

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

**EFFECTIVE FALL 2022**

Mississippi Community College Board

3825 Ridgewood Road

Jackson, MS 39211

## Table of Contents

Summary of Effective Changes .....	3
SYSTEM OF IDENTIFYING COURSES .....	5
UNIFORM COURSE NUMBERING REQUEST FORM .....	7
Course Descriptions and Student Learning Outcomes .....	8
Accounting (ACC) .....	8
Air Force (AFR) .....	9
Agriculture (AGR) .....	11
Anthropology (ANR) .....	14
Applied Technology Education (ATE) .....	15
Army (ROTC).....	15
ART (ART) .....	17
Aviation Management (AVM) .....	21
Biology (BIO) .....	24
Business Administration (BAD) .....	46
Business and Office Administration (BOA) .....	52
Chemistry (CHE) .....	53
Cooperative Education (COE).....	63
<i>Special Note: Credit may be assigned to these courses at the discretion of each college.</i> .....	63
Communications (COM).....	65
Computer Science (CSC).....	68
Criminal Justice (CRJ) .....	73
Dance (DAN).....	77
Economics (ECO) .....	80
Education (EDU) .....	81
Educational Psychology (EPY) .....	83
Engineering (EGR) .....	84
English (ENG).....	86
Family and Consumer Science (FCS) .....	91
Forensic Science (FSC).....	94
Geography (GEO) .....	95
Geology (GLY).....	96
Graphics and Drawing (GRA).....	100
Health, Physical Education and Recreation (HPR) .....	101

History (HIS) .....	112
Honors (HON).....	114
Humanities (HUM) .....	116
Industrial Arts, Industrial Education (IED).....	116
Journalism (JOU) .....	118
Leadership (LEA) .....	119
Learning and Life Skills (LLS) .....	121
Library and Science (LIS) .....	124
Mathematics (MAT) .....	125
Modern and Foreign Language (MFL) – (ACTFL World-Readiness Standards for Learning Languages) .....	133
Music Applied (MUA).....	145
(Brass, Guitar, Organ, Percussion, Piano, Strings, Voice and Woodwinds) .....	145
Music Foundations (MUS).....	178
(Education, History, Literature, and Theory) .....	178
Music Organizations (MUO).....	186
(Band, Small Band Groups, Stage Band, Choir, Small Singing Groups) .....	186
Paralegal (PLG) .....	192
Parks and Recreation (PRM) .....	193
Philosophy and Bible (PHI).....	194
Physics (PHY) .....	196
Political Science (PSC) .....	208
Polymers (POS).....	208
Psychology (PSY) .....	209
Reading (REA).....	211
Social Work (SWK).....	214
Sociology (SOC) .....	214
Speech and Theatre (SPT) .....	218

## Summary of Effective Changes

### Course Description Changes:

BIO	1113	Principles of Biology I, Lecture
BIO	1114	Principles of Biology I, Lecture and Laboratory
BIO	1124	Principles of Biology II, Lecture and Laboratory
BIO	1133	General Biology I, Lecture
BIO	1143	General Biology II, Lecture
BIO	1523	Principles of Anatomy and Physiology II, Lecture
BIO	1524	Principles of Anatomy and Physiology II, Lecture and Laboratory
BIO	1533	Survey of Anatomy and Physiology, Lecture
BIO	1534	Survey of Anatomy and Physiology, Lecture and Laboratory
BIO	1711	Biomedical Research I
BIO	1721	Biomedical Research II
BIO	2523	Anatomy and Physiology II, Lecture
CHE	1311	Principles of Chemistry I, Laboratory
CHE	1313	Principles of Chemistry I, Lecture
CHE	1314	Principles of Chemistry I, Lecture and Laboratory
CHE	1321	Principles of Chemistry II, Laboratory
CHE	1323	Principles of Chemistry II, Lecture
CHE	1324	Principles of Chemistry II, Lecture and Laboratory
CHE	2411	Introductory Organic Chemistry, Laboratory
CHE	2413	Introductory Organic Chemistry, Lecture
CHE	2414	Introductory Organic Chemistry, Lecture and Laboratory
CHE	2421	Organic Chemistry I, Laboratory
CHE	2424	Organic Chemistry I, Lecture and Laboratory
CHE	2431	Organic Chemistry II, Laboratory
CHE	2434	Organic Chemistry II, Lecture and Laboratory
CSC	1133	Computer Applications II
EGR	1113	Introduction to Engineering
EGR	1123	Introduction to Engineering Design
MAT	0111	Math Lab 1
MAT	0121	Math Lab 2
MAT	0123	Beginning Algebra
MAT	0131	Math Lab 3
MAT	1033	Technical Mathematics
MAT	1133	Pre-College Algebra
MAT	1233	Intermediate Algebra
MAT	1313	College Algebra
MAT	1333	Finite Mathematics
MAT	1343	Pre-calculus
MAT	1513	Business Calculus I
MAT	1523	Business Calculus II
MAT	1611	Calculus I, Laboratory
MAT	1613	Calculus I
MAT	1621	Calculus II, Laboratory
MAT	1623	Calculus II
MAT	1723	Real Number System
MAT	1733	Geometry, Measurement, and Probability
MAT	1743	Problem Solving with Real Numbers
MAT	1753	Quantitative Reasoning
MAT	1815	Calculus I-A

MAT	1825	Calculus II-A
MAT	2323	Statistics
MAT	2513	Elementary Mathematical Analysis
MAT	2613	Calculus III
MAT	2623	Calculus IV
MAT	2815	Calculus III-A
PHY	2253	Physical Science II, Lecture
PHY	2254	Physical Science II, Lecture and Laboratory
PHY	2313	Physics I, Lecture and Laboratory
PHY	2323	Physics II, Lecture and Laboratory
PHY	2333	Physics III, Lecture and Laboratory
PHY	2413	General Physics I, Lecture
PHY	2414	General Physics I, Lecture and Laboratory
PHY	2423	General Physics II, Lecture
PHY	2424	General Physics II, Lecture and Laboratory
PHY	2513	General Physics I-A, Lecture
PHY	2514	General Physics I-A, Lecture and Laboratory
PHY	2523	General Physics II-A, Lecture
PHY	2524	General Physics II-A, Lecture and Laboratory

**Deleted Courses:**

MAT	1111	Basic Graphing Calculator
MAT	1121	Advanced Graphing Calculator

**New Courses:**

GLY	1114	Physical Geology, Lecture and Laboratory
GLY	1124	Historical Geology, Lecture and Laboratory

## 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)

ACC - No.	UCNS Title	Course & Description	Outcomes
ACC -1114	<b>Secretarial Accounting</b>	Course deleted effective Fall 2015	
ACC - 2113	<b>Introduction to Financial Accounting</b>	Course deleted effective Fall 2015	
ACC - 2213	<b>Principles of Accounting I</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of accounting principles and practices</li> <li>B. Process information through the accounting cycle</li> <li>C. Prepare and interpret financial statements</li> <li>D. Identify internal controls and ethics</li> <li>E. Analyze and record transactions of current and plant assets and current liabilities</li> </ul>
ACC - 2223	<b>Principles of Accounting II</b>	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)	<ul style="list-style-type: none"> <li>A. Analyze and record transactions of debt and equity financing</li> <li>B. Differentiate between corporations, partnerships, and LLC's</li> <li>C. Prepare and interpret statement of cash flows</li> <li>D. Analyze financial statements</li> <li>E. Distinguish between the types of manufacturing business accounting systems</li> <li>F. Apply managerial-decision making techniques</li> </ul>

