polynomials</td>
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<tr>
<td>MAT - 0131</td>
<td>Math Lab 3</td>
<td>Opportunity to provide supplemental instruction/practice/support in a structured lab environment. Lab may accompany MAT 1313 or higher. This lab is for institutional credit only. (New Course Effective Fall 2014) (Title change effective Fall 2017)</td>
<td></td>
</tr>
<tr>
<td>MAT - 1033</td>
<td>Technical Mathematics</td>
<td>A course intended for students enrolled in career technical education programs. It includes a review of basic mathematics and topics from algebra, geometry, statistics, and trigonometry with an emphasis on real-world applications and measurement. Topics covered should relate to the students program area. This course will satisfy the mathematics requirement for the Certified of Proficiency or Associate of Applied Science. (New course effective Fall 2018)</td>
<td>A. Demonstrate the ability to perform the manipulation of fractions, decimals, percentages, and equivalent forms</td>
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<td>B. Demonstrate the ability to perform unit conversions and understand the limitations on precision and accuracy imposed by measurement</td>
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<td>C. Understand basic concepts of geometry and use formulas to determine the perimeter, area, and volume of geometric figures</td>
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<td>D. Solve linear and quadratic equations and use equations to model and solve real-world applications</td>
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<td>E. Use trigonometric functions to solve applications including right triangle problems</td>
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<td>F. Interpret graphical displays of data</td>
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<tr>
<td>MAT - 1111</td>
<td>Basic Graphing Calculator</td>
<td>This course is designed for students who have little or no background in the use of a graphing calculator. Topics covered include keyboard layout, modes, menus, algebraic computations, graphing functions, statistics, regression analysis, and matrix operations.</td>
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<tr>
<td>MAT - 1121</td>
<td>Advanced Graphing Calculator</td>
<td>This course is a continuation of MAT 1111. Topics covered include advanced matrix operations, parametric graphing, advanced function graphing, Boolean algebra and programming.</td>
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<tr>
<td>MAT - 1213</td>
<td>College Mathematics I</td>
<td>Course deleted effective Fall 2014</td>
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<tr>
<td>MAT - 1223</td>
<td>College Mathematics II</td>
<td>Course deleted effective Fall 2014</td>
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</tbody>
</table>
| MAT - 1233 | Intermediate Algebra     | The topics include linear equations and their graphs; inequalities and number line graphs; rational expressions; factoring; laws of exponents; radicals; polynomials. (Course description change effective Fall 2012) | A. Solve and graph linear equations  
B. Solve inequalities and graph on number lines  
C. Simplify rational expressions  
D. Apply the rules of factoring  
E. Determine roots and simplify expressions with rational exponents  
F. Simplify and rationalize radical expressions  
G. Factor and perform operations with polynomials |
| MAT - 1313 | College Algebra           | This course includes inequalities; functions; linear and quadratic equations, circles, and their graphs; rational, radical, and higher-order equations; applications; polynomial and rational functions; logarithmic and exponential functions; systems of equations. (Course description change effective Fall 2012) | A. Solve inequalities  
B. Perform operations, compositions, and inverses of functions  
C. Solve and graph linear, quadratic, and circle equations  
D. Solve rational, radical, and higher-order equations  
E. Solve applications  
F. Solve problems involving polynomial, rational, exponential and logarithmic functions  
G. Solve systems of equations |
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</table>
| MAT - 1323 | Trigonometry    | This course includes trigonometric functions and their graphs; trigonometric identities; trigonometric equations; radian measurement; solutions of right and oblique triangles; inverse trigonometric functions; applications. (Course description change effective Fall 2012) | A. Understand and graph trigonometric functions  
B. Verify trigonometric functions  
C. Solve trigonometric equations  
D. Determine and use radian measurement  
E. Solve right and oblique triangles.  
F. Determine values of inverse trigonometric functions  
G. Solve applications using trigonometric functions |
| MAT - 1333 | Finite Mathematics | An introduction to sets, functions, matrices, linear programming, and probability with applications in business decision making and behavioral sciences.                                                                 | A. Use and perform operations with matrices  
B. Use linear programming to solve problems  
C. Apply probability rules  
D. Solve applications |
| MAT - 1343 | Pre-calculus    | A review of college algebra and trigonometry in preparation for Calculus I. Topics include functions; solving equations; logarithmic and exponential functions; trigonometric functions; solving trigonometric equations; graphing functions. (Course Description change effective fall 2017) | A. Functions  
B. Solve Equations  
C. Logarithmic and Exponential Functions  
D. Trigonometric Functions  
E. Solve Trigonometric Equations |
| MAT - 1513 | Business Calculus I | A study of functions, limits, continuity, derivatives, and their applications to business and economics.                                                                                                           | A. Evaluate limits and determine the continuity of a function  
B. Determine the derivative of functions  
C. Apply derivatives in solving business and economic application problems  
D. Perform curve sketching |
| MAT - 1523 | Business Calculus II | A study of antiderivatives, techniques of integration, applications of the definite integral, extrema, and applications to business and economics.                                                                       | A. Find antiderivatives (integrals)  
B. Use techniques of integration  
C. Apply the Fundamental Theorem of Calculus  
D. Solve business and economics applications |
| MAT - 1611 | Calculus I, Laboratory | This course includes the investigation of the techniques studied in Calculus I thru the use of the graphing calculator and/or computer.                                                                              | A. Limits  
B. Continuity  
C. Differentiation  
D. Applications of Differentiation  
E. Anti-Derivatives |
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| MAT - 1613 | Calculus I                      | This course includes the following topics: limits; continuity; the definition of the derivative; differentiation; applications; anti-derivatives. | A. Evaluate limits numerically graphically, and analytically  
B. Determine the continuity of a function  
C. Differentiate algebraic and trigonometric functions  
D. Solve applications and use the derivative to analyze and sketch the graph of a function  
E. Determine the antiderivatives (integral) |
| MAT - 1621 | Calculus II, Laboratory        | This course includes the investigation of the techniques studied in Calculus II through the use of the graphing calculator and/or computer. (New course effective Fall 2012) | A. Integration  
B. Logarithmic, Exponential and Other Functions  
C. Applications of Integration  
D. Techniques of Integration |
| MAT - 1623 | Calculus II                      | This course includes the following topics: the definite integral; differentiation and integration of transcendental functions, techniques of integration; applications. | A. Determine and evaluate integrals  
B. Differentiate transcendental functions  
C. Integrate transcendental functions  
D. Solve applications of integrals  
E. Perform integration by using integration techniques |
| MAT - 1723 | Real Number System              | Designed for elementary and special education majors, this course includes set theory, numeration systems, foundations of number theory, and properties and operations of real numbers. | A. Use set theory  
B. Use numeration systems in base ten and other bases  
C. Apply foundations of number theory  
D. Apply techniques for properties and operations with real numbers |
| MAT - 1733 | Geometry, Measurement, and Probability | Designed for elementary and special education majors, this course includes geometric definitions, shapes, and formulas; linear and angular measurements; unit conversions, statistics and probability. | A. Identify and apply geometric definitions and shapes  
B. Use and apply geometric formulas.  
C. Determine, apply, and simplify measurements (unit conversions, linear and angular)  
D. Use statistics to analyze data and determine probability |
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</table>
| MAT - 1743 | Problem Solving with Real Numbers | Designed for elementary and special education majors, this course includes logic, applications of real numbers, probability, and statistics. | A. Solve problems using logic  
B. Solve applications of real numbers  
C. Determine and apply probability  
D. Use statistics to analyze data |
| MAT - 1753 | Quantitative Reasoning | Designed for students who need only three hours of unspecified mathematics. Includes basic mathematical concepts from logic, algebra, set theory, probability, descriptive statistics, and finance. (Course Description change effective fall 2017) | A. Construct truth tables and statements using logic symbols  
B. Use Venn diagrams to represent and solve problems with sets, surveys and probabilities  
C. Solve linear equations and inequalities  
D. Calculate and interpret probability of the occurrence of a given event  
E. Compute and interpret statistics pertaining to data sets  
F. Gather, organize, describe, and analyze data to make and support decisions  
G. Solve personal finance problems |
| MAT - 1815 | Calculus I-A | This course includes the following topics: limits; continuity; the definition of the derivative; differentiation; applications; antiderivatives; the definite integral; differentiation and integration of transcendental functions. | A. Limits  
B. Continuity  
C. Differentiation  
D. Application of Differentiation  
E. Integrals  
F. Differentiation of Transcendental Functions  
G. Integration of Transcendental Functions |
| MAT - 1825 | Calculus II-A | This course includes the following topics: techniques of integration; applications; analytical geometry; parametric equations; polar coordinates; improper integrals; infinite series. | A. Application of Integrals  
B. Integration Techniques  
C. Improper Integrals  
D. Sequences and Series  
E. Conics  
F. Parametric Equations  
G. Polar Coordinates |
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</thead>
</table>
| MAT - 2113 | Introduction to Linear Algebra | This course includes the following topics: systems of linear equations; matrices; determinants; vector spaces; orthogonality; linear transformations; applications; eigenvalues and eigenvectors. (Course Description change effective fall 2017) | A. Solve linear systems of equations and use matrix operations to solve problems  
B. Determine determinants  
C. Use and apply vectors in n-space  
D. Determine vector spaces  
E. Determine orthogonality  
F. Determine and apply linear transformations  
G. Solve applications  
H. Determine and use eigenvalues and eigenvectors |
| MAT - 2323 | Statistics       | Introduction to statistical methods of describing, summarizing, comparing, and interpreting data to include probability distributions, sampling, estimation, confidence intervals, and hypothesis testing. | A. Describe data sets  
B. Find measures of central tendency  
C. Find variability and position  
D. Find probability  
E. Use probability distributions  
F. Determine confidence intervals  
G. Use hypothesis testing |
| MAT - 2513 | Elementary Mathematical Analysis | Selected topics in quantitative methods with an emphasis on business applications. These selected topics will include Gauss-Jordan elimination, simplex methods for linear programming models, and transportation and assignment algorithms. | A. Gauss-Jordan Elimination  
B. Simplex Methods for Linear Programming Models  
C. Simplex Methods for Transportation  
D. Assignment Algorithms |
| MAT - 2613 | Calculus III     | This course includes the following topics: analytical geometry; parametric equations; polar coordinates; improper integrals, infinite series; vectors and geometry of space. (Course Description change effective fall 2017) | A. Determine improper integrals  
B. Determine whether a sequence or series converges or diverges  
C. Analyze and write equations of conics  
D. Determine parametric equations.  
E. Solve calculus problems using polar coordinates |
<table>
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</table>
| MAT - 2623 | Calculus IV      | This course includes the following topics: partial differentiation; optimization; multiple integration; vector calculus; quadric surfaces and line integrals; divergence theorem; Stokes' Theorem. (Course Description change effective fall 2017)                                                                                                         | A. Apply calculus concepts to vector-valued functions  
B. Write equations of quadric surfaces in space  
C. Find partial derivatives  
D. Determine and evaluate multiple integrals  
E. Determine and solve vector-valued functions  
F. Write and evaluate a line integral  
G. Solve optimization problems  
H. Use the divergence theorem  
I. Use the Stokes' Theorem                                                                                                                                                                                                                     |
| MAT - 2815 | Calculus III-A   | This course includes infinite series, vectors, parametric equations; solid analytical geometry; functions of more than one variable; partial derivatives; application of partial derivatives; line integrals; multiple integration.                                                                                                         | A. Infinite Series  
B. Vectors  
C. Parametric Equations  
D. Solid Analytical Geometry  
E. Functions of More than One Variable  
F. Partial Derivatives  
G. Applications of Partial Derivatives  
H. Line Integrals  
I. Multiple Integration                                                                                                                                                                                                                     |
| MAT - 2913 | Differential Equations | This course includes the following topics: solution of first and higher order differential equations, existence theorems, Laplace transforms; applications.                                                                                                                                                                                                 | A. Solve first order differential equations  
B. Solve higher order differential equations  
C. Apply existence theorems.  
D. Derive Laplace transforms and solve differential equations  
E. Solve applications                                                                                                                                                                                                                           |
## Modern and Foreign Language (MFL)