## Air Force (AFR)

AFR - No.	UCNS Title	Course & Description	Outcomes
AFR – 1112	<b>Heritage and Values of the United States Air Force I</b>	One-hour lecture. A survey course (w/lab) designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Two-hour lab. A dynamic and integrated grouping of leadership development activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the Air Force Reserve Officers Training Corps (AFROTC) academic program. (Title change effective Fall 2009) (Prefix, title and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Remember and explain the history and structure of the US Air Force</li> <li>B. Learn and apply effective communication skills (listening, speaking, writing) appropriate in the Air Force environment</li> <li>C. Recognize and practice ethical leadership, followership, in accordance with Air Force core values, standards, and institutional competencies</li> <li>D. Describe and exhibit “warrior ethos”—behaviors consistent with an officer in the Profession of Arms</li> </ul>
AFR – 1121	<b>Leadership Lab I</b>	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)	<ul style="list-style-type: none"> <li>A. Development of a practicum experience</li> <li>B. Group Dynamics</li> <li>C. Problem Resolution</li> </ul>
AFR – 1212	<b>Heritage and Values of the United States Air Force II</b>	One-hour lecture. A survey course (w/lab) designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Two-hour lab. A dynamic and integrated grouping of leadership development activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the Air Force Reserve Officers Training Corps (AFROTC) academic program. (Title change effective Fall 2009) (Prefix, title, and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Remember and explain the history and structure of the US Air Force</li> <li>B. Learn and apply effective communication skills (listening, speaking, writing) appropriate in the Air Force environment</li> <li>C. Recognize and practice ethical leadership, followership, in accordance with the Air Force core values, standards, and institutional competencies. Describe and exhibit “warrior ethos”—behaviors consistent with an officer in the Profession of Arms</li> </ul>

<b>AFR - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>AFR – 1221</b>	<b>Leadership Lab II</b>	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)	<ul style="list-style-type: none"> <li>A. Development of a practicum experience</li> <li>B. Group Dynamics</li> <li>C. Problem Resolution</li> </ul>
<b>AFR – 2112</b>	<b>Team Leadership and Fundamentals I</b>	A focus on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The course will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. (Title change effective Fall 2009) (Prefix, title, and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Discuss and apply fundamentals of leadership consistent with Air Force Institutional Competencies</li> <li>B. Learn and apply principles to foster collaborative relationships, build teams, and negotiate outcomes</li> <li>C. Apply effective communication skills (listening, speaking, writing) appropriate in the Air Force environment</li> </ul>
<b>AFR - 2121</b>	<b>Leadership Lab III</b>	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)	<ul style="list-style-type: none"> <li>A. Development of a practicum experience</li> <li>B. Group Dynamics</li> <li>C. Problem Resolution</li> </ul>

<b>AFR - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>AFR - 2212</b>	<b>Team and Leadership Fundamentals II</b>	One-hour lecture. Lecture provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare cadets for field training and leadership positions in the detachment. Two-hour lab. A dynamic and integrated grouping of leadership development activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. (Title change effective Fall 2009) ) (Prefix, title, and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Discuss and apply fundamentals of leadership consistent with Air Force Institutional Competencies</li> <li>B. Learn and apply principles to foster collaborative relationships, build teams, and negotiate outcomes'</li> <li>C. Apply effective communication skills (listening, speaking, writing) appropriate in the Air Force environment</li> </ul>
<b>AFR - 2221</b>	<b>Leadership Lab IV</b>	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)	<ul style="list-style-type: none"> <li>A. Development of a practicum experience</li> <li>B. Group Dynamics</li> <li>C. Problem Resolution</li> </ul>

### Agriculture (AGR)

<b>AGR - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>AGR - 1111</b>	<b>Survey of Agriculture</b>	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)	<ul style="list-style-type: none"> <li>A. Interview for jobs in Agriculture</li> <li>B. Prepare a resume</li> <li>C. Explore career opportunities in agriculture</li> <li>D. Develop leadership skills through agriculture club activities</li> <li>E. Interact with people working in Agriculture related fields through guest speakers</li> </ul>

<b>AGR - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>AGR - 1214</b>	<b>Animal Science</b>	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)	<ul style="list-style-type: none"> <li>A. Relate animal agriculture to the economy, health and well-being of man</li> <li>B. Understand fundamental principles of reproduction and genetics and how this is related to selecting and mating of animals</li> <li>C. Describe the anatomy and physiology of farm animals</li> </ul>
<b>AGR - 1313</b>	<b>Plant Science</b>	Scientific principles as the basis for practice in producing, handling, processing, marketing, and utilizing agronomic and horticultural crops.	<ul style="list-style-type: none"> <li>A. Explain the role of higher plants in the world and the development of Agriculture</li> <li>B. Identify the structure of higher plants</li> <li>C. Describe the vegetative and reproductive growth</li> <li>D. Understand basic plant physiology</li> <li>E. Recognize biological pest and crop plants</li> <li>F. Name and classify plants</li> </ul>
<b>AGR - 1413</b>	<b>Farm Machinery</b>	Course deleted effective Fall 2010	
<b>AGR - 1523</b>	<b>Introduction To Forestry</b>	The history and development of forestry in the United States. Introduction to career opportunities and to the field of forestry.	<ul style="list-style-type: none"> <li>A. Understand the history of forestry practices in the U.S.</li> <li>B. Describe the general botany and chemistry for forestry</li> <li>C. Discern the diseases and pests of trees</li> <li>D. Understand the GPS/GIS applications in forestry land measurement and mapping</li> </ul>
<b>AGR - 1812</b>	<b>Western Equitation</b>	Course deleted effective Fall 2010	
<b>AGR - 2113</b>	<b>Poultry Production Internship</b>	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)	<ul style="list-style-type: none"> <li>A. To ensure that students are prepared to manage people and resources vital to the Poultry Production Industry</li> <li>B. Students should develop creative thinking skills that will allow them to develop solutions for complex real-world problems</li> </ul>

<b>AGR - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>AGR - 2123</b>	<b>Poultry Processing Internship</b>	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)	<ul style="list-style-type: none"> <li>A. To ensure that students are prepared to manage people and resources vital to the Poultry Processing Industry</li> <li>B. Students should develop creative thinking skills that will allow them to develop solutions for complex real-world problems</li> </ul>
<b>AGR - 2223</b>	<b>Feeds and Feeding</b>	The general basic principles of feeding farm animals; feeding standards; composition and nutritive value of feeds; compilation and preparation of rations.	<ul style="list-style-type: none"> <li>A. Compare and contrast the different types of digestive systems of livestock</li> <li>B. List and explain the different classification of nutrients</li> <li>C. Understand basic nutrient composition of feedstuffs</li> <li>D. Explain the different harvesting, processing and storage of various feedstuffs</li> <li>E. Differentiate the various feeding of different livestock production stages</li> </ul>
<b>AGR - 2253</b>	<b>Livestock Judging and Evaluation</b>	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)	<ul style="list-style-type: none"> <li>A. Organize and deliver oral reasons using comparative terms and criticisms to describe differences in breeding and market animals</li> <li>B. Evaluate breeding and market classes of swine, beef cattle, and sheep</li> <li>C. Evaluate breeding, working, and halter classes of stock horses</li> </ul>
<b>AGR - 2314</b>	<b>Basic Soils</b>	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.	<ul style="list-style-type: none"> <li>A. Understand the history and formation of soils from parent materials</li> <li>B. Comprehend the principles of soil fertility and nutrient management</li> <li>C. Recognize various soil/water interactions</li> <li>D. Understand soil physical and biological properties</li> <li>E. Interpret soil chemistry</li> <li>F. Grasp the concepts of soil erosion and conservation</li> </ul>
<b>AGR - 2333</b>	<b>Soil Management and Conservation</b>	Course deleted effective Fall 2010	
<b>AGR - 2343</b>	<b>Forest Measurements</b>	Course deleted effective Fall 2010	

AGR - No.	UCNS Title	Course & Description	Outcomes
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.	<ul style="list-style-type: none"> <li>A. Identify the role and functions of management</li> <li>B. Apply and identify the formats used as tests for the financial health of the farm</li> <li>C. Identify and apply the economic principles as pertaining to a farm</li> <li>D. Construct a farm plan and budgets for a farm</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Define agricultural economics</li> <li>B. Understand the structure and performance of economics as applied to the food and fiber system</li> <li>C. Compare and contrast supply and demand</li> <li>D. Understand producer decision making based on single and variable inputs</li> <li>E. Identify production costs and price determination</li> <li>F. Describe the effects of government influence on the food and fiber marketplace</li> </ul>

### Anthropology (ANR)

ANR/SOC - No.	UCNS Title	Course & Description	Outcomes
ANR/SOC – 2213	Introduction to Anthropology	A survey of the four fields and applied anthropology in the comparative study of humanity. (Prefix, title, and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Understand cultural anthropology</li> <li>B. Explain biological anthropology</li> <li>C. Examine archeology</li> <li>D. Discuss linguistic anthropology</li> <li>E. Review professional application</li> </ul>
ANR/SOC – 2243	Cultural Anthropology	This course examines human culture and cultural diversity. The student will explore techniques employed by the anthropologist. (Prefix and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Understand and apply the concept of culture and enculturation</li> <li>B. Examine the history of anthropology and apply anthropological theories</li> <li>C. Apply anthropological knowledge</li> </ul>

## Applied Technology Education (ATE)

ATE -No.	UCNS Title	Course & Description	Outcomes
ATE - 1113	<b>Introduction to Science and Technology</b>	A survey of modern technology applications with specific emphasis on problem solving and career opportunities.	<ul style="list-style-type: none"> <li>A. To identify career opportunities in science and technology</li> <li>B. To utilize skills, tools, equipment, and software through exploration and discovery within science and technology</li> </ul>

## Army (ROTC)

AMR -No.	UCNS Title	Course & Description	Outcomes
AMR - 1112	<b>Foundations of Officership, Lecture and Lab</b>	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 recommended physical training. (Course code, title, and course description change effective Fall 2010) (Prefix and course description change effective Fall 2015) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Identify the leader attributes and core leader competencies of the Army Leadership Requirements Model</li> <li>B. List and define the seven Army Values and the standards for the Army Physical Fitness Test (APFT)</li> <li>C. Define the basic elements of time and stress management</li> <li>D. Explain the importance of being a model citizen as an Army officer</li> <li>E. Describe the importance of military customs, courtesies, duties, and traditions</li> </ul>
AMR - 1122	<b>Basic Leadership, Lecture and Lab</b>	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)	<ul style="list-style-type: none"> <li>A. Distinguish between leadership attributes and core leader competencies</li> <li>B. Illustrate how a leader leads, develops, and achieves</li> <li>C. Explain how values impact leadership</li> <li>D. Describe the importance of Warrior Ethos for effective leadership</li> <li>E. Develop personal mission statements and goals</li> <li>F. Explain the basic elements of Army communication</li> <li>G. Explain the importance of personal development for officership</li> <li>H. Identify symbols and colors on a military map</li> <li>I. List the seven steps of problem solving</li> </ul>



AMR -No.	UCNS Title	Course & Description	Outcomes
AMR - 2111	Individual Leadership Studies, Lab	Course code, title and course description change effective Fall 2010 (Course deleted effective Fall 2015)	
AMR - 2113	Individual Leadership Studies, Lecture and Lab	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)	<ul style="list-style-type: none"> <li>A. Describe the characteristics of team development, effective communication, and time management</li> <li>B. Deliver a formal information briefing</li> <li>C. Apply Army values and ethics</li> <li>D. Explain the Principles of War</li> <li>E. List the seven steps of problem solving</li> <li>F. List the eight troop leading procedures <ul style="list-style-type: none"> <li>Understand the linkage between Troop Leading Procedures (TPL), and the Military Decision Making Process (MDMP), and the Operation Order (OPORD)</li> </ul> </li> </ul>
AMR - 2121	Leadership and Teamwork, Lab	(New course effective Fall 2010) (Course deleted effective Fall 2015)	
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)	<ul style="list-style-type: none"> <li>A. Describe methods of assessing leadership styles</li> <li>B. Explain the Army Values and the Army's Consideration of Others (CO2) program</li> <li>C. Practice effective writing techniques in accordance with the Army standard for effective writing</li> <li>D. Define and understand the eight troop leading procedures</li> <li>E. Explain the relationship between leadership, values, and officership</li> <li>F. Execute both map reading and land navigation techniques</li> <li>G. Perform basic leadership skills and squad tactics</li> <li>H. Perform the Army's Physical Readiness Training (PRT) program</li> <li>I. Complete the Army Physical Fitness Test (APFT)</li> </ul>

## ART (ART)

ART-No.	UCNS Title	Course & Description	Outcomes
ART - 1113	Art Appreciation	A course designed to provide an understanding and appreciation of the visual arts.	<ul style="list-style-type: none"> <li>A. Evaluate elements and principals of art</li> <li>B. Interpret works of art</li> <li>C. Distinguish visual arts media</li> <li>D. Develop a working visual art vocabulary</li> <li>E. Understand the functions of art in its historical context</li> </ul>
ART - 1213	Introductory Art	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)	<ul style="list-style-type: none"> <li>A. Evaluate elements and principals of art</li> <li>B. Develop a working visual arts vocabulary</li> <li>C. Plan and develop hands-on projects in various mediums</li> </ul>
ART - 1313	Drawing I	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)	<ul style="list-style-type: none"> <li>A. Explore a variety of wet and dry media</li> <li>B. Develop compositional understanding through gesture</li> <li>C. Express values to represent depth, mass and space</li> <li>D. Apply line to create form through contour</li> </ul>
ART - 1323	Drawing II	Continuation of skills from Drawing I with an introduction to color and further study of composition. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Apply Compositional skills</li> <li>B. Utilize color media</li> <li>C. Illustrate visual problem solving</li> </ul>
ART - 1383	Photography I	An introduction to the theory, practice, and history of photography with emphasis on basic camera and darkroom processes. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Identify the functions of cameras</li> <li>B. Introduce black and white film developing and printing</li> <li>C. Identify historical styles of photography</li> </ul>
ART - 1393	Photography II	Continuation of physical principals and techniques introduced in Photography I. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Employ experimental and traditional techniques</li> <li>B. Increase knowledge of history and styles of photography</li> </ul>
ART - 1433	Design I	Introduction to the fundamentals of two-dimensional design with emphasis in black and white media. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Apply the elements to original compositions</li> <li>B. Demonstrate knowledge of the principles of design</li> <li>C. Employ effective craftsmanship</li> </ul>