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<th>MFL - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| MFL - 1113 | French I    | MLF 1113, an oral-aural approach, stresses conversation, pronunciation, comprehension, reading, writing, and functional grammar with emphasis on the practical aspects of the language. | A. Communicate in languages other than English—develop basic skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of other cultures—demonstrate an awareness of various elements of the cultural aspects of the French-speaking world  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions through a comparative study of English and French  
E. Participate in multilingual communities at home and around the world—identify ways that language learning may be continued after formal study has been completed |
| MFL - 1123 | French II   | MLF 1123 continues MLF 1113 with wider vocabulary and more complex structures and functions. | A. Communicate in languages other than English—further develop skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of other cultures—demonstrate an awareness of various elements of the cultural aspects of the French-speaking world  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions through a comparative study of English and French  
E. Study of English and French  
F. Participate in multilingual communities at home and around the world—encourage students to become life-long language learners as a means of personal enrichment |
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</thead>
</table>
| MFL - 1213 | Spanish I   | MFL 1213, an oral-aural approach stresses conversation, pronunciation, listening comprehension, reading, writing, and functional grammar with emphasis on communication. (Course description change effective Fall 2014) | A. Communicate in Spanish and develop basic skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of Spanish-speaking cultures through cross-cultural comparisons  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions of Spanish  
E. Promote interest in multilingual communities at home and around the world—identify ways that language learning may be continued after formal study has been completed |
| MFL - 1223 | Spanish II  | MFL 1223 continues MFL 1213 with wider vocabulary and more complex structures and functions. | A. Communicate in Spanish and develop basic skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of Spanish-speaking cultures through cross-cultural comparisons  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions of Spanish  
E. Promote interest in multilingual communities at home and around the world—encourage students to become life-long language learners |
| MFL - 1313 | German I    | MFL 1313, an introductory course, incorporates an oral-aural approach stressing conversation, pronunciation, comprehension, reading, writing, and functional grammar. | A. Communicate in languages other than English  
B. Gain knowledge and understanding of other cultures  
C. Connect with other disciplines and acquire information  
D. Develop insight into the nature of language and culture  
E. Participate in multilingual communities at home and around the world |
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</thead>
</table>
| MFL - 1323 | German II  | MFL 1323 continues MFL 1313 with wider vocabulary and more complex structures and functions. | A. Communicate in languages other than English  
B. Gain knowledge and understanding of other cultures  
C. Connect with other disciplines and acquire information  
D. Develop insight into the nature of language and culture  
E. Participate in multilingual communities at home and around the world |
| MFL - 1413 | Japanese I | Emphasizes conversational Japanese based on Ramaji text. Includes study of basic grammar, hiragana, katakana, and introduction of basic kanji. (Course description change effective Fall 2014) | |
| MFL - 1423 | Japanese II | MFL 1423 continues MFL 1413 emphasizing conversational Japanese based on text in hiragana, katakana, and kanji. This course includes study of complex grammar and increased number of kanji characters. (Course description change effective Fall 2014) | |
| MFL - 1513 | Russian I  | MFL 1513, an introductory course, incorporates an oral-aural approach stressing conversation, pronunciation, comprehension, reading, writing and functional grammar. | A. Communicate in languages other than English  
B. Gain knowledge and understanding of other cultures  
C. Connect with other disciplines and acquire information  
D. Develop insight into the nature of language and culture  
E. Participate in multilingual communities at home and around the world |
<p>| MFL - 1523 | Russian II | MFL 1523 continues MFL 1513, with wider vocabulary and more complex structures and functions. | |</p>
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</table>
| MFL - 1713 | Italian I | MFL 1713 is an oral-aural approach to the Italian language that stresses conversation, pronunciation, comprehension, reading, writing, and functional grammar with emphasis on practical aspects and applications of the language. (Course description change effective Fall 2014) | A. Communicate in languages other than English—further develop skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of other cultures—demonstrate an awareness of various elements of the cultural aspects of the Italian-speaking world  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions through a comparative study of English and Italian  
E. Participate in multilingual communities at home and around the world—encourage students to become life-long language learners as a means of personal enrichment |
| MFL - 1723 | Italian II | MFL 1723 continues MFL 1713 that incorporates a broader vocabulary base and usage of more complex structures and functions. (Course description change effective Fall 2014) | A. Communicate in languages other than English—further develop skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of other cultures—demonstrate an awareness of various elements of the cultural aspects of the Italian-speaking world  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions through a comparative study of English and Italian  
E. Participate in multilingual communities at home and around the world—encourage students to become life-long language learners as a means of personal enrichment |
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</table>
| MFL - 2113 | French III | MFL 2113 continues MFL 1123 with additional materials of literary and cultural value. | A. Communicate in languages other than English—further develop skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of other cultures—use a variety of multimedia resources and authentic materials to further awareness of cultural aspects of the French-speaking world  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions through a comparative study of French and English  
E. Participate in multilingual communities at home and around the world—encourage students to become life-long language learners as a means of personal enrichment |
| MFL - 2123 | French IV  | MFL 1223 continues MFL 2113 with additional literary and cultural readings and compositions as well as a review of essential elements of grammar. | A. Communicate in languages other than English—further develop more advanced skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of other cultures—use a variety of multimedia resources and authentic materials to further awareness of cultural aspects of the French-speaking world that enables students to communicate in a culturally appropriate manner  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions through a comparative study of English and French  
E. Participate in multilingual communities at home and around the world—encourage students to become life-long language learners as a means of personal enrichment |
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</table>
| MFL - 2213 | Spanish III       | MFL 2213 continues MFL 1223 with additional materials of literary and cultural value. | A. Communicate in Spanish and develop basic skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of Spanish-speaking cultures through cross-cultural comparisons  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions of Spanish  
E. Promote interest in multilingual communities at home and around the world—encourage students to become life-long language learners |
| MFL - 2223 | Spanish IV         | MFL 2223 continues MFL 2213 with additional literary and cultural readings and compositions as well as a review of essential elements of grammar. | A. Communicate in Spanish and develop basic skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of Spanish-speaking cultures through cross-cultural comparisons  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions of Spanish  
E. Promote interest in multilingual communities at home and around the world—encourage students to become life-long language learners |
| MFL - 2243 | Spanish Conversation I | MFL 2243, Conversational Spanish I, is an advanced-level course designed to further develop conversational language proficiency. (Course description change effective Fall 2014) | A. Communicate in Spanish  
B. Gain knowledge and understanding of other cultures  
C. Connect with other disciplines and acquire information  
D. Develop insight into the nature of spoken Spanish  
E. Promote participation in multilingual communities at home and around the world |
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</table>
| MFL - 2253 | Spanish Conversation II    | MFL 2253, Conversational Spanish II, continues MFL 2243 and is an advanced-level course designed to further develop conversational language proficiency. (Course description change effective Fall 2014) | A. Communicate in Spanish  
B. Gain knowledge and understanding of other cultures  
C. Connect with other disciplines and acquire information  
D. Develop insight into the nature of spoken Spanish  
E. Promote participation in multilingual communities at home and around the world |
| MFL - 2313 | German III                 | MFL 2313 continues MFL 1323 with additional materials of literary and cultural value.                                                                                                                                  | A. Communicate in languages other than English  
B. Gain knowledge and understanding of other cultures  
C. Connect with other disciplines and acquire information  
D. Develop insight into the nature of language and culture  
E. Participate in multilingual communities at home and around the world |
| MFL - 2323 | German IV                  | MFL 2323 continues MFL 2313 with additional literary and cultural readings and compositions, as well as review of essential elements of grammar.                                                                          | A. Communicate in languages other than English  
B. Gain knowledge and understanding of other cultures  
C. Connect with other disciplines and acquire information  
D. Develop insight into the nature of language and culture  
E. Participate in multilingual communities at home and around the world |
| MFL - 2513 | Occupational Spanish       | This course is designed to teach basic oral communication skills for interaction in Spanish in an occupational setting. Specialized variations of this course include: Law Enforcement, Medical and Business. | A. Communicate in Spanish  
B. Gain knowledge and understanding of the culture  
C. Learn appropriate vocabulary for procedures  
D. Promote interest in multilingual communities at home and around the world |
| MFL - 2613 | Foreign Language Study Aboard | MFL 2613 is a unique language and culture learning opportunity designed and provided by individual colleges. Location, duration, and requirements may vary by institution.                                              | A. Communicate in languages other than English  
B. Gain knowledge and understanding of other cultures  
C. Connect with other disciplines and acquire information  
D. Develop insight into the nature of language and culture  
E. Participate in multilingual communities at home and around the world |
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| MFL - 2713 | Italian III | MFL 2713 continues MFL 1723 to include additional materials of literary and cultural value. (Course description change effective Fall 2014) | A. Communicate in languages other than English—further develop skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of other cultures—demonstrate an awareness of various elements of the cultural aspects of the Italian-speaking world  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions through a comparative study of English and Italian  
E. Participate in multilingual communities at home and around the world—encourage students to become life-long language learners as a means of personal enrichment |
| MFL - 2723 | Italian IV | MFL 2723 continues MFL 2713 that provides the students with additional exposure to literary and cultural readings, as well as, challenging students to produce compositions. (Course description change effective Fall 2014) | A. Communicate in languages other than English—further develop skills in reading, writing, listening and speaking  
B. Gain knowledge and understanding of other cultures—demonstrate an awareness of various elements of the cultural aspects of the Italian-speaking world  
C. Connect with other disciplines and acquire information—further knowledge of other areas through language study  
D. Develop insight into the nature of language and culture—demonstrate increased understanding of structures and functions through a comparative study of English and Italian  
E. Participate in multilingual communities at home and around the world—encourage students to become life-long language learners as a means of personal enrichment |
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| MUA - 1111 | Class Brass I | Brass Instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s knowledge of brass instruction and performance. (Course description change effective Fall 2013) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 1121 | Class Brass II | Brass Instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s knowledge of brass instruction and performance. (Course description change effective Fall 2013) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 1141 | Elective Brass I | Brass instruction for non-brass/music education majors and non-music majors. Designed to teach the fundamental principles of playing, explore moderate levels of literature and develop the student’s interest in playing. (Title and course description change effective Fall 2013) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 1151 | Elective Brass II | Brass instruction for non-brass/music education majors and non-music majors. Designed to teach the fundamental principles of playing, explore moderate levels of literature and develop the student’s interest in playing. (Title and course description change effective Fall 2013) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
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</table>
| MUA - 1172 | Brass for Music Education Majors I | Brass instruction for music education majors and advanced non-music majors with an emphasis on brass instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature, develop the student’s interest in playing and strengthen the student’s playing ability. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and demonstrate examples of proper Performance Skills |
| MUA - 1173 | Brass for Music Majors I | Brass instruction for performance majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature, develop the student’s interest in playing and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and demonstrate examples of proper Performance Skills |
| MUA - 1182 | Brass for Music Education Majors II | Brass instruction for music education majors with and advanced non-music majors with an emphasis on brass instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature, develop the student’s interest in playing and strengthen the student’s playing ability. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and demonstrate examples of proper Performance Skills |
| MUA - 1183 | Brass for Music Majors II | Brass instruction for performance majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature, develop the student’s interest in playing and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and demonstrate proper Performance Skills |
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| MUA - 1211 | Class Guitar I | Instruction for beginning guitar players that includes basic accompanying styles and an introduction to classical guitar technique. *(Course description change effective Fall 2018)* | A. Demonstrate proper tuning technique  
B. Identify basic chord forms  
C. Construct simple accompaniments  
D. Interpret basic music notation  
E. Utilize basic guitar technique |
| MUA - 1221 | Class Guitar II | Instruction for beginning guitar players that includes basic accompanying styles and an introduction to classical guitar technique. *(Course description change effective Fall 2018)* | A. Demonstrate proper tuning technique  
B. Identify basic chord forms  
C. Construct simple accompaniments  
D. Interpret basic music notation  
E. Utilize basic guitar technique |
| MUA - 1241 | Elective Guitar I | Guitar instruction for non-music majors and music majors who wish to take guitar as an elective. Introduction to guitar technique, repertoire, and performance of standard literature. *(Title and course description change effective Fall 2013)* *(Course description change effective Fall 2018)* | A. Produce quality guitar tone  
B. Demonstrate progressive development of essential technique  
C. Interpret studies and repertoire  
D. Develop and implement effective practice plans |
| MUA - 1251 | Elective Guitar II | Guitar instruction for non-music majors and music majors who wish to take guitar as an elective. Introduction to guitar technique, repertoire, and performance of standard literature. *(Title and course description change effective Fall 2013)* *(Course description change effective Fall 2018)* | A. Produce quality guitar tone  
B. Demonstrate progressive development of essential technique  
C. Interpret studies and repertoire  
D. Develop and implement effective practice plans |
| MUA - 1272 | Guitar for Music Education Majors I | Guitar for music education majors with guitar as their area of emphasis. Introduction to guitar technique, repertoire, and performance of standard literature. *(Course description change effective Fall 2013)* | A. Produce quality guitar tone  
B. Demonstrate progressive development of essential technique  
C. Construct Scales and Arpeggios  
D. Demonstrate historically appropriate interpretations of Etudes and Repertoire  
E. Utilize memorization for appropriate literature  
F. Develop and implement effective practice plans  
G. Formulate Recital or Audition Material |
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| MUA - 1282 | Guitar for Music Education Majors II | Guitar for music education majors with guitar as their area of emphasis. Introduction to guitar technique, repertoire, and performance of standard literature. (Course description change effective Fall 2013) | A. Produce quality guitar tone  
B. Demonstrate progressive development of essential technique  
C. Construct Scales and Arpeggios  
D. Demonstrate historically appropriate interpretations of Etudes and Repertoire  
E. Utilize memorization for appropriate literature  
F. Develop and implement effective practice plans  
G. Formulate Recital or Audition Material |
| MUA - 1311 | Jazz Improvisation I | This course provides instruction in the skills and technique of jazz improvisation for those with little or no previous experience. Instructor permission required. May be repeated for credit. (Prefix and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Define and demonstrate Melodic Ornamentation  
B. Demonstrate Rhythmic Alteration  
C. Identify and illustrate Chord Spelling  
D. Define and demonstrate Chord Tone Solos  
E. Introduction to examples of Jazz Forms  
F. Perform Blues Scales |
| MUA - 1321 | Jazz Improvisation II | This course provides instruction in the skills and technique of jazz improvisation for those with little or no previous experience. Instructor permission required. May be repeated for credit. (Prefix and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Define and demonstrate Melodic Ornamentation  
B. Demonstrate Rhythmic Alteration  
C. Identify and illustrate Chord Spelling  
D. Define and demonstrate Chord Tone Solos  
E. Introduction to examples of Jazz Forms  
F. Perform Blues Scales |
| MUA - 1331 | Organ I | Individual organ instruction. (Title and course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