<b>ART-No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>ART - 1443</b>	<b>Design II</b>	Continuation of Design I with emphasis in color theory. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Apply the elements to original compositions in color</li> <li>B. Demonstrate knowledge of the principles of color design</li> <li>C. Employ effective craftsmanship</li> </ul>
<b>ART - 1453</b>	<b>Three Dimensional Design</b>	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.	<ul style="list-style-type: none"> <li>A. Demonstrate 3-D problem solving skills in relation to elements and principals of design</li> </ul>
<b>ART - 1513</b>	<b>Computer Art</b>	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.	<ul style="list-style-type: none"> <li>A. Survey basic Macintosh skills</li> <li>B. Apply methods in using the computer to create art</li> <li>C. Utilize selected art software emphasizing Adobe Photoshop</li> </ul>
<b>ART - 1811/1821</b>	<b>Exhibition Class I and II</b>	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)	<ul style="list-style-type: none"> <li>A. Prepare work for archival storage, presentations and exhibition</li> <li>B. Arrange a display or exhibition of art</li> </ul>
<b>ART - 1913</b>	<b>Art for Elementary Teachers</b>	Development of essential concepts of children's art education in compliance with the National Standards for Arts Education.	<ul style="list-style-type: none"> <li>A. Define elements and principles of art</li> <li>B. Develop lesson and unit plans</li> <li>C. Demonstrate basic art skills</li> <li>D. Survey basic art history</li> <li>E. Distinguish developmental stages in children</li> </ul>
<b>ART - 2113</b>	<b>The Arts and Culture</b>	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)	<ul style="list-style-type: none"> <li>A. Increase cultural awareness</li> <li>B. Interact with art in context</li> <li>C. Explore arts and culture of the region</li> <li>D. Document cultural experience</li> </ul>
<b>ART - 2353</b>	<b>Figure Drawing I</b>	A study of proportion in the human figure through the use of gesture, contour, and value. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Draw from observation</li> <li>B. Utilize proportion, gesture and foreshortening in the human figure</li> </ul>

<b>ART-No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>ART/FCS 2413</b>	<b>Introduction to Interior Design</b>	An introduction to the field of interior design with emphasis on processes, materials, and design solutions. (New course effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Indicate an understanding of the interior design profession, career specializations, and professional organizations</li> <li>B. Recognize design processes and scope of services in and related to interior design</li> <li>C. Indicate a working knowledge of space planning in residential and commercial interiors</li> <li>D. Successfully create a residential plan along with major components which visually represent the design concept</li> <li>E. Use the appropriate vocabulary and communication skills to formally present design projects</li> </ul>
<b>ART - 2433</b>	<b>Communication Arts I</b>	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)	<ul style="list-style-type: none"> <li>A. Apply basic principles of typography</li> <li>B. Develop techniques for illustration</li> <li>C. Plan and execute layouts</li> </ul>
<b>ART - 2463</b>	<b>Communication Arts II</b>	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)	<ul style="list-style-type: none"> <li>A. Apply basic principles of typography</li> <li>B. Strengthen illustration techniques</li> <li>C. Plan and execute layouts</li> </ul>
<b>ART - 2513</b>	<b>Painting I</b>	An introduction to painting compositions and techniques. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Apply compositional concepts to painting media</li> <li>B. Apply color theory to original compositions</li> <li>C. Interpret the use of color through direct observation</li> </ul>
<b>ART - 2523</b>	<b>Painting II</b>	A further study in the compositions, techniques, and concepts in Painting I. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Apply enhanced compositional concepts to painting media</li> <li>B. Apply enhance and color theory to original compositions</li> <li>C. Explore conceptual issues in painting</li> </ul>

<b>ART-No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>ART - 2613</b>	<b>Ceramics I</b>	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.	<ul style="list-style-type: none"> <li>A. Produce hand-built works using the processes of pinch, coil and slab</li> <li>B. Exhibit basic throwing concepts</li> <li>C. Demonstrate an understanding of firing and glazing processes</li> </ul>
<b>ART - 2623</b>	<b>Ceramics II</b>	Continuation of skills introduced in Ceramics I. Emphasis on individual problem solving.	<ul style="list-style-type: none"> <li>A. Focus on problem solving in intermediate ceramic techniques</li> </ul>
<b>ART - 2633</b>	<b>Sculpture I</b>	Study of 3-D media and methods exploring subtractive and additive sculpture process. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Demonstrate sculptural problem solving, while utilizing materials and processes</li> </ul>
<b>ART - 2713</b>	<b>Art History I</b>	Survey course of historical background of art forms from Prehistoric to Renaissance. Emphasis is on painting, architecture, and sculpture as related to history.	<ul style="list-style-type: none"> <li>A. Identify artists</li> <li>B. Interpret works</li> <li>C. Compare styles</li> <li>D. Discuss cultural/historical context</li> <li>E. Compose writing components</li> </ul>
<b>ART - 2723</b>	<b>Art History II</b>	Survey courses of historical background of art forms from Renaissance to present with special emphasis on contemporary expression.	<ul style="list-style-type: none"> <li>A. Identify artists</li> <li>B. Interpret works</li> <li>C. Compare styles</li> <li>D. Discuss cultural/historical context</li> <li>E. Compose writing components</li> </ul>
<b>ART - 2811</b>	<b>Exhibition Class III</b>	A continuation of ART 1821.	<ul style="list-style-type: none"> <li>A. Prepare work for archival storage, presentation and exhibition</li> <li>B. Arrange a display or exhibition of art</li> </ul>
<b>ART - 2821</b>	<b>Exhibition Class IV</b>	A continuation of ART 2811.	<ul style="list-style-type: none"> <li>A. Prepare work for archival storage, presentation and exhibition</li> <li>B. Arrange a display or exhibition of art</li> <li>C. Build a professional portfolio</li> </ul>
<b>ART - 2913</b>	<b>Special Studio</b>	Independent study in an area of special interest. Course designed for the exceptional student. Instructor approval dependent on discipline. Can only take twice.	<ul style="list-style-type: none"> <li>A. Further develop medium and techniques in the discipline</li> <li>B. Create works of art in the discipline</li> </ul>