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| MUA - 1341 | Organ II | Individual organ instruction. (Title and course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
| MUA - 1362 | Organ for Music Education Majors I | Individual organ instruction including technique and appropriate repertoire. (Course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
| MUA - 1363 | Organ for Performance Majors I | Intensive individual organ instruction including technique and appropriate repertoire. (Title and course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
| MUA - 1372 | Organ for Music Education Majors II | Individual organ instruction including technique and appropriate repertoire. (Course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
| MUA - 1373 | Organ for Performance Majors II | Intensive individual organ instruction including technique and appropriate repertoire. (Title and course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
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| MUA - 1411 | Class Percussion I                            | Percussion instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s interest in playing. (Course description change effective Fall 2013) | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 1421 | Class Percussion II                            | Percussion instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s interest in playing. (Course description change effective Fall 2013) | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 1441 | Elective Percussion I                           | Percussion instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s interest in playing. (Title and course description change effective Fall 2013)  
(Course description change effective Fall 2018) | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 1451 | Elective Percussion II                           | Percussion instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s interest in playing. (Title and course description change effective Fall 2013)  
(Course description change effective Fall 2018) | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 1472 | Percussion For Music Education I                | Percussion instruction for music majors and advanced non-music majors with an emphasis on percussion instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature and develop the student’s interest in playing. | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 1473 | Percussion for Music Majors I                  | Percussion instruction for music majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature and develop the student’s interest in playing. | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
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| MUA - 1482 | Percussion for Music Education II | Percussion instruction for music majors and advanced non-music majors with an emphasis on percussion instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature and develop the student’s interest in playing. | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 1483 | Percussion for Music Majors II | Percussion instruction for music majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature and develop the student’s interest in playing. | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 1511 | Class Piano for Music Majors I | Class piano instruction for music majors with no previous piano training. This curriculum is designed to prepare students for their piano proficiency examination upon transfer to university. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1521 | Class Piano for Music Majors II | Class piano instruction for music majors with no previous piano training. This curriculum is designed to prepare students for their piano proficiency examination upon transfer to university. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1531 | Class Piano for Non-Music Majors I | Class piano instruction for non-music majors with no previous piano training. (New course effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
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<th>Outcomes</th>
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| MUA - 1541 | Piano for Non-Music Majors I | Individual piano instruction for non-music majors. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1542 | Piano for Voice Majors I     | Individual piano instruction for voice majors. (Course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1551 | Piano for Non-Music Majors II | Individual piano instruction for non-music majors. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1552 | Piano for Voice Majors II     | Individual piano instruction for voice majors. (Course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
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| MUA - 1561 | **Class Piano for Non-Music Majors II** | Class piano instruction for non-majors with no previous piano training. (New course effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1571 | **Piano for Non Keyboard Music Majors I** | Individual piano instruction for non-keyboard music majors. (New course effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1572 | **Piano for Keyboard Majors (Music Education) I** | Individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA-1573 | **Piano for Keyboard Majors (Performance) I** | Intensive individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
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| MUA - 1581 | Piano for Non Keyboard Music Majors II | Individual piano instruction for non-keyboard music majors. (New course effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1582 | Piano for Keyboard Majors (Music Education) II | Individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1583 | Piano for Keyboard Majors (Performance) II | Intensive individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 1611 | Class Strings I | Group instruction in tone production, bowings, fingerings, and positions for bowed string instruments. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Develop and implement effective practice plans |
| MUA - 1621 | Class Strings II | Group instruction in tone production, bowings, fingerings, and positions for bowed string instruments. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Develop and implement effective practice plans |
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</table>
| MUA - 1641 | Strings for Non Majors (Elective Strings) I | Bowed string instrument instruction for music majors with strings as a secondary area of emphasis. Introduction to tuning, tone production, bowings, fingerings, and positions. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Develop and implement effective practice plans |
| MUA - 1651 | Strings for Non Majors (Elective Strings) II | Bowed string instrument instruction for music majors with strings as a secondary area of emphasis. Introduction to tuning, tone production, bowings, fingerings, and positions. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Develop and implement effective practice plans |
| MUA - 1672 | Strings for Music Education Majors I | Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Demonstrate historically appropriate interpretations of Etudes and Literature  
F. Develop and implement effective practice plans |
| MUA - 1673 | Strings for Music Majors I | Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Demonstrate historically appropriate interpretations of Etudes and Literature from memory  
F. Develop and implement effective practice plans |
| MUA - 1682 | Strings for Music Education Majors II | Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Demonstrate historically appropriate interpretations of Etudes and Literature from memory  
F. Develop and implement effective practice plans |
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</table>
| MUA - 1683 | **Strings for Music Majors II** | Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Demonstrate historically appropriate interpretations of Etudes and Literature from memory  
F. Develop and implement effective practice plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| MUA - 1773| Voice for Vocal Performance Majors I          | Voice for vocal performance majors is designed to teach the fundamental principles of singing, explore varied vocal literature, and develop and improve the student’s singing ability. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills  
E. Perform appropriate vocal repertoire by memory |
| MUA - 1782| Voice for Vocal Music Education Majors II     | Voice for vocal music education majors is designed to teach the fundamental principles of singing, explore varied vocal literature, and develop and improve the student’s singing ability. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills  
E. Perform appropriate vocal repertoire by memory |
| MUA - 1783| Voice for Vocal Performance Majors II         | Voice for vocal performance majors is designed to teach the fundamental principles of singing, explore varied vocal literature, and develop and improve the student’s singing ability. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills  
E. Perform appropriate vocal repertoire by memory |
| MUA - 1811| Class Woodwinds I                            | Woodwind instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature, and develop the student’s knowledge of woodwind instruction and performance. (Course description change effective Fall 2013) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 1821| Class Woodwinds II                           | Woodwind instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature, and develop the student’s knowledge of woodwind instruction and performance. (Course description change effective Fall 2013) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
<table>
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<th>MUA- No.</th>
<th>UCNS Title</th>
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<th>Outcomes</th>
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</table>
| MUA - 1841 | Elective Woodwinds I        | Woodwind instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature, and develop the student’s knowledge of woodwind instruction and performance. (Title change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 1851 | Elective Woodwinds II     | Woodwind instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature, and develop the student’s knowledge of woodwind instruction and performance. (Title change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 1872 | Woodwinds for Music Education Majors I | Woodwind instruction for music education majors and advanced non-music majors with an emphasis on woodwind instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature, develop the student’s interest in playing, and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 1873 | Woodwinds for Music Majors I | Woodwind instruction for performance majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature, develop the student’s interest in playing, and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| MUA - 1882 | Woodwinds for Education Majors II              | Woodwind instruction for music education majors and advanced non-music majors with an emphasis on woodwind instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature, develop the student’s interest in playing, and strengthen the student’s playing ability.                                                                 | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 1883 | Woodwinds for Music Majors II                  | Woodwind instruction for performance majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature, develop the student’s interest in playing, and strengthen the student’s playing ability.                                                                                             | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 1972 | Composition for Music Education Majors I       | Study of music composition through assigned writing projects and analysis of masterworks. *(Course description change effective Fall 2018)*                                                                                                                                                                                                                           | A. Create melodies  
B. Compose cadence and phrase structures  
C. Harmonize melodies  
D. Analyze music from various style periods and compose similar stylistically correct compositions  
E. Demonstrate an understanding of both choral and instrumental arranging  
F. Coordinate a performance of the composition |
| MUA - 1982 | Composition for Music Education Majors II       | Continued study of music composition through assigned writing projects and analysis of masterworks. *(Course description change effective Fall 2018)*                                                                                                                                                                                                                           | A. Create melodies  
B. Compose cadence and phrase structures  
C. Harmonize melodies  
D. Analyze music from various style periods and compose similar stylistically correct compositions  
E. Demonstrate an understanding of both choral and instrumental arranging  
F. Coordinate a performance of the composition |
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<tbody>
<tr>
<td>MUA - 2111</td>
<td>Class Brass III</td>
<td>Brass Instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s knowledge of brass instruction and performance. (Course description change effective Fall 2013)</td>
<td>A. Develop proper breath control&lt;br&gt;B. Demonstrate proper tone production&lt;br&gt;C. Be able to demonstrate proper articulations&lt;br&gt;D. Identify and express several elements of Musical Interpretation&lt;br&gt;E. Define and describe proper Brass Playing Techniques&lt;br&gt;F. Describe and identify examples of proper Teaching Techniques</td>
</tr>
<tr>
<td>MUA - 2121</td>
<td>Class Brass IV</td>
<td>Brass Instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s knowledge of brass instruction and performance. (Course description change effective Fall 2013)</td>
<td>A. Develop proper breath control&lt;br&gt;B. Demonstrate proper tone production&lt;br&gt;C. Be able to demonstrate proper articulations&lt;br&gt;D. Identify and express several elements of Musical Interpretation&lt;br&gt;E. Define and describe proper Brass Playing Techniques&lt;br&gt;F. Describe and identify examples of proper Teaching Techniques</td>
</tr>
<tr>
<td>MUA - 2141</td>
<td>Elective Brass III</td>
<td>Brass instruction for non-brass/music education majors and non-music majors. Designed to teach the fundamental principles of playing, explore moderate levels of literature and develop the student’s interest in playing. (Title and course description change effective Fall 2013)</td>
<td>A. Develop proper breath control&lt;br&gt;B. Demonstrate proper tone production&lt;br&gt;C. Be able to demonstrate proper articulations&lt;br&gt;D. Identify and express several elements of Musical Interpretation&lt;br&gt;E. Define and describe proper Brass Playing Techniques&lt;br&gt;F. Describe and identify examples of proper Teaching Techniques</td>
</tr>
<tr>
<td>MUA - 2151</td>
<td>Elective Brass IV</td>
<td>Brass instruction for non-brass/music education majors and non-music majors. Designed to teach the fundamental principles of playing, explore moderate levels of literature and develop the student’s interest in playing. (Title and course description change effective Fall 2013)</td>
<td>A. Develop proper breath control&lt;br&gt;B. Demonstrate proper tone production&lt;br&gt;C. Be able to demonstrate proper articulations&lt;br&gt;D. Identify and express several elements of Musical Interpretation&lt;br&gt;E. Define and describe proper Brass Playing Techniques&lt;br&gt;F. Describe and identify examples of proper Teaching Techniques</td>
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<tr>
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</tbody>
</table>
| MUA - 2172 | **Brass for Music Education III** | Brass instruction for music education majors and advanced non-music majors with an emphasis on brass instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature, develop the student’s interest in playing and strengthen the student’s playing ability. *(Course description change effective Fall 2013) *(Course description change effective Fall 2018)* | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 2173 | **Brass for Music Majors III** | Brass instruction for performance majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature, develop the student’s interest in playing and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 2182 | **Brass for Music Education Majors IV** | Brass instruction for music education majors and advanced non-music majors with an emphasis on brass instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature, develop the student’s interest in playing and strengthen the student’s playing ability. *(Course description change effective Fall 2013) *(Course description change effective Fall 2018)* | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 2183 | **Brass for Music Majors IV** | Brass instruction for performance majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature, develop the student’s interest in playing and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Brass Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
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</table>
| MUA - 2211 | Class Guitar III | Instruction for beginning guitar players that includes basic accompanying styles and an introduction to classical guitar technique. *(Course description change effective Fall 2018)* | A. Demonstrate proper tuning technique  
B. Identify basic chord forms  
C. Construct simple accompaniments  
D. Interpret basic music notation  
E. Utilize basic guitar technique |
| MUA - 2221 | Class Guitar IV | Instruction for beginning guitar players that includes basic accompanying styles and an introduction to classical guitar technique. *(Course description change effective Fall 2018)* | A. Demonstrate proper tuning techniques  
B. Identify basic chord forms  
C. Construct simple accompaniments  
D. Interpret basic music notation  
E. Utilize basic guitar technique |
| MUA - 2241 | Elective Guitar III | Guitar instruction for non-music majors and music majors who wish to take guitar as an elective. Introduction to guitar technique, repertoire, and performance of standard literature. *(Title and course description change effective Fall 2013) (Course description change effective Fall 2018)* | A. Produce quality guitar tone  
B. Demonstrate progressive development of essential technique  
C. Interpret Studies and Repertoire  
D. Develop and implement effective practice plans |
| MUA - 2251 | Elective Guitar IV | Guitar instruction for non-music majors and music majors who wish to take guitar as an elective. Introduction to guitar technique, repertoire, and performance of standard literature. *(Title and course description change effective Fall 2013) (Course description change effective Fall 2018)* | A. Produce quality guitar tone  
B. Demonstrate progressive development of essential technique  
C. Interpret Studies and Repertoire  
D. Develop and implement effective practice plans |
| MUA - 2272 | Guitar for Music Education Majors III | Guitar for music education majors with guitar as their area of emphasis. Introduction to guitar technique, repertoire, and performance of standard literature. *(Course description change effective Fall 2013)* | A. Produce quality guitar tone  
B. Demonstrate progressive development of essential technique  
C. Construct Scales and Arpeggios  
D. Demonstrate historically appropriate interpretations of Etudes and Repertoire  
E. Utilize memorization for appropriate literature  
F. Develop and implement effective practice plans  
G. Formulate Recital and Audition Material |
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<th>Outcomes</th>
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</table>
| MUA - 2282 | **Guitar for Music Education Majors IV** | Guitar for music education majors with guitar as their area of emphasis. Introduction to guitar technique, repertoire, and performance of standard literature. (Course description change effective Fall 2013) | A. Produce quality guitar tone  
B. Demonstrate progressive development of essential technique  
C. Construct Scales and Arpeggios  
D. Demonstrate historically appropriate interpretations of Etudes and Repertoire  
E. Utilize memorization for appropriate literature  
F. Develop and implement effective practice plans  
G. Formulate Recital and Audition Material |
| MUA - 2311 | **Jazz Improvisation III** | This course provides instruction in the skills and technique of jazz improvisation for those with little or no previous experience. Instructor permission required. May be repeated for credit. (Prefix and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Define and demonstrate Melodic Ornomentation  