## Aviation Management (AVM)

AVM -No.	UCNS Title	Course & Description	Outcomes
<b>AVM - 1113</b>	<b>Introduction to Aviation</b>	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)	<ul style="list-style-type: none"> <li>A. Define the aviation environment and the air traffic control environment</li> <li>B. Investigate career opportunities as it relates to aviation technology</li> <li>C. Describe the history and development of the National Airspace System (NAS)</li> <li>D. Describe the airport environment</li> <li>E. Analyze the various navigation systems including ground and satellite based systems</li> <li>F. Discuss the basics of aviation communications.</li> <li>G. Identify aircraft recognition factors (single engine, multi-engine, transport, etc.)</li> </ul>
<b>AVM - 1213</b>	<b>Private Pilot Ground I</b>	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)	<ul style="list-style-type: none"> <li>A. Explain the requirements to ensure an aircraft is fully capable of flight</li> <li>B. Identify aircraft systems and understand flight control input and responses</li> <li>C. Demonstrate the operation and indications of aircraft flight instruments</li> <li>D. Describe the principles of flight and the pilot's environment</li> <li>E. Interpret aviation charts and the symbology used to define geographical and flight features</li> <li>F. Proficiently interpret performance charts from aircraft operating handbooks</li> </ul>
<b>AVM - 1223</b>	<b>Private Pilot Ground II</b>	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)	<ul style="list-style-type: none"> <li>A. Analyze Airplane performance</li> <li>B. Carry out Navigation</li> <li>C. Demonstrate FAA Regulations</li> <li>D. Apply human factors principles</li> <li>E. Demonstrate flying cross country</li> </ul>

AVM -No.	UCNS Title	Course & Description	Outcomes
AVM - 2113	<b>Applied Meteorology</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge and an understanding of:</li> <li>B. Analyze basic weather theory including air masses and weather patterns</li> <li>C. Analyze hazardous weather conditions and its effects on aviation</li> <li>D. Evaluate weather data, including routine weather reports and forecasts</li> <li>E. Understand what weather sources are available to pilots from the Federal Aviation Administration and the National Weather Services</li> <li>F. Compare and contrast if current and forecast weather conditions will allow normal flight</li> </ul>
AVM - 2213	<b>Human Factors</b>	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)	<ul style="list-style-type: none"> <li>A. Apply human factor methods and principles to flight preparation and an actual flight</li> <li>B. Utilize the use of aeronautical decision making procedures to evaluate safety risks</li> <li>C. Utilize the use of aeronautical decision-making procedures to evaluate safety risks</li> <li>D. Justify an understanding of human limitations and how they apply to the aviation environment</li> <li>E. Demonstrate the ability to use all available aviation assets to mitigate critical situations during flight</li> <li>F. Demonstrate the ability to use risk analysis to determine the safest course of action during any adverse situation</li> </ul>

<b>AVM -No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>AVM - 2313</b>	<b>Aircraft Engine Operation</b>	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)	<ul style="list-style-type: none"> <li>A. Assess how Federal Aviation Regulations apply to aircraft engine design and performance standards</li> <li>B. Assess the operational principles of reciprocating, turbine, and turbofan engines</li> <li>C. Recognize the operating conditions and limitations of aircraft engines in the flight environment</li> <li>D. Explain how auxiliary engine electrical and hydraulic systems are powered and controlled</li> </ul>
<b>AVM - 2413</b>	<b>Private Pilot Flight I</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate how to control the aircraft during straight and level flight, turns, climbs and descents</li> <li>B. Model safe habits early on that can be used throughout a flying career</li> <li>C. Improve on basic flying skills by performing aircraft stalls, steep turns, and minimum control airspeed flight</li> <li>D. Plan for solo flight by practicing takeoffs and landings, emergency procedures and ground reference maneuvers</li> <li>E. Pass a flying proficiency progress check and conduct a solo flight</li> <li>F. Design preparations for cross country flights by practicing navigation procedures</li> </ul>
<b>AVM - 2423</b>	<b>Private Pilot Flight II</b>	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)	<ul style="list-style-type: none"> <li>A. Plan for cross-country flights by practicing navigation techniques</li> <li>B. Practice and perform short and soft field takeoffs and landings</li> <li>C. Master night flight and practice flying the aircraft with reference to flight instruments only</li> <li>D. Continue flight progression by conducting cross country flights with an instructor during day and night conditions</li> <li>E. Use navigation skills and personal flight proficiency to conduct a solo cross country flight</li> </ul>



## Biology (BIO)

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1111	Principles of Biology I, Laboratory	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.	A. Develop laboratory skills by performing experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 1113
BIO - 1113	Principles of Biology I, Lecture	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 biology, and genetics. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Describe the concept of the scientific method</li> <li>B. Describe the fundamental principles of basic biological chemistry</li> <li>C. Describe the fundamental principles of cell biology</li> <li>D. Describe the fundamental principles of Mendelian genetics</li> <li>E. Describe the molecular basis for heredity, DNA structure and protein synthesis</li> </ul>
BIO -1114	Principles of Biology I, Lecture and Laboratory	A combined lecture and laboratory 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 biology, and genetics. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Describe the concept of the scientific method</li> <li>B. Describe the fundamental principles of basic biological chemistry</li> <li>C. Describe the fundamental principles of cell biology</li> <li>D. Describe the fundamental principles of Mendelian genetics</li> <li>E. Describe the molecular basis for heredity, DNA structure and replication, and protein synthesis</li> <li>F. Develop laboratory skills by experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in lecture</li> </ul>
BIO - 1121	Principles of Biology II, Laboratory	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.	A. Develop laboratory skills by performing experiments to recognize and observe the concepts listed in BIO 1123, as well as develop the ability to analyze experimental data

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1123	Principles of Biology II, Lecture	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)	<ul style="list-style-type: none"> <li>A. Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments</li> <li>B. Describe the fundamental anatomy and physiology of animals</li> <li>C. Describe the fundamental anatomy and physiology of plants</li> <li>D. Describe the basic principles of ecology and population biology</li> <li>E. Describe the overarching theme of evolution in biology</li> </ul>
BIO - 1124	Principles of Biology II, Lecture and Laboratory	A combined lecture and laboratory course for non-science majors that emphasizes 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments</li> <li>B. Describe the fundamental anatomy and physiology of animals</li> <li>C. Describe the fundamental anatomy and physiology of plants</li> <li>D. Describe the basic principles of ecology and population biology</li> <li>E. Describe the overarching theme of evolution in biology</li> </ul>
BIO - 1131	General Biology I, Laboratory	A laboratory course for science majors that contains experiments and exercises that reinforce the principles introduced in BIO 1133 General Biology I, lecture.	<ul style="list-style-type: none"> <li>A. Develop laboratory skills by performing experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in BIO 1133</li> </ul>
BIO - 1133	General Biology I, 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Describe the concept of the scientific method</li> <li>B. Describe the fundamental principles of basic biological chemistry</li> <li>C. Describe the fundamental principles of cell biology</li> <li>D. Describe the fundamental principles of Mendelian genetics</li> <li>E. Describe the molecular basis for heredity, DNA structure and replication, and protein synthesis</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1134	<b>General Biology I, Lecture and Laboratory</b>	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)	<ul style="list-style-type: none"> <li>A. Describe the concept of the scientific method</li> <li>B. Describe the fundamental principles of basic biological chemistry</li> <li>C. Describe the fundamental principles of cell biology</li> <li>D. Describe the fundamental principles of Mendelian genetics</li> <li>E. Describe the molecular basis for heredity, DNA structure and replication, and protein synthesis</li> <li>F. Develop laboratory skills by performing experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in lecture</li> </ul>
BIO - 1141	<b>General Biology II, Laboratory</b>	A laboratory course for science majors that contains experiments and exercises that reinforce the principles introduced in BIO 1143 General Biology II, Lecture.	<ul style="list-style-type: none"> <li>A. Develop laboratory skills by performing experiments to recognize and observe the concepts listed in BIO 1143, as well as develop the ability to analyze experimental data</li> </ul>
BIO - 1143	<b>General Biology II, Lecture</b>	A lecture course for science majors that expands 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 the domains of life and viruses, including their anatomy and physiology. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments</li> <li>B. Describe the fundamental anatomy and physiology of the domains of life</li> <li>C. Describe the basic principles of ecology and population biology</li> <li>D. Describe the principles of adaptation and evolution in biology</li> </ul>