B. Demonstrate Rhythmic Alteration  
C. Identify and illustrate chord spelling  
D. Define and demonstrate chord tone solos  
E. Introduction to examples of Jazz Forms  
F. Perform blues scales |
| MUA - 2321 | **Jazz Improvisation IV** | This course provides instruction in the skills and technique of jazz improvisation for those with little or no previous experience. Instructor permission required. May be repeated for credit. (Prefix and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Define and demonstrate Melodic Ornomentation  
B. Demonstrate Rhythmic Alteration  
C. Identify and illustrate chord spelling  
D. Define and demonstrate chord tone solos  
E. Introduction to examples of Jazz Forms  
F. Perform blues scales |
| MUA - 2331 | **Organ III** | Individual organ instruction. (Title and course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| MUA - 2341 | Organ IV | Individual organ instruction. (Title and course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
| MUA - 2362 | Organ for Music Education Majors III | Individual organ instruction including technique and appropriate repertoire. (Course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
| MUA - 2363 | Organ for Performance Majors III | Intensive individual organ instruction including technique and appropriate repertoire. (Title and course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
| MUA - 2372 | Organ for Music Education Majors IV | Individual organ instruction including technique and appropriate repertoire. (Course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
| MUA - 2373 | Organ for Performance Majors IV | Intensive individual organ instruction including technique and appropriate repertoire. (Title and course description change effective Fall 2013) | A. Develop technique through exercises and methods  
B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire  
C. Implement and develop a practice plan |
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</table>
| MUA - 2411 | Class Percussion III        | Percussion instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s interest in playing. (Course description change effective Fall 2013)                                                                                                   | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques                                                                                                                                                                                                 |
| MUA - 2421 | Class Percussion IV         | Percussion instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s interest in playing. (Course description change effective Fall 2013)                                                                                                   | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques                                                                                                                                                                                                 |
| MUA - 2441 | Elective Percussion III     | Percussion instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s interest in playing. (Title and course description change effective Fall 2013)  
(Course description change effective Fall 2018)                                                                                                                                                                                                                     | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques                                                                                                                                                                                                 |
| MUA - 2451 | Elective Percussion IV      | Percussion instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature and develop the student’s interest in playing. (Title and course description change effective Fall 2013)  
(Course description change effective Fall 2018)                                                                                                                                                                                                                     | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques                                                                                                                                                                                                 |
| MUA - 2472 | Percussion for Music Education III | Percussion instruction for music majors and advanced non-music majors with an emphasis on percussion instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature and develop the student’s interest in playing.                                                                                       | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques                                                                                                                                                                                                 |
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| MUA - 2473 | Percussion for Music Majors III | Percussion instruction for music majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature and develop the student’s interest in playing. | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 2482 | Percussion for Music Education IV | Percussion instruction for music majors and non-music majors with an emphasis on percussion instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature and develop the student’s interest in playing. | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 2483 | Percussion for Music Majors IV   | Percussion instruction for music majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature and develop the student’s interest in playing. | A. Identify and express several elements of Musical Interpretation  
B. Define and describe proper Percussion Playing Techniques  
C. Describe and identify examples of proper Teaching Techniques |
| MUA - 2511 | Class Piano for Music Majors III | Class piano instruction for music majors with no previous piano training. This curriculum is designed to prepare students for their piano proficiency examination upon transfer to university. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 2521 | Class Piano for Music Majors IV   | Class piano instruction for music majors with no previous piano training. This curriculum is designed to prepare students for their piano proficiency examination upon transfer to university. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
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<tr>
<td>MUA - 2531</td>
<td>Class Piano for Non-Music Majors III</td>
<td>Class piano instruction for non-music majors with no previous piano training. (New course effective Fall 2013)</td>
<td>A. Build technique to include scales, chords, and arpeggios</td>
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<td>B. Implement a practice plan</td>
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<td>C. Demonstrate competency in harmonization and transposition</td>
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<td>D. Develop sight reading skills</td>
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<td></td>
<td>E. Understand musical interpretation of piano literature</td>
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<td>F. Hone performance skills</td>
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<tr>
<td>MUA - 2541</td>
<td>Piano for Non-Music Majors III</td>
<td>Individual piano instruction for non-music majors. (Title and course description change effective Fall 2013)</td>
<td>A. Build technique to include scales, chords, and arpeggios</td>
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<td>B. Implement a practice plan</td>
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<td>C. Demonstrate competency in harmonization and transposition</td>
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<td>D. Develop sight reading skills</td>
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<td>E. Understand musical interpretation of piano literature</td>
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<td>F. Hone performance skills</td>
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<tr>
<td>MUA - 2542</td>
<td>Piano for Voice Majors III</td>
<td>Individual piano instruction for voice majors. (Course description change effective Fall 2013)</td>
<td>A. Build technique to include scales, chords, and arpeggios</td>
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<td>B. Implement a practice plan</td>
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<td>C. Demonstrate competency in harmonization and transposition</td>
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<td>D. Develop sight reading skills</td>
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<td>E. Understand musical interpretation of piano literature</td>
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<td>F. Hone performance skills</td>
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<tr>
<td>MUA - 2551</td>
<td>Piano for Non-Music Majors IV</td>
<td>Individual piano instruction for non-music majors. (Title and course description change effective Fall 2013)</td>
<td>A. Build technique to include scales, chords, and arpeggios</td>
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<td>B. Implement a practice plan</td>
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<td>C. Demonstrate competency in harmonization and transposition</td>
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<td>D. Develop sight reading skills</td>
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<td>E. Understand musical interpretation of piano literature</td>
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<td>F. Hone performance skills</td>
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</table>
| MUA - 2552 | Piano for Voice Majors IV | Individual piano instruction for voice majors. (Course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 2561 | Class Piano for Non-Music Majors IV | Class piano instruction for non-music majors with no previous piano training. (New course effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 2571 | Piano for NonKeyboard Music Majors III | Individual piano instruction for non-keyboard music majors. (New course effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 2572 | Piano for Keyboard Majors (Music Education) III | Individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| MUA - 2573 | Piano for Keyboard Majors (Performance) III     | Intensive individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 2581 | Piano for Non Keyboard Music Majors IV          | Individual piano instruction for non-keyboard music majors. (New course effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 2582 | Piano for Keyboard Majors (Music Education) IV | Individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 2583 | Piano for Keyboard Majors (Performance) IV      | Intensive individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013) | A. Build technique to include scales, chords, and arpeggios  
B. Implement a practice plan  
C. Demonstrate competency in harmonization and transposition  
D. Develop sight reading skills  
E. Understand musical interpretation of piano literature  
F. Hone performance skills |
| MUA - 2611 | Class Strings III                              | Group instruction in tone production, bowings, fingerings, and positions for bowed string instruments. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Develop and implement effective practice plans |
<table>
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<tr>
<th>MUA- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| MUA - 2621 | Class Strings IV | Group instruction in tone production, bowings, fingerings, and positions for bowed string instruments. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Develop and implement effective practice plans |
| MUA - 2641 | Strings for Non Majors (Elective Strings) III | Bowed string instrument instruction for music majors with strings as a secondary area of emphasis. Introduction to tuning, tone production, bowings, fingerings, and positions. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Develop and implement effective practice plans |
| MUA - 2651 | Strings for Non Majors (Elective Strings IV) | Bowed string instrument instruction for music majors with strings as a secondary area of emphasis. Introduction to tuning, tone production, bowings, fingerings, and positions. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Develop and implement effective practice plans |
| MUA - 2672 | Strings for Music Education Majors III | Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Demonstrate historically appropriate interpretations of Etudes and Literature  
F. Develop and implement effective practice plans |
| MUA - 2673 | Strings For Music Majors III | Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Demonstrate historically appropriate interpretations of Etudes and Literature  
F. Develop and implement effective practice plans |
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| MUA - 2682 | Strings for Music Education Majors IV | Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Demonstrate historically appropriate interpretations of Etudes and Literature  
F. Develop and implement effective practice plans |
| MUA - 2683 | Strings for Music Majors IV | Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature. | A. Demonstrate proper tuning technique  
B. Interpret music notation  
C. Utilize basic string technique  
D. Produce quality tone and proper articulation  
E. Demonstrate historically appropriate interpretations of Etudes and Literature  
F. Develop and implement effective practice plans |
| MUA - 2711 | Class Voice III | Class voice is designed to teach the fundamental principles of singing, explore elementary to moderate levels of vocal literature and develop and improve the student’s vocal ability in a group setting. | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills |
| MUA - 2721 | Class Voice IV | Class voice is designed to teach the fundamental principles of singing, explore elementary to moderate levels of vocal literature and develop and improve the student’s vocal ability in a group setting. | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills |
| MUA - 2741 | Voice for Non-Vocal Majors III | Voice for non-vocal majors is designed to teach the fundamental principles of singing, explore vocal literature and develop and improve the student’s vocal ability. *(Title and course description change effective Fall 2013)* *(Course description change effective Fall 2018)* | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills |
| MUA - 2751 | Voice for Non-Vocal Majors IV | Voice for non-vocal majors is designed to teach the fundamental principles of singing, explore vocal literature and develop and improve the student’s vocal ability. *(Title and course description change effective Fall 2013)* *(Course description change effective Fall 2018)* | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills |
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<tr>
<th>MUA- No.</th>
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<th>Outcomes</th>
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</table>
| MUA - 2772 | Voice for Vocal Music Education Majors III | Voice for vocal music education majors is designed to teach the fundamental principles of singing, explore varied vocal literature, and develop and improve the student’s singing ability. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills  
E. Perform appropriate vocal repertoire by memory |
| MUA - 2773 | Voice for Vocal Performance Majors III | Voice for vocal performance majors is designed to teach the fundamental principles of singing, explore varied vocal literature, and develop and improve the student’s singing ability. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills  
E. Perform appropriate vocal repertoire by memory |
| MUA - 2782 | Voice for Vocal Music Education Majors IV | Voice for vocal music education majors is designed to teach the fundamental principles of singing, explore varied vocal literature, and develop and improve the student’s singing ability. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills  
E. Perform appropriate vocal repertoire by memory |
| MUA - 2783 | Voice for Vocal Performance Majors IV | Voice for vocal performance majors is designed to teach the fundamental principles of singing, explore varied vocal literature, and develop and improve the student’s singing ability. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate and describe correct breathing for singing  
B. Produce efficient tone for singing  
C. Apply articulate diction  
D. Demonstrate appropriate performance skills  
E. Perform appropriate vocal repertoire by memory |
| MUA - 2811 | Class Woodwinds III | Woodwind instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature, and develop the student’s knowledge of woodwind instruction and performance. (Course description change effective Fall 2013) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| MUA - 2821 | Class Woodwinds IV         | Woodwind instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature, and develop the student’s knowledge of woodwind instruction and performance. (Course description change effective Fall 2013) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 2841 | Elective Woodwinds III     | Woodwind instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature, and develop the student’s knowledge of woodwind instruction and performance. (Title change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 2851 | Elective Woodwinds IV      | Woodwind instruction for music majors and non-music majors. Designed to teach the fundamental principles of playing, explore varied levels of literature, and develop the student’s knowledge of woodwind instruction and performance. (Title change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and identify examples of proper Teaching Techniques |
| MUA - 2872 | Woodwinds for Education Majors III | Woodwind instruction for music education majors and advanced non-music majors with an emphasis on woodwind instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature, develop the student’s interest in playing, and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
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<th>Outcomes</th>
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</table>
| MUA - 2873 | Woodwinds for Music Majors III     | Woodwind instruction for performance majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature, develop the student’s interest in playing, and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 2882 | Woodwinds for Music Education Majors IV | Woodwind instruction for music education majors and advanced non-music majors with an emphasis on woodwind instrumental playing. Designed to teach the fundamental principles of playing, explore moderate to advanced levels of literature, develop the student’s interest in playing, and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 2883 | Woodwinds for Music Majors IV      | Woodwind instruction for performance majors. Designed to teach the fundamental principles of playing, explore advanced levels of literature, develop the student’s interest in playing, and strengthen the student’s playing ability. | A. Develop proper breath control  
B. Demonstrate proper tone production  
C. Be able to demonstrate proper articulations  
D. Identify and express several elements of Musical Interpretation  
E. Define and describe proper Woodwind Playing Techniques  
F. Describe and demonstrate examples of proper performance skills |
| MUA - 2972 | Composition for Music Education Majors III | Continued study of music composition through assigned writing projects and analysis of masterworks. *(Course description change effective Fall 2018)* | A. Create melodies  
B. Compose cadence and phrase structures  
C. Harmonize melodies  
D. Analyze music from various style periods and compose similar stylistically correct compositions  
E. Demonstrate an understanding of both choral and instrumental arranging  
F. Coordinate a performance of the composition |
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| MUA - 2982 | **Composition for Music Education Majors IV** | Continued study of music composition through assigned writing projects and analysis of masterworks.  *(Course description change effective Fall 2018)* | A. Create melodies  
B. Compose cadence and phrase structures  
C. Harmonize melodies  
D. Analyze music from various style periods and compose similar stylistically correct compositions  
E. Demonstrate an understanding of both choral and instrumental arranging  
F. Coordinate a performance of the composition |

**Music Foundations (MUS)**

*(Education, History, Literature, and Theory)*

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<thead>
<tr>
<th>MUS- No.</th>
<th>UCNS Title</th>
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<th>Outcomes</th>
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</table>
| MUS - 1113 | **Music Appreciation** | A course designed to give the student, through listening and written work, the ability to understand, appreciate, and evaluate music of Western Culture. *(Course description change effective Fall 2013)* | A. Students will demonstrate a general knowledge of historical periods  
B. Students will demonstrate a basic knowledge of instruments and terminology  
C. Students will observe and critique assigned performances |
| MUS - 1133 | **Fundamentals of Music** | Study of basic knowledge of music fundamentals to prepare students for music theory. Concepts include: notation, scales, keys, rhythm, intervals, triads, and their inversions. *(Course description change effective Fall 2018)* | A. Demonstrate grand staff notational skills  
B. Identify simple melodic and rhythmic patterns  
C. Perform melodic and rhythmic patterns  
D. Demonstrate reading in both treble and bass clef |
| MUS - 1143 | **Music Literature**   | A listening course designed to give the student a better understanding of music through the ages, offering the student an opportunity to explore music as an art. *(New course effective Fall 2012) *(Prefix change effective Fall 2018)* | A. Students will demonstrate a basic knowledge of historical periods, composers, and musical forms  
B. Students will assess representative works through evaluation of selected listening and score examples |
<p>| MUS - 1211 | <strong>Music Theory I, Lab</strong> | Lab instruction. Development of music sight-singing, ear training and dictation skills. <em>(Course description change effective Fall 2018)</em> | A. Sing and identify major/minor scales, intervals, melodic dictation, simple and compound rhythmic meters, triads and seventh chords |</p>
<table>
<thead>
<tr>
<th>MUS- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
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<tbody>
<tr>
<td>MUS - 1213</td>
<td>Music Theory I</td>
<td>Study of functional harmony through analysis and part-writing. (Course description change effective Fall 2018)</td>
<td>A. Demonstrate a knowledge of traditional notation</td>
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<td>B. Spell major and minor scales</td>
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<td>C. Construct, identify and understand major and minor key signatures</td>
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<td>D. Write, identify and explain intervals</td>
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<td>E. Classify and notate triads and seventh chords</td>
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<td>F. Identify, analyze and construct triads and seventh chords</td>
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<td>G. Construct and analyze cadences</td>
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<tr>
<td>MUS - 1214</td>
<td>Music Theory I, Lecture/Lab</td>
<td>Study of functional harmony through analysis and part-writing. Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2013) (Course description change effective Fall 2018)</td>
<td>A. Demonstrate a knowledge of traditional notation</td>
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<td>B. Spelling major and minor scales</td>
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<td>C. Construct, identify and understand major and minor key signatures</td>
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<td>D. Write, identify and explain intervals</td>
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<td>E. Classify and notate triads and seventh chords</td>
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<td>F. Identify, analyze and construct triads and seventh chords</td>
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<td>G. Demonstrate an understanding of and analyzing cadences</td>
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<td>H. Sing and identify major/minor scales, intervals, melodic dictation, simple and compound rhythmic meters, triads and seventh chords</td>
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<tr>
<td>MUS - 1221</td>
<td>Music Theory II, Lab</td>
<td>Lab instruction. Development of music sight-singing, ear training and dictation skills. (Title corrected – had III should have been II - Course description change effective Fall 2018)</td>
<td>A. Sing and identify all intervals, more complex rhythmic, harmonic and melodic dictation</td>
</tr>
<tr>
<td>MUS - 1223</td>
<td>Music Theory II</td>
<td>Continued study and review of functional harmony through analysis and part-writing. (Course description change effective Fall 2018)</td>
<td>A. Memorize figured bass symbols and apply to various part writing examples</td>
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<td>B. Identify/recognize and notate non-harmonic tones</td>
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<td>C. Classify and compose seventh chords</td>
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<td>D. Practice functional analysis of diatonic music</td>
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<td>E. Identify secondary function</td>
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| MUS - 1224 | **Music Theory II, Lecture/Lab**               | Continued study and review of functional harmony through analysis and part-writing. Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Memorize figured bass symbols and apply to various part writing examples  
B. Identify/recognize and notate non-harmonic tones  
C. Classify and compose seventh chords  
D. Practice functional analysis of diatonic music  
E. Identify secondary function  
F. Sing and identify major/minor scales, intervals, melodic dictation, simple and compound rhythmic meters, triads and seventh chords |
| MUS - 1233 | **Commercial Music Theory**                   | Introduction to concepts and skills of reading music theory for pre-music and non-music majors. Includes study of notation, rhythm, scales, key signatures, intervals and triads. (New course effective Fall 2016) | A. Demonstrate practical knowledge of note names, location on the grand staff, and key signatures  
B. Identify and show mastery of basic rhythms through performance  
C. Analyze and recognize common practice and popular melody and harmony  
D. Identify and show mastery of the Nashville Numbering System, scales, chords, rhythm, melody, and chord progressions |
| MUS - 1313 | **Introduction to Music Industry**            | This course is an introductory overview of the entertainment industry’s scope, systems and practices. (New course effective Fall 2016) (Course description change effective Fall 2018) | A. Explore and develop fundamentals of entrepreneurial thinking  
B. Recognize opportunities to foster creative problem solving  
C. Explore the concept of music and branding  
D. Understand the basic components of the music industry (i.e. copyright, publishing, licensing and performing rights societies) |
| MUS - 1413 | **Basic Computer Skills for Musicians**       | This course is designed to introduce students to digital media skills and the Apple Operating System. (New Course effective Fall 2011) (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Gain an understanding of the current Apple OS system  
B. Employ a basic knowledge of a Digital Audio Workstation, audio recording, editing and mixing  
C. Demonstrate a basic proficiency in Garage Band and iMovie software |
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| MUS - 1423 | Survey of Popular Music    | Advanced listening course, designed to acquaint the Music Industry major with a broad overview of popular musical styles and repertoire from the beginnings of American Popular Music to the present. (New course effective Fall 2011) | A. The student will demonstrate an understanding of art, pop and folk music and their cultures as well as mass music and culture  
B. The student will demonstrate an understanding as to the events that led to the rise of rock and roll  
C. The student will demonstrate an understanding of different forms of music and how they contributed to the development of rock and roll  
D. The student will discover the importance and influence of the African-American tradition and influence on pop culture and music  
E. The student will demonstrate writing skills through essay questions and 2 projects  
F. The student will demonstrate oral skills through the presentation of 2 projects  
G. The student will demonstrate technology skills through research and writing projects |
| MUS - 1433 | Recording Arts Fundamentals | Introduction to basic principles of sound theory, audio electronics and terminology, microphone characteristics and applications, mixers and basic equipment, signal routing and processing. (New course effective Fall 2016) | A. Explain the characteristics of sound and studio terminology  
B. Identify and describe a simple studio signal flow  
C. Identify and describe studio mixer signal flow  
D. Describe digital recording theory and methods |
| MUS - 1811 | Music Theatre Workshop I   | The workshop is designed to introduce and engage students in all facets of music theatre. One performance will be given each semester. Open to music majors and non-music majors. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate knowledge of production planning  
B. Participate in the development of a performance |
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</table>
| MUS - 1821 | Music Theatre Workshop II | The workshop is designed to introduce and engage students in all facets of music theatre. One performance will be given each semester. Open to music majors and non-music majors. *(Course description change effective Fall 2013)* *(Course description change effective Fall 2018)*                                                                                                  | A. Demonstrate knowledge of production planning  
B. Participate in the development of a performance                                                                                           |
| MUS - 1911 | Recital Class I          | Performances of solo and ensemble literature by students majoring in music. Attendance at a prescribed minimum number of departmentally approved musical performances per semester also required. *(Course description change effective Fall 2018)*                                                                                      | A. Students will attend all required performances  
B. Students will demonstrate proper concert and performance etiquette  
C. Students will perform as required                                                                                                          |
| MUS - 1921 | Recital Class II         | Performances of solo and ensemble literature by students majoring in music. Attendance at a prescribed minimum number of departmentally approved musical performances per semester also required. *(Course description change effective Fall 2018)*                                                                                      | A. Students will attend all required performances  
B. Students will demonstrate proper concert and performance etiquette  
C. Students will perform as required                                                                                                          |
| MUS - 2123 | Music Survey (Majors)    | Advanced listening course, designed to acquaint the music major with a broad overview of musical style and repertoire from antiquity to the present. *(Prefix change effective Fall 2018)*                                                                                                                                                                                                                     | A. Students will demonstrate a basic knowledge of historical periods, composers, and musical forms  
B. Students will assess representative works through evaluation of selected listening and score examples                                                                                   |
| MUS - 2211 | Music Theory III, Lab    | Lab instruction. Development of music sight-singing, ear training and dictation skills. *(Course description change effective Fall 2018)*                                                                                                                                                                                                                                                             | A. Sing and identify chromaticism, more complex rhythmic, harmonic and melodic dictation, inversions and asymmetric meters                                                                 |
| MUS - 2213 | Music Theory III         | Continued study and review of functional harmony through analysis and part-writing. *(Course description change effective Fall 2018)*                                                                                                                                                                                                                                                                                                                            | A. Write, identify and explain secondary chords  
B. Identify, analyze and construct elementary modulation, transposition and modal mixture  
C. Write an analysis and description of musical forms                                                                 |
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<th>MUS- No.</th>
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<th>Outcomes</th>
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</table>
| MUS - 2214 | Music Theory III, Lecture/Lab | Continued study and review of functional harmony through analysis and part-writing. Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Explain secondary chords  
B. Identify, analyze and construct elementary modulations, transposition and modal mixture  
C. Write an analysis and description of musical forms  
D. Sing and identify chromaticism, more complex rhythmic, harmonic and melodic dictation, inversions and asymmetric meters |
| MUS - 2221 | Music Theory IV, Lab        | Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2018) | A. Sing and identify modulations, secondary functions, more complex rhythmic, harmonic and melodic dictation, mixed meters, modes and whole tone scales |
| MUS - 2223 | Music Theory IV             | Continued study and review of functional harmony through analysis, part-writing. Introduction to twentieth century techniques. (Course description change effective Fall 2018) | A. Identify and compose altered chords  
B. Use advanced modulation  
C. Analyze extended forms and chords |
| MUS - 2224 | Music Theory IV, Lecture/Lab | Continued study and review of functional harmony through analysis and part-writing. Introduction to twentieth century techniques. Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Identify, compose and construct altered chords, use advanced modulation, analyze extended forms and extended chords  
B. Sing and identify modulations, secondary functions, more complex rhythmic, harmonic and melodic dictation, mixed meters, modes and whole tone scales |
| MUS - 2313 | Music History I             | Course deleted effective Fall 2018                                                   |                                                                          |
| MUS - 2323 | Music History II            | Course deleted effective Fall 2018                                                   |                                                                          |
| MUS - 2413 | Computer Recording I        | Introduction to basic knowledge, theory and application of a native Digital Audio Workstation. Students continue their study of MIDI, arranging, sequencing, software instruments and recording in a native DAW environment. (New course effective Fall 2011)(Course description change effective Fall 2013) | A. Demonstrate proficiency of Apple Logic Pro  
B. Demonstrate a knowledge of recording and editing  
C. Explore and apply use of audio plugins and audio production techniques  
D. Demonstrate fundamentals of audio mixing |
<table>
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<th>MUS- No.</th>
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<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| MUS - 2423 | Computer Recording II | A continuation of Computer Recording I utilizing native and proprietary DAW recording systems. Additional topics covered include audio recording, digital effects, automation, performance tools and nonlinear editing. (New course effective Fall 2011) (Course description change effective Fall 2013) | A. Build, arrange, and mix music in a digital audio workstation (i.e. ProTools)  
B. Demonstrate an advanced understanding of MIDI  
C. Show advanced use of audio plugins  
D. Demonstrate advanced audio production techniques |
| MUS - 2433 | The Craft of Song Writing | Provides the student with basic knowledge of the four approaches to song writing: lyrical, melodic, harmonic and rhythmic. (New course effective Fall 2011)                                                                                                                                                                                                                                                                                                                                                     | A. Identify song forms  
B. Demonstrate the concept of free writing  
C. Demonstrate a word rhyming exercise  
D. Building melodic content |
| MUS - 2443 | Audio Engineering I | Practical techniques and application of session procedures and recording. Includes vocal and instrument characteristics, microphone placement, track assignment, mixing, and console and recorder operation in a native or proprietary DAW environment. (Course description change effective Fall 2013) (Course description change effective Fall 2016) | A. Explain pre-production and session setup procedures  
B. Describe studio gain structure  
C. Describe common recording techniques  
D. Recognize and apply basic studio troubleshooting techniques |
| MUS - 2453 | Audio Engineering II | Practical techniques in session procedures and recording. Topics include recording and mixing theory and techniques, critical listening, signal routing and processing, and basic project mastering techniques. (Course description change effective Fall 2013)(Course description change effective Fall 2016) | A. Explain the signal path of recording a given sound source  
B. Identify frequency characteristics in recorded music  
C. Compare and contrast vocal, acoustical instrument, electronic instrument, recording techniques  
D. Explain and apply studio session efficiency concepts |
<p>| MUS - 2512 | Special Topics in Music | Study of diverse topics that relate to music providing students an opportunity to learn about a specific discipline from skilled faculty members. (New course effective Fall 2016) (Course description change effective Fall 2018)                                                                                   | A. Demonstrate course outcomes as defined by the course syllabus |</p>
<table>
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<tr>
<th>MUS- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| MUS - 2513 | Music for Elementary Teachers | Designed for the needs of the elementary education student. Essentials of public school music; study of the fundamentals of music. Reading music notations and terminology. | A. Students will demonstrate an understanding of music methodology, fundamentals and terminology  
B. Students will demonstrate knowledge of musical instruments, singing, and movement  
C. Students will demonstrate an understanding of curriculum integration |
| MUS - 2811 | Music Theatre Workshop III | The workshop is designed to introduce and engage students in all facets of music theatre. One performance will be given each semester. Open to music majors and non-music majors. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate knowledge of production planning  
B. Participate in the development of a performance |
| MUS - 2821 | Music Theatre Workshop IV | The workshop is designed to introduce and engage students in all facets of music theatre. One performance will be given each semester. Open to music majors and non-music majors. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Demonstrate knowledge of production planning  
B. Participate in the development of a performance |
| MUS - 2911 | Recital Class III    | Performances of solo and ensemble literature by students majoring in music. Attendance at a prescribed minimum number of departmentally approved musical performances per semester also required. (Course description change effective Fall 2018) | A. Students will attend all required performances  
B. Students will demonstrate proper concert and performance etiquette  
C. Students will perform as required |
| MUS - 2921 | Recital Class IV    | Performances of solo and ensemble literature by students majoring in music. Attendance at a prescribed minimum number of departmentally approved musical performances per semester also required. (Course description change effective Fall 2018) | A. Students will attend all required performances  
B. Students will demonstrate proper concern and performance etiquette  
C. Students will perform as required |
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<th>MUO- No.</th>
<th>UCNS Title</th>
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<th>Outcomes</th>
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</table>
| MUO - 1111 | Band I               | Designed to teach the principles of playing musical instruments, explore varied levels of literature and develop the student’s knowledge of performance technique. | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate large ensemble performance techniques |
| MUO - 1121 | Band II              | Designed to teach the principles of playing musical instruments, explore varied levels of literature and develop the student’s knowledge of performance technique. | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate large ensemble performance techniques |
| MUO - 1131 | Small Instrument Ensemble I | Designed to explore varied levels of literature and develop the student’s knowledge of performance technique in small ensembles and auxiliary groups. (Title and course description change effective Fall 2013) | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate small ensemble performance techniques |
| MUO - 1141 | Small Instrument Ensemble II | Designed to explore varied levels of literature and develop the student’s knowledge of performance technique in small ensembles and auxiliary groups. (Title and course description change effective Fall 2013) | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate small ensemble performance techniques |
| MUO - 1151 | Small Mixed Ensemble I | Designed to explore varied levels of literature and develop the student’s knowledge of performance technique in small ensembles and auxiliary groups. (New course effective Fall 2013) | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate small ensemble performance techniques |
| MUO - 1161 | Small Mixed Ensemble II | Designed to explore varied levels of literature and develop the student’s knowledge of performance technique in small ensembles and auxiliary groups. (New course effective Fall 2013) | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate small ensemble performance techniques |
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</table>
| MUO - 1171 | Large Jazz Ensemble I | A course designed to give students the opportunity to perform jazz and a variety of music styles in a “big band” setting or similar instrumentation. Instructor permission required. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop repertoire including Jazz, Swing, Pop, Latin, and Big Band  
B. Demonstrate proper jazz ensemble rehearsal techniques  
C. Develop and demonstrate proper performance techniques                                                                                     |
| MUO - 1181 | Large Jazz Ensemble II | A course designed to give students the opportunity to perform jazz and a variety of music styles in a “big band” setting or similar instrumentation. Instructor permission required. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop repertoire including Jazz, Swing, Pop, Latin, and Big Band  
B. Demonstrate proper jazz ensemble rehearsal techniques  
C. Develop and demonstrate proper performance techniques                                                                                     |
| MUO - 1211 | Choir I                | A course for music majors and non-majors focused on performing choral music from a variety of style periods.                                                                                                                                                                                                                                          | A. Demonstrate correct breathing for singing  
B. Produce efficient tone for singing in an ensemble  
C. Apply and articulate diction  
D. Demonstrate blend when singing in an ensemble  
E. Exhibit appropriate performance skills                                                                                               |
| MUO - 1221 | Choir II               | A course for music majors and non-majors focused on performing choral music from a variety of style periods.                                                                                                                                                                                                                                          | A. Demonstrate correct breathing for singing  
B. Produce efficient tone for singing in an ensemble  
C. Apply and articulate diction  
D. Demonstrate blend when singing in an ensemble  
E. Exhibit appropriate performance skills                                                                                               |
| MUO - 1241 | Select Voice Ensemble I | A course for select singers focused on performing from one or more genres of music. (Title change effective Fall 2013) (Title change effective Fall 2018)                                                                                                                                                                                                  | A. Demonstrate correct breathing for singing  
B. Produce efficient tone for singing in an ensemble  
C. Apply and articulate diction  
D. Demonstrate blend when singing in an ensemble  
E. Exhibit appropriate performance skills                                                                                               |
<table>
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| MUO - 1251 | Select Voice Ensemble II  | A course for select singers focused on performing from one or more genres of music. (Title change effective Fall 2013) (Title change effective Fall 2018) | A. Demonstrate correct breathing for singing  
B. Produce efficient tone for singing in an ensemble  
C. Apply and articulate diction  
D. Demonstrate blend when singing in an ensemble  
E. Exhibit appropriate performance skills |
| MUO - 1311 | String Orchestra I       | Introduction to performance technique of various styles of Orchestral Literature. (Course description change effective Fall 2018) | A. Demonstrate proper tuning technique  
B. Interpret basic music notation  
C. Utilize basic string technique  
D. Interpret Orchestral Literature |
| MUO - 1321 | String Orchestra II      | Introduction to performance technique of various styles of Orchestral Literature. (Course description change effective Fall 2018) | A. Demonstrate proper tuning technique  
B. Interpret basic music notation  
C. Utilize basic string technique  
D. Interpret Orchestral Literature |
| MUO - 1341 | Jazz Improvisation I    | Prefix and course description changed to MUA 1311, 1321, 2311, 2321 effective Fall 2013 |                                                                                     |
| MUO - 1351 | Jazz Improvisation II   | Prefix and course description changed to MUA 1311, 1321, 2311, 2321 effective Fall 2013 |                                                                                     |
| MUO - 2111 | Band III                | Designed to teach the principles of playing musical instruments, explore varied levels of literature and develop the student’s knowledge of performance technique. | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate large ensemble performance techniques |
| MUO - 2121 | Band IV                 | Designed to teach the principles of playing musical instruments, explore varied levels of literature and develop the student’s knowledge of performance technique. | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate large ensemble performance techniques |
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<th>MUO- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| MUO - 2131 | Small Instrument Ensemble III | Designed to explore varied levels of literature and develop the student’s knowledge of performance technique in small ensembles and auxiliary groups. (Title and course description change effective Fall 2013) | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate small ensemble performance techniques |
| MUO - 2141 | Small Instrument Ensemble IV  | Designed to explore varied levels of literature and develop the student’s knowledge of performance technique in small ensembles and auxiliary groups. (Title and course description change effective Fall 2013) | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate small ensemble performance techniques |
| MUO - 2151 | Small Mixed Ensemble III     | Designed to explore varied levels of literature and develop the student’s knowledge of performance technique in small ensembles and auxiliary groups. (New course effective Fall 2013) | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate small ensemble performance techniques |
| MUO - 2161 | Small Mixed Ensemble IV      | Designed to explore varied levels of literature and develop the student’s knowledge of performance technique in small ensembles and auxiliary groups. (New course effective Fall 2013) | A. Develop and demonstrate proper instrumental techniques  
B. Identify and express several elements of musical interpretation  
C. Describe and demonstrate small ensemble performance techniques |
| MUO - 2171 | Large Jazz Ensemble III     | A course designed to give students the opportunity to perform jazz and a variety of music styles in a “big band” setting or similar instrumentation. Instructor permission required. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop repertoire including Jazz, Swing, Pop, Latin, and Big Band  
B. Demonstrate proper jazz ensemble rehearsal techniques  
C. Develop and demonstrate proper performance techniques |
| MUO - 2181 | Large Jazz Ensemble IV       | A course designed to give students the opportunity to perform jazz and a variety of music styles in a “big band” setting or similar instrumentation. Instructor permission required. (Title and course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop repertoire including Jazz, Swing, Pop, Latin, and Big Band  
B. Demonstrate proper jazz ensemble rehearsal techniques  
C. Develop and demonstrate proper performance techniques |
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<tr>
<th>MUO-No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| MUO-2211 | Choir III              | A course for music majors and non-majors focused on performing choral music from a variety of style periods. | A. Demonstrate correct breathing for singing  
B. Produce efficient tone for singing in an ensemble  
C. Apply and articulate diction  
D. Demonstrate blend when singing in an ensemble  
E. Exhibit appropriate performance skills |
| MUO-2221 | Choir IV               | A course for music majors and non-majors focused on performing choral music from a variety of style periods. | A. Demonstrate correct breathing for singing  
B. Produce efficient tone for singing in an ensemble  
C. Apply and articulate diction  
D. Demonstrate blend when singing in an ensemble  
E. Exhibit appropriate performance skills |
| MUO-2241 | Select Voice Ensemble III | A course for select singers focused on performing from one or more genres of music. (Title change effective Fall 2013) (Title change effective Fall 2018) | A. Demonstrate correct breathing for singing  
B. Produce efficient tone for singing in an ensemble  
C. Apply and articulate diction  
D. Demonstrate blend when singing in an ensemble  
E. Exhibit appropriate performance skills |
| MUO-2251 | Select Voice Ensemble IV | A course for select singers focused on performing from one or more genres of music. (Title change effective Fall 2013) (Title change effective Fall 2018) | A. Demonstrate correct breathing for singing  
B. Produce efficient tone for singing in an ensemble  
C. Apply and articulate diction  
D. Demonstrate blend when singing in an ensemble  
E. Exhibit appropriate performance skills |
| MUO-2311 | String Orchestra III   | Introduction to performance technique of various styles of Orchestral Literature. (Course description change effective Fall 2018) | A. Demonstrate proper tuning technique  
B. Interpret basic music notation  
C. Utilize basic string technique  
D. Interpret Orchestral Literature |
| MUO-2321 | String Orchestra IV    | Introduction to performance technique of various styles of Orchestral Literature. (Course description change effective Fall 2018) | A. Demonstrate proper tuning technique  
B. Interpret basic music notation  
C. Utilize basic string technique  
D. Interpret Orchestral Literature |
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<tr>
<th>MUO- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>MUO - 2341</td>
<td>Jazz Improvisation III</td>
<td>Prefix and course description changed to MUA 1311, 1321, 2311, 2321 effective Fall 2013</td>
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<tr>
<td>MUO - 2351</td>
<td>Jazz Improvisation IV</td>
<td>Prefix and course description changed to MUA 1311, 1321, 2311, 2321 effective Fall 2013</td>
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**Paralegal (PLG)**

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<tr>
<th>PLG- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>PLG - 1113</td>
<td>Introduction to Paralegal Studies</td>
<td>The role of the paralegal in the practice of law. Introduction to legal research and source materials.</td>
<td>A. The student is expected to demonstrate proficiency by means of listing, selecting, defining, or analyzing primary aspects of the following areas: B. Explain the role and duties of a paralegal C. Distinguish between the role and duties of a paralegal versus an attorney D. Identify circumstances where a paralegal is improperly acting in the capacity of an attorney E. Explain the essential elements concerning privileged communications F. Identify elements of common complaints in legal actions, i.e. negligence, breach of contract, etc. G. Explain the jurisdiction held by various types of courts H. Explain the nature and function of administrative agencies I. Researching the Mississippi Code in order to brief a case J. Identify types of court opinions contained in legal research journals K. List types of records L. Identify the types of evidence and circumstances concerning their admissibility M. Identify the types of witnesses and what testimony they may be allowed to offer N. Use law library resources to locate information</td>
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<tr>
<td>PLG-No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
<td>Outcomes</td>
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| PLG - 2213 | Paralegal Bibliography and Research I | Digests, encyclopedias. Statutory material. Citations. Factual research and current materials. Preparation of memoranda and other exercises in legal writing. Paralegal role in legal research (explored throughout term). | A. Competencies:  
B. Students will conduct research and properly cite digests, legal encyclopedias, statutory materials, case law, court documents, and internet materials. Students will prepare legal memoranda and other legal documents.  
C. Instructional Plan:  
D. Legal Principles, Authorities and the Research Process using the Bluebook; Key Terms and Facts in Legal Research; Issue Identification of the Bluebook; Constitutions, Statutes, Administrative Law and Court Rules-Research and Analysis; Rules 1114 of The Bluebook Case Law-Research and Briefing; Rule 10 of the Bluebook Court Experience, Case Law Analysis-briefing a case; Secondary Authority and Other Sources; Rule 15 of the Bluebook Online Discussions; Secondary Authority Rule 16 of the Bluebook Group Project; Computer and Internet Research and Fee-based Internet Research; Rule 18 of the Bluebook; Rules 3-9 of the Bluebook; Legal Citation; Counter analysis; The Research Process for Effective Legal Research; Legal Memorandum. |

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<th>PRM-No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| PRM 1113/HPR 1813 | Foundations of Leisure and Recreation | Analysis of the Parks and Recreation profession to provide a basic understanding of leisure as an increasingly important component of our society. (Course code change effective Fall 2010) (Title change effective Fall 2016) | A. Identify concepts of leisure and recreation  
B. Identify motivations for leisure, recreation, and play  
C. Explain benefits of leisure activities for all ages  
D. Identify leisure programs for special populations  
E. Identify career opportunities for leisure and recreation |
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<tr>
<th>PRM- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| PRM 2113/HPR 2813 | Park and Recreation Program Leadership | Planning and leadership techniques for conduction organized park and recreation programs for all age groups. (Course code change effective Fall 2010) | A. Identify and apply programming skills  
B. Demonstrate ability to scheduling/organizational recreational programs  
C. Demonstrate an understanding of programming theory  
D. Identify and apply marketing of programs  
E. Design and implementation of recreation program |
| PRM 2223/HPR 2823 | Program Planning and Development | Techniques and processes in program planning, implementation, development and evaluation in recreation settings. (Course code change effective Fall 2010) | A. Identify leadership skills for leisure service  
B. Identify leadership theories  
C. Demonstrate communication skills in leisure and recreation  
D. Identify challenges in leisure setting  
E. Demonstrate participation in service learning (leadership roles) |

**Philosophy and Bible (PHI)**

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<th>PHI- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| PHI - 1113 | Old Testament Survey | The student will survey the Old Testament (Hebrew Bible) with regard to its worth as a literary work, along with significant dates, themes, concepts and contributions of its characters to that history and literature. (Course description change effective Fall 2009)(Course description change effective Fall 2014) | A. Geography relevant to the Old Testament  
B. Exodus  
C. Characteristics of books of Old Testament  
D. Babylonian Exile |
B. Some of the characteristics of each New Testament  
C. The life of Jesus of Nazareth  
D. Development of the church in the New Testament period |
<table>
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<tr>
<th>PHI- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| PHI - 1153 | Jesus and The Gospels | A study of the life and ministry of Jesus of Nazareth as recorded in the four canonical gospels with specific consideration of the geographical, political, and social conditions of the 1st Century and recognition of various early interpretations of the meaning of the life and person of Jesus. (Course description change effective Fall 2009)                                                                 | A. Students will be familiar with the basic geographical, historical, and cultural backgrounds necessary for understanding the life of Jesus  
B. Students will be knowledgeable of the synoptic problem and the distinctions between the four canonical gospels of the New Testament  
C. Students will be informed of other early appreciations of Jesus within the New Testament, in non-canonical records, through early secular reference, and within early Christian records  
D. Growth and expansion of 1st Century Christian Church  
E. The significance of Paul for the 1st Century Church  
F. Literary styles and themes of the Epistles |
| PHI - 1163 | Acts and The Epistles | A survey of the work of the apostles as portrayed in the book of Acts and the Epistles. Attention is given to the development of the 1st Century Christian Church and the historical background of the various Epistles. (Course description change effective Fall 2009)                                                                                                                          | A. Geography and customs of the 1st Century Mediterranean World  
B. Growth and expansion of 1st Century Christian Church  
C. The significance of Paul for the 1st Century Church  
D. Literary styles and themes of the Epistles                                                                                                                                                                                                                           |
| PHI - 2113 | Introduction to Philosophy I | An introduction to the major themes and history of the discipline of Philosophy with an emphasis on the development of critical thinking skills. (Course description change effective Fall 2009)                                                                                                                                                                                                 | A. Contribution of major philosophers  
B. Epistemology  
C. Metaphysics  
D. Logic  
E. Philosophy of Religion                                                                                                                                                                                                                                           |
| PHI - 2123 | Introduction to Philosophy II | A seminar for advanced students dealing with classic and contemporary problems of personal development from a philosophic perspective. (Course description change effective Fall 2009)                                                                                                                                                                                                                             | A. Philosophies of freedom  
B. Existentialism  
C. Philosophies of happiness  
D. Metaphysics  
E. Epistemology                                                                                                                                                                                                                                                                                                                                 |
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<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| PHI - 2143 | Ethics                   | An introduction to moral philosophy with the investigation of selected moral problems. (Course description change effective Fall 2009) | A. Major schools of moral philosophy  
B. Theories and application of moral thoughts  
C. Terminology of moral philosophy |
| PHI - 2613 | World Religions I       | An introduction to the beliefs and development of Buddhism, Christianity, Hinduism, Islam, Judaism, and other religious traditions. (Course description change effective Fall 2009) (Course description changed effective Fall 2014) | A. Origins, history and beliefs of major religions  
B. Cultural contributions of major religious traditions |
| PHI - 2623 | World Religions II      | A continuation of PHI 2613.                                                         |                                                                          |
| PHI - 2713 | Logic                    | An introduction to the discipline of logic including formal and informal logic, as well as the development of critical thinking skills. (Course description change effective Fall 2009) | A. Informal Reasoning  
B. Symbolic Logic |
| PHI - 2813 | Special Topics in Philosophy | Topics will vary from semester to semester. This course is to be used on a limited basis to offer expansion upon subject matter covered in existing courses. (Course limited to one offering under one title in one academic year) (New course effective Fall 2018) | A. Identifying significant philosophical questions, problems, and methods  
B. Analyzing and assessing the strengths and weaknesses of arguments concerning these issues  
C. Raising objections, counterexamples, and responses to these arguments  
D. Critically reflecting upon one’s own beliefs in light of the issues covered  
E. Presenting a strong analysis of the topic in writing |

**Physics (PHY)**

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<th>PHY - No.</th>
<th>UCNS Title</th>
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<tr>
<td>PHY - 1111</td>
<td>Introduction to Astronomy, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 1113 Introduction to Astronomy, Lecture.</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in PHY 1113</td>
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<tr>
<td>PHY - No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
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</table>
| PHY - 1113 | Introduction to Astronomy, Lecture | A lecture course that includes surveys of the solar system, our galaxy and the universe. | A. Terminology of astronomy  
B. History of astronomy  
C. Laws that govern planetary and space motions  
D. Physics of light and its effects on astronomy  
E. Structure and composition of the Earth  
F. Types and advantages of telescopes  
G. Composition and motion of the moon  
H. Make-up of our solar system  
I. Composition and properties of stars  
J. Make-up of our galaxy  
K. Cosmology |
| PHY - 1114 | Introduction to Astronomy, Lecture and Laboratory | A combined lecture and laboratory course that includes surveys of the solar system, our galaxy, and the universe. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Terminology of astronomy  
B. History of astronomy  
C. Laws that govern planetary and space motions  
D. Physics of light and its effects on astronomy  
E. Structure and composition of the Earth  
F. Types and advantages of telescopes  
G. Composition and motion of the moon  
H. Make-up of our solar system  
I. Composition and properties of stars  
J. Make-up of our galaxy  
K. Cosmology |
| PHY - 1211 | Survey of Physics, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 1213 Survey of Physics, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in PHY 1213 |
| PHY - 1213 | Survey of Physics, Lecture | A lecture course covering the concepts of mechanics, sound, light, fluids, and waves. Non-calculus based. | A. Mechanics  
B. Sound  
C. Light  
D. Fluids  
E. Waves |
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<tbody>
<tr>
<td>PHY - 1214</td>
<td>Survey of Physics, Lecture and Laboratory</td>
<td>A combined lecture and laboratory course covering the concepts of mechanics, sound, light, fluids, and waves. Non-calculus based. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes.</td>
<td>A. Mechanics</td>
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<td>B. Sound</td>
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<td>C. Light</td>
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<tr>
<td></td>
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<td></td>
<td>D. Fluids</td>
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<td></td>
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<td></td>
<td>E. Waves</td>
</tr>
<tr>
<td>PHY - 2213</td>
<td>Physics of Sound</td>
<td>Course explores the nature of sound and how sound interacts with its environment. Topics include: the production and transmission of sound; the physical properties of sound; simple harmonic motion; complex waves; and the perception of sound. (New course effective Fall 2015)</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in PHY 2243</td>
</tr>
<tr>
<td>PHY - 2241</td>
<td>Physical Science I, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 2243 Physical Science Survey I, Lecture.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY - 2243</td>
<td>Physical Science I, Lecture</td>
<td>A lecture course that includes studies of measurements and units, electricity, mechanics, heat, sound, light, and astronomy.</td>
<td>A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics or astronomy.</td>
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<tr>
<td></td>
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<td></td>
<td>B. Use appropriate mathematical techniques and physical concepts to obtain a quantitative solution to problems in physical science.</td>
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<td></td>
<td>C. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model.</td>
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<td></td>
<td>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</td>
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<tr>
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<td>E. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory.</td>
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<tr>
<td>PHY - No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
<td>Outcomes</td>
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</tbody>
</table>
| PHY - 2244 | Physical Science I, Lecture and Laboratory | A combined lecture and laboratory course that includes studies of measurements and units, electricity, mechanics, heat, sound, light, and astronomy. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics or astronomy.  
B. Use appropriate mathematical techniques and physical concepts to obtain a quantitative solution to problems in physical science.  
C. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model.  
D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.  
E. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory. |
<p>| PHY - 2251 | Physical Science II, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 2253 Physical Science Survey II, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in PHY 2253 |</p>
<table>
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<tr>
<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| PHY - 2253 | Physical Science II, Lecture | A lecture course that includes studies of chemistry, geology, and meteorology.                                                                                                                                                  | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry or geology.  
B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.  
C. Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc.  
D. Collect and analyze data for the experimental investigation of chemical and geological phenomena. |
| PHY - 2254 | Physical Science II, Lecture and Laboratory | A combined lecture and laboratory course that includes studies of chemistry, geology and meteorology. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry or geology.  
B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry.  
C. Understand how Periodic Law relates to the relationships between: e.g., atomic structure, chemical names and symbols, characteristics of inorganic chemicals, etc.  
D. Collect and analyze data for the experimental investigation of chemical and geological phenomena. |
<p>| PHY - 2311 | Physics I, Lab            | Course deleted effective Fall 2017                                                                                                                                                                                              |                                                                                                                                                                                                         |
| PHY - 2312 | Physics I, Lecture        | Course deleted effective Fall 2011                                                                                                                                                                                              |                                                                                                                                                                                                         |</p>
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<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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| PHY - 2313 | Physics I, Lecture and Laboratory | A combined lecture and laboratory course covering mechanics and conservation laws. This is a calculus-based course primarily for engineering, science, and mathematics majors. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course Description change effective fall 2017) | A. Mechanics  
B. Conservation laws  
C. Heat  
D. Sound  
E. Electricity  
F. Waves |
| PHY - 2321 | Physics II, Lab              | Course deleted effective Fall 2017                                                                                                                                                                                     |                                    |
| PHY - 2322 | Physics II, Lecture          | Course deleted effective Fall 2011                                                                                                                                                                                    |                                    |
| PHY - 2323 | Physics II, Lecture and Laboratory | A combined lecture and laboratory course covering electricity, magnetism, and optics. This is a calculus-based course primarily for engineering, science, and mathematics majors. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course Description change effective fall 2017) | A. Magnetism  
B. Electricity  
C. Optics  
D. Gravity |
| PHY - 2331 | Physics III, Lab             | Course deleted effective Fall 2017                                                                                                                                                                                    |                                    |
| PHY - 2332 | Physics III, Lecture         | Course deleted effective Fall 2011                                                                                                                                                                                    |                                    |
| PHY - 2333 | Physics III, Lecture and Laboratory | A combined lecture and laboratory course covering harmonic motion, waves, and an introduction to modern physics. This is a calculus-based course primarily for engineering, science, and mathematics majors. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course Description change effective fall 2017) | A. Harmonic motion  
B. Waves  
C. Optics  
D. Electronics  
E. Relativity  
F. Quantum physics |
<p>| PHY - 2411 | General Physics I, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 2413 General Physics I, Lecture.                                                                                                                                                  | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in PHY 2413 |</p>
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<tr>
<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| PHY - 2413 | General Physics I, Lecture | A lecture course covering mechanics and conservation laws. This is a non-calculus based course primarily for pre-professional majors. (Course Description change effective fall 2017)                                                                 | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics,  
B. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model,  
C. Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problem in physics,  
D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.  
E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory. |
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<tr>
<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| PHY - 2414 | General Physics I, Lecture and Laboratory | A combined lecture and laboratory course covering mechanics and conservation laws. This is a non-calculus based course primarily for pre-professional majors. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course Description change effective fall 2017) | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics,  
B. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model,  
C. Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problem in physics,  
D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.  
E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory. |
<p>| PHY - 2421 | General Physics II, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 2423 General Physics II, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in PHY 2423 |</p>
<table>
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<tr>
<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>PHY - 2423</td>
<td>General Physics II, Lecture</td>
<td>A lecture course covering electricity, magnetism, and optics. This is a non-calculus based course primarily for pre-professional majors. (Course Description change effective fall 2017)</td>
<td>A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics, B. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model, C. Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problem in physics, D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc. E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory.</td>
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<td>PHY - No.</td>
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<td>Course &amp; Description</td>
<td>Outcomes</td>
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</table>
| PHY – 2424 | General Physics II, Lecture and Laboratory | A combined lecture and laboratory course covering electricity, magnetism, and optics. This is a non-calculus based course primarily for pre-professional majors. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course Description change effective fall 2017) | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics,  
B. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model,  
C. Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problem in physics,  
D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.  
E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory. |
<p>| PHY - 2511 | General Physics I-A, Laboratory | A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 2513 General Physics I-A, Lecture. | A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in PHY 2513 |</p>
<table>
<thead>
<tr>
<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| PHY - 2513 | **General Physics I-A, Lecture** | A lecture course covering mechanics and conservation laws. This is a calculus-based course primarily for students of engineering, science, or mathematics. *(Course Description change effective fall 2017)*                                                                                                                   | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics,  
B. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model,  
C. Use appropriate mathematical techniques (calculus) and physical concepts to obtain a quantitative solution to problems in physics,  
D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.  
E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory.                                                                                                             |
| PHY - 2514 | **General Physics I-A, Lecture and Laboratory** | A combined lecture and laboratory course covering mechanics and conservation laws. This is a calculus based course primarily for students of engineering, science, or mathematics. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. *(Course Description change effective fall 2017)* | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics,  
B. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model,  
C. Use appropriate mathematical techniques (calculus) and physical concepts to obtain a quantitative solution to a problem in physics,  
D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.  
E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory.                                                                                                             |
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<tr>
<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>PHY - 2521</td>
<td>General Physics II-A, Laboratory</td>
<td>A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 2523 General Physics II-A, Lecture.</td>
<td>A. Develop laboratory skills that allow a student to perform experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in PHY 2523</td>
</tr>
</tbody>
</table>
| PHY - 2523 | General Physics II-A, Lecture | A lecture course covering electricity, magnetism, and optics. This is a calculus-based course primarily for students of engineering, science, and mathematics. (Course Description change effective fall 2017)                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics,  
B. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model,  
C. Use appropriate mathematical techniques (calculus) and physical concepts to obtain a quantitative solution to problems in physics,  
D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.  
E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory.                                                                 |
<table>
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<tr>
<th>PHY - No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY - 2524</td>
<td>General Physics II-A, Lecture and Laboratory</td>
<td>A combined lecture and laboratory course covering electricity, magnetism, and optics. This is a calculus-based course primarily for students of engineering, science or mathematics. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course Description change effective fall 2017)</td>
<td>A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving physics, B. Identify the physical models appropriate to the physical situation at hand and identify the physical approximations which restrict the use of the physical model, C. Use appropriate mathematical techniques (calculus) and physical concepts to obtain a quantitative solution to problems in physics, D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc. E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory.</td>
</tr>
</tbody>
</table>

**Political Science (PSC)**

<table>
<thead>
<tr>
<th>PSC- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>PSC - 1123</td>
<td>American State and Local Government</td>
<td>The relationship among states, national and local governments. The organization, function, and operation of the three branches with emphasis on the state and local government. (Course description change effective Fall 2009) (Course description change effective Fall 2014)</td>
<td>A. Federalism and the States B. Branches of Government C. State Constitution D. Functions of local Government E. Political parties and suffrage</td>
</tr>
<tr>
<td>PSC - 2113</td>
<td>Comparative Government</td>
<td>A survey of various governmental systems beyond the United States. (Course description change effective Fall 2009) (Course description change effective Fall 2014)</td>
<td>A. Comparative theory B. Comparative institutions C. Comparative political behavior D. Political social globalization effect E. Comparative political economy</td>
</tr>
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</table>
### Polymers (POS)

<table>
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<tr>
<th>POS- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>POS -1112</td>
<td>Introduction to Polymers</td>
<td>An introduction to the history, recent developments, applications, and processing of polymers.</td>
<td></td>
</tr>
<tr>
<td>POS - 2112</td>
<td>Physical Aspects of Polymers</td>
<td>An introduction to the properties of major polymers, raw materials, sources and the organization of the polymer industry. This course includes computer modeling and computations.</td>
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### Psychology (PSY)

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<tr>
<th>PSY- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| PSY - 1513| General Psychology I       | An introduction to the scientific study of human behavior and mental processes. This includes history and theories of psychology, research methods, biological bases of behavior, the principles of learning, personality and abnormal behavior. (Course description change effective Fall 2009) | A. History and Research Methods  
B. Biological bases for behavior  
C. Learning  
D. Mental processes  
E. Personality  
F. Abnormal |
| PSY - 1523| General Psychology II      | A continuation of PSY 1513, emphasizing applied psychological methods and principles. Includes motivation and emotion; abnormal behavior, mental health and therapy; group processes; mass communication and persuasion. (Course description change effective Fall 2014) | A. Motivation and emotion  
B. Abnormal behavior  
C. Mental health and therapy  
D. Group processes  
E. Mass communication and persuasion |
<p>| PSY - 2113| Laboratory in Psychology: Cognition and Behavior | Students will experience discussion and application of descriptive (survey, case study, archival, and observational) correlation and experimental research methods. Specifically, the purpose is to train students to understand and use research principles, ethics, issues, and methodology for conducting entry-level independent research projects by studying specific areas of human behavioral, perceptual, and cognitive functioning. The student will be introduced to research ethics and issues. | A. Applied scientific method |</p>
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<thead>
<tr>
<th>PSY- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| PSY/SOC/SWK 2223 | Perspectives on Child Maltreatment and Child Advocacy | This course is the introductory course for child advocacy studies. This course covers the history, legal framework, responses to child maltreatment, and other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. *(New course effective Fall 2018)* | A. Students will know the definitions of child abuse and neglect and understand the historical trends  
B. Students will be able to identify their own values and perceptions and how these qualities may shape their response to child maltreatment  
C. Students will learn to identify risk factors, including family dynamics and environmental and cultural factors  
D. Students will know the requirements of mandated reporting and consequences for not reporting child maltreatment  
E. Students will become knowledgeable of the types and indicators of child abuse and neglect |
| PSY - 2323 | Statistics for the Behavioral Sciences | This course is an introduction to descriptive and inferential statistics, including measures of central tendency and variability, correlation, t-tests, and analysis of variance. *(New course effective Fall 2018)* | A. Interpret basic statistics  
B. Choose appropriate statistical tests based on research design  
C. Apply outcomes of statistical tests to research problems  
D. Evaluate statistics presented in research literature |
| PSY - 2513 | Child Psychology | A study of the various aspects of human growth and development during childhood. Topics include physical, psychosocial and cognitive development from conception into emerging adolescence. *(New course effective Fall 2014)* | A. Conception and Prenatal Development  
B. Age-Specific Physical Development  
C. Age-Specific Psychosocial Development  
D. Age-Specific Cognitive Development  
E. Heredity (Nature) vs. Environment (Nurture) |
| PSY - 2523 | Adolescent Psychology | A study of human growth and development during adolescence. This includes physical, cognitive and psychosocial development. *(New course effective Fall 2014)* | A. Physical Development of the Adolescent  
B. Psychosocial Development of the Adolescent  
C. Cognitive Development of the Adolescent |
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<tr>
<th>PSY- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| PSY - 2533 | Human Growth and Development      | A study of human growth and development from conception through late adulthood, including death and dying. Topics include physical, psychosocial and cognitive development. (New course effective Fall 2014) | A. Physical Development  
B. Psychosocial Development  
C. Cognitive Development |
| PSY - 2543 | Applied Behavior Analysis          | Application of the principles of applied behavior analysis to problems involving human behavior change. (New course effective Fall 2018)                                                                 | A. Develop a general understanding of the history of behavior analysis and the scientific approach to studying behavior  
B. Identify the ethical requirements for practicing as a Registered Behavior Technician  
C. Define the basic principles of behavior analysis  
D. Recognize and practice the measurement of behavior, and how to report this measurement to peers or supervisors  
E. Develop a knowledge of potential interventions which could be used to address skill deficits or excesses in individuals with which you might work  
F. Explain how to read and execute a behavior plan effectively |
| PSY - 2553 | Psychology of Personal Adjustment  | A course to aid in developing an understanding of personal adjustment with emphasis placed on personal issues through life, love and relationships, wellness, and career exploration. (Course description change effective Fall 2014) | A. Personal Issues through Life  
B. Love and Relationships  
C. Wellness  
D. Career Exploration |
<table>
<thead>
<tr>
<th>REA- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>REA - 0113</td>
<td>Beginning Reading</td>
<td>A course designed to offer reading instruction to students demonstrating a need for proficiency in reading skills at the college level. (Course number change effective Fall 2009) (Title and course description change effective Fall 2010)</td>
<td>A. Vocabulary and Dictionary Use</td>
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<td>B. Main Ideas - Stated and Implied</td>
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<td>C. Supporting Details</td>
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<td>D. Relationships</td>
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<td>E. Inferences</td>
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<tr>
<td>REA - 0123</td>
<td>Intermediate Reading</td>
<td>A continuation of REA 0113. (Course number change effective Fall 2009) (Title change effective Fall 2010)</td>
<td>A. To increase vocabulary through the use of context clues</td>
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<td>B. To identify an author’s main ideas/central point, including the topic</td>
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<td>C. To locate supporting details in passages</td>
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<td>D. To identify transitional words and patterns of organization</td>
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<td>E. To utilize critical thinking skills to make valid inferences and sound conclusions</td>
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<td>F. To identify an author’s purpose and tone</td>
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<td>G. To identify valid and relevant support for arguments</td>
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<td>H. To develop critical reading and thinking skills</td>
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<td></td>
<td>I. To develop effective oral communication skills</td>
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<tr>
<td>REA- No.</td>
<td>UCNS Title</td>
<td>Course &amp; Description</td>
<td>Outcomes</td>
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</table>
| REA - 0133 | Advanced Reading  | The course is designed to offer reading instruction to students demonstrating a need for proficiency in reading skills at the college level. Emphasis on application of critical reading skills to content areas. (Course number change effective Fall 2009) (Title and course description change effective Fall 2010)(Course description change effective Fall 2015) | A. To increase vocabulary through the use of context clues  
B. To identify an author’s main ideas/central point, including the topic  
C. To locate supporting details in passages  
D. To identify transitional words and patterns of organization  
E. To utilize critical thinking skills to make valid inferences and sound conclusions  
F. To identify an author’s purpose and tone  
G. To distinguish between fact and opinion  
H. To identify valid and relevant support for arguments  
I. To identify bias and propaganda  
J. To develop critical reading and thinking skills by analyzing written passages and applying the above combined skills  
K. To acquire competence in written communication that reflects clear and concise language |
| REA - 1213 | Reading Enhancement | A course provided to help students develop reading skills necessary for success in college. Diagnostic testing followed by practice in skills according to the needs of the student. Emphasis on spelling, pronunciation, vocabulary and study skills. Guidance in developing wide reading interests. | A. Students will comprehend the main ideas appropriate for grades 10-12  
B. Students will interpret context clues to infer the meanings of unfamiliar words appropriate for grades 10-12  
C. Students will identify argument and support for the point of given readings from the text  
D. Students will locate supporting details appropriate for grades 10-12  
E. Students will identify relationships and fact and opinion appropriate for grades 10-12  
F. Students will make inferences  
G. Students will determine tone and purpose  
H. Students will demonstrate a gain in overall reading skill level |
<table>
<thead>
<tr>
<th>REA- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| REA - 1223 | Reading Enhancement II | A course provided to help students develop reading skills necessary for success in college. Diagnostic testing followed by practice in skills according to the needs of the student. Emphasis on spelling, pronunciation, vocabulary and study skills. Guidance in developing wide reading interests. (Course description change effective Fall 2010)                                                                                                                      | A. Students will comprehend the main ideas appropriate for grades 11-12  
B. Students will interpret context clues to infer the meanings of unfamiliar words appropriate for grades 11-12  
C. Students will identify argument and support for the point of given readings from the text  
D. Students will locate supporting details appropriate for grades 11-12  
E. Students will identify relationships and fact and opinion appropriate for grades 11-12  
F. Students will make inferences  
G. Students will determine tone and purpose  
H. Students will demonstrate a gain in overall reading skill level                                                                                                            |
| REA - 1233 | Speed Reading I     | Course deleted effective Fall 2010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                            |

### Social Work (SWK)

<table>
<thead>
<tr>
<th>SWK- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</thead>
</table>
| SWK - 1113 | Social Work: A Helping Profession | The course exposes students to a “helping” profession that plays a central role in addressing human needs. Students are exposed to personal/lived experiences of social work clients and successes of “real” social workers in respective practices such as mental health, child welfare, disaster, corrections, faith-based, military, international relief, and industry. (Course code and course description change effective Fall 2009)                                                                 | A. The profession within the political and economic context  
B. The human need and lived experiences  
C. Social workers: their challenges and successes  
D. Accessing professional social work education                                                                                                                                                                                                                     |
<table>
<thead>
<tr>
<th>SWK- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| SWK/PSY/SOC – 2223 | Perspectives on Child Maltreatment and Child Advocacy | This course is the introductory course for child advocacy studies. This course covers the history, legal framework, responses to child maltreatment, and other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. (New course effective Fall 2018) | A. Students will know the definitions of child abuse and neglect and understand the historical trends  
B. Students will be able to identify their own values and perceptions and how these qualities may shape their response to child maltreatment  
C. Students will learn to identify risk factors, including family dynamics and environmental and cultural factors  
D. Students will know the requirements of mandated reporting and consequences for not reporting child maltreatment  
E. Students will become knowledgeable of the types and indicators of child abuse and neglect |

**Sociology (SOC)**

<table>
<thead>
<tr>
<th>SOC- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| SOC - 1113 | Introduction to Social Science | This course gives students insights into people’s behavior by examining ideas from various social sciences. (Course description change effective Fall 2009) | A. Have a general knowledge of each field and what it entails  
B. Have a basic understanding of each field and what it entails  
C. Have a general understanding of the concepts involved in each field  
D. Demonstrate competency in both reading and writing |
| SOC - 1213 | Community Development | This is a course designed to provide students with experience in a public or human service agency, or other appropriate work environment, and to encourage them to recognize the value of their active participation in the service/learning process. This course requires 16 hours of seminar, 40-60 hours of field experience and reflective work in the form of journals and essays. (Course description change effective Fall 2014) | A. Service learning opportunity  
B. Relating their major to the service learning opportunity  
C. Evaluation of their service learning opportunity |
<table>
<thead>
<tr>
<th>SOC- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| SOC - 1513 | Ethnic Relations            | Economic, political, educational, and racial status of ethnic minorities are examined, including relations among ethnic groups. (Course description change effective Fall 2009) (Course description change effective Fall 2014) | A. Social stratification  
B. Theories of racial and ethnic relations  
C. Current issues in ethnic relations |
| SOC - 2113 | Introduction to Sociology   | This course introduces the scientific study of human society and social interaction. Social influences on individuals and groups are examined. (Course description change effective Fall 2009) (Course Title change effective Fall 2014) | A. Basic terms and concepts  
B. Sociological perspectives, theories, and methodologies  
C. Social interaction and structure  
D. Culture and socialization  
E. Social institutions |
| SOC - 2123 | Introduction to Sociology II | Course deleted effective Fall 2014                                                                                                                                                                                   |                                                                         |
| SOC - 2133 | Social Problems             | A study of the theoretical analysis, nature, scope, and effects of contemporary social problems and policy measures used to address them. (Course description change effective Fall 2009) (Course description change effective Fall 2014) | A. Defining social problems  
B. Policy issues relating to social problems  
C. Dynamic nature of social problems  
D. Possible solutions to social problems |
| SOC - 2143 | Marriage and Family         | A study of the development of marriage and family as cultural units in society. (Course description change effective Fall 2014)                                                                                         | A. Functions, dysfunctions, and emerging family systems  
B. Gender roles in families  
C. Love, dating, and mate selection  
D. Communication  
E. Theoretical perspectives |
<p>| SOC - 2153 | The Family                  | Course deleted effective Fall 2014                                                                                                                                                                                      |                                                                         |
| SOC - 2163 |                             | Course code changed to SWK 1113, effective Fall 2009                                                                                                                                                                   |                                                                         |</p>
<table>
<thead>
<tr>
<th>SOC- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
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</table>
| SOC - 2173 | Introduction to Urban Studies | An introductory course outlining life in urban environments from a sociological perspective. Attention will be devoted to urban growth in general, race relations, housing, transportation, government administration, and education and specific role that planning has in influencing urban life. *(New course effective Fall 2018)* | A. Students should be able to demonstrate an understanding of social stratification, social class, and urban and suburban class  
B. Students should be able to demonstrate an understanding of race, ethnicity and gender by gaining knowledge about immigrants, racial and ethnic minorities, and women and urban life  
C. Students should be able to gain knowledge about the urban problems like housing, education and crime and how they impact upon the welfare of our society  
D. Students should be able to demonstrate an understanding of the origins and development of the world's cities in Africa, Asia, Europe, and Latin America and learn about some of the earliest cities.  
E. Students should be able to demonstrate an understanding of current trends of sprawl, edge cities and gated communities that are now shaping cities and suburbs in the U. S. |
| SOC - 2213 | Introductory Anthropology | A survey of major fields and basic principles in the comparative study of mankind.                                                                                                                                                               | A. Cultural anthropology  
B. Physical anthropology  
C. Archeology  
D. Professional application |
<table>
<thead>
<tr>
<th>SOC- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| SOC/PSY/SWK - 2223 | Perspectives on Child Maltreatment and Child Advocacy | This course is the introductory course for child advocacy studies. This course covers the history, legal framework, responses to child maltreatment, and other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. (New course effective Fall 2018) | A. Students will know the definitions of child abuse and neglect and understand the historical trends  
B. Students will be able to identify their own values and perceptions and how these qualities may shape their response to child maltreatment  
C. Students will learn to identify risk factors, including family dynamics and environmental and cultural factors  
D. Students will know the requirements of mandated reporting and consequences for not reporting child maltreatment  
E. Students will become knowledgeable of the types and indicators of child abuse and neglect |
| SOC - 2243    | Cultural Anthropology                           | This course examines human adaption and cultural diversity. The student will explore techniques employed by the anthropologist. (Course description change effective Fall 2009) | A. The concept of culture  
B. The process of enculturation  
C. Theoretical development and contemporary theories  
D. Application of anthropological knowledge |

**Speech and Theatre (SPT)**

<table>
<thead>
<tr>
<th>SPT- No.</th>
<th>UCNS Title</th>
<th>Course &amp; Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPT - 0113</td>
<td>Basic Speaking</td>
<td>Course deleted effective Fall 2014</td>
<td></td>
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</tbody>
</table>
| SPT/COM 1113 | Public Speaking I | Study and practice in making speeches for a variety of public forums. Major emphasis is placed on effective speech preparation and delivery. (Course description change effective Fall 2013)(Prefix change effective Fall 2016) | A. Demonstrate an understanding of the basic factors involved in the communication process  
B. Select speech materials to appeal to a particular audience  
C. Integrate effective oral citations  
D. Arrange speech materials to appeal to a particular audience and to increase speaker effectiveness  
E. Employ appropriate verbal and non-verbal communication to the audience and context  
F. Incorporate effective presentation aids in public speaking |
<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPT/COM 1123</td>
<td>Public Speaking II</td>
<td>A continuation in the study of public speaking with emphasis on research,</td>
<td>A. Analyze significant historical and contemporary speeches</td>
</tr>
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<td></td>
<td></td>
<td>organization and delivery techniques. (Prefix change effective Fall 2016)</td>
<td>B. Evaluate the effectiveness of performances by peers and outside</td>
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<td></td>
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<td></td>
<td>speakers</td>
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<td></td>
<td>C. Demonstrate an advanced understanding of argumentation in a delivered</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>speech</td>
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<td></td>
<td>D. Demonstrate an understanding of rhetorical style in a delivered</td>
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<td></td>
<td></td>
<td></td>
<td>speech</td>
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<td>E. Utilize small group communication concepts in a group presentation</td>
</tr>
<tr>
<td>SPT - 1131</td>
<td>Forensics I</td>
<td>Forensics in an activity course which includes: public speaking, oral</td>
<td>Successfully perform at least one of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interpretation and debate. Students participate in intercollegiate or</td>
<td>A. Prose interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>community forensic contests and debate tournaments.</td>
<td>B. Dramatic interpretation</td>
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<td></td>
<td>C. Program interpretation</td>
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<td></td>
<td></td>
<td></td>
<td>D. Classroom or intercollegiate debate</td>
</tr>
<tr>
<td>SPT - 1141</td>
<td>Forensics II</td>
<td>A continuation of SPT 1131.</td>
<td>Successfully perform at least one of the following:</td>
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<td></td>
<td></td>
<td></td>
<td>A. Prose interpretation</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>B. Dramatic interpretation</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>C. Program interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D. Classroom or intercollegiate debate</td>
</tr>
<tr>
<td>SPT - 1153</td>
<td>Voice, Diction and Phonetics</td>
<td>A study of the International Phonetic Alphabet and training in the phonetic</td>
<td>A. Transcribe dictated words using IPA (International Phonetic</td>
</tr>
<tr>
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<td></td>
<td>transcription of speech for improvement of voice and diction. Includes</td>
<td>Alphabet) phonetic symbols</td>
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<tr>
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<td>physical characteristics and production of sounds in American English,</td>
<td>B. Pronounce words written in IPA symbols</td>
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<td></td>
<td>auditory training, articulation and standard pronunciations, and voice</td>
<td>C. Compare the sounds that he/she produces while speaking with</td>
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<tr>
<td></td>
<td></td>
<td>production.</td>
<td>Standard American English sounds</td>
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<td>D. Change his/her own sound production through practice and drills</td>
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<td>E. Use the various characteristics of voice to increase vocal</td>
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<td></td>
<td>expressiveness</td>
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<td>F. Define terminology used in the study of phonetics</td>
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</tbody>
</table>
| SPT - 1163 | Argumentation and Debate | The study and application of basic argumentative techniques; integration of speech techniques through class debates. | A. Recognize the components of an argument and evaluate its strengths and weaknesses  
B. Identify and analyze issues, cases, and propositions  
C. Conduct effective and credible library and on-line research  
D. Organize evidence  
E. Build logical and well supported cases  
F. Identify fallacies within arguments  
G. Participate in academic debate |
| SPT - 1213 | Fundamentals of Theatre Production | A basic course in the management of theatre arts to provide the student with the general knowledge of the collaborative process of mounting and marketing a theatrical production. | A. Select a season  
B. Demonstrate a knowledge of the elements of performance  
C. Summarize marketing and production  
D. Develop and design technical concepts |
| SPT - 1223 | Movement for The Actor | Techniques for stage movement for the actor. | A. Integrate into their process movement techniques  
B. Evaluate movement techniques through written communication |
| SPT - 1233 | Acting I | An introduction to the basic techniques of acting for the stage. (Course description change effective Fall 2013) (Course description change effective Fall 2018) | A. Develop a character through the expressive use of mind, body and voice  
B. Articulate a working vocabulary required of an actor to participate in a staged performance  
C. Analyze dramatic texts for the purpose of character development through written communication |
| SPT - 1241 | Drama Production I | Participation in college drama. Required for theatre majors. | A. Complete a successful performance  
B. Participate in one or more of the following:  
1. Theatre management  
2. Design  
3. Acting  
4. Technical theatre  
5. Maintenance of theatre space and equipment |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Participation Description</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| SPT - 1251  | Drama Production II        | Participation in college drama. Required for theatre majors.                              | A. Complete a successful performance  
B. Participate in one or more of the following:  
1. Theatre management  
2. Design  
3. Acting  
4. Technical theatre  
5. Maintenance of theatre space and equipment |
| SPT - 1273  | Theatrical Makeup          | Techniques in the application of makeup for the stage.                                     | Students will demonstrate techniques regarding:  
1. Color  
2. Contour  
3. Style  
4. Shape  
5. Texture |
| SPT - 2111  | Forensics III              | A continuation of SPT 1141.                                                               | Successfully perform at least one of the following:  
A. Prose interpretation  
B. Dramatic interpretation  
C. Program interpretation  
D. Classroom or intercollegiate debate |
| SPT - 2121  | Forensics IV               | A continuation of SPT 2111.                                                               | Successfully perform at least one of the following:  
A. Prose interpretation  
B. Dramatic interpretation  
C. Program interpretation  
D. Classroom or intercollegiate debate |
| SPT - 2143  | Oral Interpretation        | Training is given in the techniques of oral interpretative presentation, its theories and practices. | A. Build an understanding of a variety of forms of literature  
B. Maximize use of voice and body as a means of communicating literature  
C. Construct story telling skills verbally and non-verbally |
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| SPT/COM 2173 | Interpersonal Communication | Theory and Analysis of dyadic relationships (one-on-one interactions). The course explores topics such as perception, listening, conflict management, relationship building and maintenance, and relational power. (Course description change effective Fall 2013) | A. Define the basic concepts and theories relevant to interpersonal communication  
B. Identify examples of interpersonal concepts in everyday life  
C. Demonstrate knowledge and skills for enhancing interpersonal communication competence  
D. Explain various strategies for effectively solving interpersonal communication problems |
| SPT - 2223  | Stagecraft            | Implementation and application of all technical elements of production, design and operation. (Course description change effective Fall 2018)                                                               | Students will demonstrate skills in:  
A. Set Construction  
B. Lighting Implementation  
C. Sound  
D. Costuming |
| SPT - 2233  | Theatre Appreciation  | An introduction of the cultural, historical and social aspects of drama. Class content provides an appreciation of theatre and performance art to develop audience standards through demonstration of the unique characteristics of theatre. A fine arts elective. | A. Distinguish the different characteristics of theatre as an art form  
B. Examine different periods of theatre history  
C. Survey multiple types of dramatic literature and performances  
D. Explain the relationships between key collaborators in a theatrical production |
| SPT - 2241  | Drama Production III  | Participation in college drama. Required for theatre majors.                                                                                                                                                 | A. Complete a successful performance  
B. Participate in one or more of the following:  
1. Theatre management  
2. Design  
3. Acting  
4. Technical theatre  
5. Maintenance of theatre space and equipment |
| SPT - 2251  | Drama Production IV    | Participation in college drama. Required for theatre majors.                                                                                                                                                 | A. Complete a successful performance  
B. Participate in one or more of the following:  
1. Theatre management  
2. Design  
3. Acting  
4. Technical theatre  
5. Maintenance of theatre space and equipment |
| SPT - 2263  | Directing             | The student will learn the fundamentals of directing such as script analysis, conceptualization, staging scheduling and communication.                                                                      | A. Analyze scripts  
B. Integrate blocking techniques  
C. Utilize technical collaboration  
D. Coordinate all aspects of production |
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Goals</th>
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</thead>
</table>
| SPT - 2283  | Acting II              | Continued training in the techniques of role preparation and character development through concentrated monologue and scene work. | A. Integrate techniques and practices mastered in Acting I  
B. Further examine acting techniques  
C. Compile a written analysis of presentations and/or performances |
| SPT - 2313  | Playwriting            | Practice in the fundamentals of dramatic composition. Reading, discussion, and analysis of written work, as well as an emphasis on original work. (Effective Fall 2010) | A. Analyze a previously written play  
B. Write a play script with realistic characters and plot development |
| SPT - 2323  | The History of Theatre | Course deleted effective Fall 2018                                         |                                                                      |
| SPT - 2333  | Introduction to Dramatic Arts | Course deleted effective Fall 2013                                         |                                                                      |