<b>BIO - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BIO - 1144</b>	<b>General Biology II, Lecture and Laboratory</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and describe the homeostatic mechanisms which allow organisms to survive in their respective environments</li> <li>B. Describe the fundamental anatomy and physiology of the domains of life</li> <li>C. Describe the basic principles of ecology and population biology</li> <li>D. Describe the principles of adaptation and evolution in biology</li> <li>E. Develop laboratory skills by performing experiments through the use of the scientific method and experimentation and analyze data based on the concepts listed in lecture</li> </ul>
<b>BIO - 1211</b>	<b>Environmental Science, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 1213 Environmental Science, Lecture.	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>BIO - 1213</b>	<b>Environmental Science, Lecture</b>	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.	<ul style="list-style-type: none"> <li>A. Describe the relevance of ecological principles to environmental problems</li> <li>B. Describe use of scientific methods in environmental science</li> <li>C. Discuss current environmental issues</li> <li>D. Describe energy-flow processes</li> <li>E. Describe chemical processes as related to the environment</li> <li>F. Describe species/population/</li> <li>G. community interactions</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1214	<b>Environmental Science, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Describe the relevance of ecological principles to environmental problems</li> <li>B. Describe use of scientific methods in environmental science</li> <li>C. Discuss current environmental issues</li> <li>D. Describe energy-flow processes</li> <li>E. Describe chemical processes as related to the environment</li> <li>F. Describe species/population/community interactions</li> <li>G. Develop laboratory skills that allow a student to recognize and observe the concepts taught in lecture, as well as develop the ability to analyze experimental data</li> </ul>
BIO - 1311	<b>Botany I, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 1313 Botany I, Lecture.	<ul style="list-style-type: none"> <li>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</li> </ul>
BIO - 1313	<b>Botany I, Lecture</b>	A lecture course covering the representative groups of the plant kingdom, their anatomy, physiology, taxonomy, and economic importance.	<ul style="list-style-type: none"> <li>A. Describe plant cell structure and organization</li> <li>B. Describe the reproduction, growth and development of plants</li> <li>C. Describe the anatomy and physiology of plants</li> <li>D. Discuss the ecology and evolution of plants</li> <li>E. Describe the diversity and distribution of plant species</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1314	<b>Botany I, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Describe plant cell structure and organization</li> <li>B. Describe the reproduction, growth and development of plants</li> <li>C. Describe the anatomy and physiology of plants</li> <li>D. Discuss the ecology and evolution of plants</li> <li>E. Describe the diversity and distribution of plant species</li> <li>F. Develop laboratory skills that allow a student to recognize and observe the concepts taught in lecture, as well as develop the ability to analyze experimental data</li> </ul>
BIO - 1321	<b>Botany II, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 1323 Botany II, Lecture.	<ul style="list-style-type: none"> <li>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</li> </ul>
BIO - 1323	<b>Botany II, Lecture</b>	A lecture course that emphasizes classification and identification of plants.	<ul style="list-style-type: none"> <li>A. Describe the classification system of botany</li> <li>B. Describe the evolution of plants</li> <li>C. Describe the reproductive processes and sexual life cycles of plants</li> <li>D. Describe anatomy and physiology of different plant, algae, and fungal groups</li> <li>E. Describe ecological systems</li> </ul>
BIO - 1324	<b>Botany II, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Describe the classification system of botany</li> <li>B. Describe the evolution of plants</li> <li>C. Describe the reproductive processes and sexual life cycles of plants</li> <li>D. Describe anatomy and physiology of different plant, algae, and fungal groups</li> <li>E. Describe ecological systems</li> <li>F. Develop laboratory skills that allow a student to recognize and observe the concepts taught in lecture, as well as develop the ability to analyze experimental data</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1511	<b>Principles of Anatomy and Physiology I, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 1513 Principles of Anatomy and Physiology I, Lecture.	<ul style="list-style-type: none"> <li>A. Identify anatomical structures concerning the tissues and integumentary system, skeletal system, muscular system, and nervous system</li> <li>B. Analyze laboratory experiments concerning physiology of the muscular system and nervous system</li> </ul>
BIO - 1513	<b>Principles of Anatomy and Physiology I, Lecture</b>	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.	<ul style="list-style-type: none"> <li>A. Use correct anatomical and physiological terms to describe the human body</li> <li>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</li> <li>C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</li> </ul>
BIO - 1514	<b>Principles of Anatomy and Physiology I, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Use correct anatomical and physiological terms to describe the human body</li> <li>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</li> <li>C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</li> <li>D. Analyze laboratory concepts concerning functions of the muscular system, nervous system, cardiovascular system, endocrine system, respiratory system, digestive system, and urinary system</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1521	<b>Principles of Anatomy and Physiology II, Laboratory</b>	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.	<p>A. Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system.</p> <p>B. Analyze laboratory experiments concerning physiology of the cardiovascular system, endocrine system, respiratory system, digestive system, urinary system.</p>
BIO - 1523	<b>Principles of Anatomy and Physiology II, Lecture</b>	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) (Course description change effective Fall 2022)	<p>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</p> <p>B. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</p>
BIO - 1524	<b>Principles of Anatomy and Physiology II, Lecture and Laboratory</b>	A combined lecture and laboratory 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. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<p>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</p> <p>B. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</p>



BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1531	<b>Survey of Anatomy and Physiology, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in lecture classes. (New course effective Fall 2011)	<ul style="list-style-type: none"> <li>A. Identify anatomical structures concerning the tissues and integumentary system, skeletal system, muscular system, nervous system, cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system</li> <li>B. Analyze laboratory concepts concerning functions of the muscular system, nervous system, cardiovascular system, endocrine system, respiratory system, digestive system, and urinary system</li> </ul>
BIO - 1533	<b>Survey of Anatomy and Physiology, Lecture</b>	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, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems. (New course effective Fall 2011) <b>(Course description change effective Fall 2022)</b>	<ul style="list-style-type: none"> <li>A. Use correct anatomical and physiological terms to describe the human body</li> <li>B. List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, nervous system, cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system that are explored by the course</li> <li>C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1534	<b>Survey of Anatomy and Physiology, Lecture and Laboratory</b>	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, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (New course effective Fall 2011) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Use correct anatomical and physiological terms to describe the human body</li> <li>B. List, describe, and identify the anatomical components and functions of the tissues and integumentary system, skeletal system, muscular system, nervous system, cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system that are explored by the course</li> <li>C. Analyze laboratory concepts concerning functions of the muscular system, nervous system, cardiovascular system, endocrine system, respiratory system, digestive system, and urinary system</li> <li>D. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</li> </ul>
BIO - 1613	<b>Nutrition, Lecture</b>	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)	<ul style="list-style-type: none"> <li>A. Describe the digestive system</li> <li>B. Describe the chemistry and nutritional value of carbohydrates, lipids, and proteins</li> <li>C. Describe the process of assimilation and absorption of major nutrients and how they maintain metabolism and energy balance</li> <li>D. Describe the roles of vitamins, minerals, and water in nutrition</li> <li>E. Discuss diet planning</li> <li>F. Discuss major chronic diseases</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
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, polymerase chain reaction, etc. (New course effective Fall 2018) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Use the scientific process in order to investigate a unique scientific question, devise hypotheses, and collect, analyze, and present data</li> <li>B. Use equipment and instrumentation properly to collect data</li> <li>C. Analyze data appropriately and without bias</li> <li>D. Present data to peers in the form of oral and poster presentations and publications</li> </ul>
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, polymerase chain reaction, etc. (New course effective Fall 2018) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Use the scientific process in order to investigate a unique scientific question, devise hypotheses, and collect, analyze, and present data</li> <li>B. Use equipment and instrumentation properly to collect data</li> <li>C. Analyze data appropriately and without bias</li> <li>D. Present data to peers in the form of oral and poster presentations and publications</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 1813	<b>Medical Terminology for Health Professions</b>	This course is an introduction to medical language used in health professions. Emphasis is placed on learning medical root words, prefixes, and suffixes and applying them to the human body systems in written and verbal communication. (New course effective Fall 2021)	<ul style="list-style-type: none"> <li>A. Identify combining forms, suffixed, prefixes related to the human body systems.</li> <li>B. Construct medical terms correctly using the appropriate word root, suffix, prefix in written and verbal communication.</li> <li>C. Identify abbreviations, symbols, and anatomical terminology related to human body systems, regions, sections, positions, and cavities.</li> <li>D. Identify diagnostic imaging, clinical, surgical, and laboratory procedures related to diseases associated with human body systems.</li> <li>E. Recognize terminology related to diagnoses, tests, and treatment modalities for diseases associated with human body systems.</li> <li>F. Analyze scholarly, peer-reviewed scientific journal articles and similar works, and correctly interpret the terminology presented in these works.</li> </ul>
BIO - 2211	<b>Introduction to Marine Science, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2213 Introduction to Marine Science, Lecture.	<ul style="list-style-type: none"> <li>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</li> </ul>
BIO - 2213	<b>Introduction to Marine Science, Lecture</b>	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.	<ul style="list-style-type: none"> <li>A. Discuss the dynamics of plate tectonics and seafloor characteristics</li> <li>B. Describe the chemical properties of seawater</li> <li>C. Describe physical factors of open ocean circulation</li> <li>D. Discuss zonation of oceans</li> <li>E. Discuss energy flow</li> <li>F. Discuss the taxonomy of local marine biota (plants, vertebrates, and invertebrates)</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 2214	<b>Introduction to Marine Science, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Discuss the dynamics of plate tectonics and seafloor characteristics</li> <li>B. Describe the chemical properties of seawater</li> <li>C. Describe physical factors of open ocean circulation</li> <li>D. Discuss zonation of oceans</li> <li>E. Discuss energy flow</li> <li>F. Discuss the taxonomy of local marine biota (plants, vertebrates, and invertebrates)</li> <li>G. 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 taught in lecture</li> </ul>
BIO - 2231	<b>Applied Aquatic and Terrestrial Ecology, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2233 Applied Aquatic and Terrestrial Ecology, Lecture.	<ul style="list-style-type: none"> <li>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</li> </ul>
BIO - 2233	<b>Applied Aquatic and Terrestrial Ecology, Lecture</b>	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.	<ul style="list-style-type: none"> <li>A. Discuss ecosystem function and management</li> <li>B. Describe population dynamics and predation</li> <li>C. Describe animal behavior, physiology, and diseases</li> <li>D. Discuss habitat management and conservation</li> <li>E. Discuss farm, range, and wildlife harvest</li> </ul>

<b>BIO - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BIO - 2234</b>	<b>Applied Aquatic and Terrestrial Ecology, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Discuss ecosystem function and management</li> <li>B. Describe population dynamics and predation</li> <li>C. Describe animal behavior, physiology, and diseases</li> <li>D. Discuss habitat management and conservation</li> <li>E. Discuss farm, range, and wildlife harvest</li> <li>F. 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 taught in lecture</li> </ul>
<b>BIO - 2311</b>	<b>Dendrology, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2313 Dendrology, Lecture.	<ul style="list-style-type: none"> <li>A. Develop laboratory skills that allow a student to perform experiments and analyze data based on the concepts listed in BIO 2313</li> </ul>
<b>BIO - 2313</b>	<b>Dendrology, Lecture</b>	A lecture course concerning the taxonomy, morphology, ecology, and identification of woody plants.	<ul style="list-style-type: none"> <li>A. Describe the classification and identification method of woody plant</li> <li>B. Describe the anatomy and physiology of woody plants</li> <li>C. Discuss the ecology of woody plants</li> </ul>
<b>BIO - 2314</b>	<b>Dendrology, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Describe the classification and identification method of woody plant</li> <li>B. Describe the anatomy and physiology of woody plants</li> <li>C. Discuss the ecology of woody plants</li> <li>D. Develop laboratory skills that allow a student to perform experiments and analyze data based on the concepts taught in lecture</li> </ul>
<b>BIO - 2411</b>	<b>Zoology I, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2413 Zoology I, Lecture.	<ul style="list-style-type: none"> <li>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</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 2413	Zoology I, Lecture	A lecture course that includes in depth studies of phylogeny and classification systems, protozoa, and major invertebrate phyla.	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of current classification methods and taxonomy</li> <li>B. Describe the evolutionary relationships among animal groups.</li> <li>C. Demonstrate an understanding of the relationship of anatomical form to function within animal groups.</li> <li>D. Recognize adaptations and behaviors that give an animal the ability to successfully occupy a particular habitat or niche</li> <li>E. Recognize the ecological impacts of animal behaviors, establishment of animal communities, and disruptions to a habitat</li> <li>F. Develop an appreciation of animal diversity through study of animal taxonomy and systematics</li> <li>G. Discuss major anatomical and physiology features for protozoa and invertebrate animals</li> </ul>

<b>BIO - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BIO - 2414</b>	<b>Zoology I, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of current classification methods and taxonomy</li> <li>B. Describe the evolutionary relationships among animal groups</li> <li>C. Demonstrate an understanding of the relationship of anatomical form to function within animal groups</li> <li>D. Recognize adaptations and behaviors that give an animal the ability to successfully occupy a particular habitat or niche</li> <li>E. Recognize the ecological impacts of animal behaviors, establishment of animal communities, and disruptions to a habitat</li> <li>F. Develop an appreciation of animal diversity through study of animal taxonomy and systematics</li> <li>G. Discuss major anatomical and physiology features for protozoa and invertebrate animals</li> <li>H. 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 taught in lecture</li> </ul>
<b>BIO - 2421</b>	<b>Zoology II, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2423 Zoology II, Lecture.	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>BIO - 2423</b>	<b>Zoology II, Lecture</b>	A lecture course that includes in-depth studies of vertebrate taxonomy and animal systems. (Course description change effective Fall 2011)	<ul style="list-style-type: none"> <li>A. Discuss major anatomical and physiology features for vertebrate animals</li> <li>B. Discuss animal habitat ranges, ecosystems, and population dynamics</li> <li>C. Demonstrate an understanding of vertebrate classification and taxonomy</li> </ul>



BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 2424	Zoology II, Lecture and Laboratory	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)	<ul style="list-style-type: none"> <li>A. Discuss major anatomical and physiology features for vertebrate animals</li> <li>B. Discuss animal habitat ranges, ecosystems, and population dynamics</li> <li>C. Demonstrate an understanding of vertebrate classification and taxonomy</li> <li>D. 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 taught in lecture</li> </ul>
BIO - 2431	General Zoology, Laboratory	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)	<ul style="list-style-type: none"> <li>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</li> </ul>
BIO - 2433	General Zoology, Lecture	A lecture course that covers phylogeny and classification systems and studies of the invertebrate and vertebrate taxa. (Course code change effective Fall 2011)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of current classification methods and taxonomy.</li> <li>B. Describe the evolutionary relationships among animal groups.</li> <li>C. Demonstrate an understanding of the relationship of anatomical form to function within animal groups.</li> <li>D. Recognize adaptations and behaviors that give an animal the ability to successfully occupy a particular habitat or niche</li> <li>E. Develop an appreciation of animal diversity through study of animal taxonomy and systematics</li> <li>F. Discuss major anatomical and physiological features for protozoa and invertebrate animals</li> <li>G. Discuss major anatomical and physiological features for vertebrate animals</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 2434	<b>General Zoology, Lecture and Laboratory</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of current classification methods and taxonomy</li> <li>B. Describe the evolutionary relationships among animal groups</li> <li>C. Demonstrate an understanding of the relationship of anatomical form to function within animal groups</li> <li>D. Recognize adaptations and behaviors that give an animal the ability to successfully occupy a particular habitat or niche</li> <li>E. Develop an appreciation of animal diversity through study of animal taxonomy and systematics</li> <li>F. Discuss major anatomical and physiological features for protozoa and invertebrate animals</li> <li>G. Discuss major anatomical and physiological features for vertebrate animals</li> <li>H. 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 taught in lecture</li> </ul>
BIO - 2511	<b>Anatomy and Physiology I, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2513 Anatomy and Physiology I, Lecture.	<ul style="list-style-type: none"> <li>A. Identify anatomical structures concerning the tissues and integumentary system, skeletal system, muscular system, and nervous system</li> <li>B. Analyze laboratory experiments concerning physiology of the muscular system and nervous system</li> </ul>

<b>BIO - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BIO - 2513</b>	<b>Anatomy and Physiology I, Lecture</b>	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.	<ul style="list-style-type: none"> <li>A. Use correct anatomical and physiological terms to describe the human body</li> <li>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</li> <li>C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</li> </ul>
<b>BIO - 2514</b>	<b>Anatomy and Physiology I, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Use correct anatomical and physiological terms to describe the human body</li> <li>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</li> <li>C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</li> <li>D. Analyze laboratory experiments concerning physiology of the muscular system and nervous system</li> </ul>
<b>BIO - 2521</b>	<b>Anatomy and Physiology II, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2523 Anatomy and Physiology II, Lecture.	<ul style="list-style-type: none"> <li>A. Identify anatomical structures concerning the cardiovascular system, lymphatic system, immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system.</li> <li>B. Analyze laboratory experiments concerning physiology of the cardiovascular system, endocrine system, respiratory system, digestive system, urinary system.</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 2523	<b>Anatomy and Physiology II, Lecture</b>	A lecture course that includes detailed studies of the anatomy and physiology of the human special senses, endocrine, cardiovascular, lymphatic and immune, respiratory, digestive, and urinary systems, as well as reproduction and development. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Use correct anatomical and physiological terms to describe the human body</li> <li>B. List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic and immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system</li> <li>C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</li> </ul>
BIO - 2524	<b>Anatomy and Physiology II, Lecture and Laboratory</b>	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)	<ul style="list-style-type: none"> <li>A. Use correct anatomical and physiological terms to describe the human body</li> <li>B. List, describe, and identify the anatomical components and functions of the cardiovascular system, lymphatic and immune system, endocrine system, respiratory system, digestive system, urinary system, and reproductive system</li> <li>C. Demonstrate the ability to make connections between body systems and how they relate to the overall function of the human body</li> <li>D. Analyze laboratory experiments concerning physiology of the cardiovascular system, endocrine system, respiratory system, digestive system, urinary system</li> </ul>
BIO - 2611	<b>Cell Biology, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in BIO 2613 Cell Biology, Lecture.	<ul style="list-style-type: none"> <li>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</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 2613	Cell Biology, Lecture	A lecture course providing a comparative study of cell structures among plant, animal and bacterial systems.	<ul style="list-style-type: none"> <li>A. Compare and contrast prokaryotic and eukaryotic cell anatomy and physiology</li> <li>B. Discuss chemical components of the cell and general cell metabolism</li> <li>C. Describe the roles of enzymes in the cell</li> <li>D. Discuss gene regulation of protein synthesis and cellular activities</li> <li>E. Discuss prokaryotic and eukaryotic similarities and differences in the regulation of nucleic acid replication</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Compare and contrast prokaryotic and eukaryotic cell anatomy and physiology</li> <li>B. Discuss chemical components of the cell and general cell metabolism</li> <li>C. Describe the roles of enzymes in the cell</li> <li>D. Discuss gene regulation of protein synthesis and cellular activities</li> <li>E. Discuss prokaryotic and eukaryotic similarities and differences in the regulation of nucleic acid replication</li> <li>F. 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 taught in lecture</li> </ul>
BIO – 2813	Special Topics in Biology	Study and discussion of a selected topic in biology. Content will vary, as this course is a means for classes to explore certain biology-related topics in depth. A detailed course description is available when topics are announced. Courses limited to two offerings under one title within two academic years (New course effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Develop an understanding of a selected topic of biology</li> <li>B. Apply critical thinking skills and problem solving skills to the review and analysis of information relating to the selected topic</li> <li>C. Summarize the societal issues involved with special topics</li> </ul>

<b>BIO - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BIO - 2921</b>	<b>Microbiology, Laboratory</b>	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)	D. 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
<b>BIO - 2923</b>	<b>Microbiology, Lecture</b>	A lecture course providing a comprehensive study of microbial agents to include taxonomy, metabolism, physiology and genetics, concepts of pathogenesis and immunity. (Course description change effective Fall 2017)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of the main classification schemes for prokaryotic, eukaryotic organisms and agents.</li> <li>B. Demonstrate knowledge of microbial growth and metabolism along with the common methods to control such growth</li> <li>C. Demonstrate knowledge of epidemiological concepts and mechanisms</li> <li>D. Demonstrate knowledge of innate and specific immunity</li> <li>E. Demonstrate knowledge of common interactions between microbes and humans, both beneficial and those leading to disease</li> </ul>

BIO - No.	UCNS Title	Course & Description	Outcomes
BIO - 2924	Microbiology, Lecture and Laboratory	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. (Course description change effective Fall 2017)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of the main classification schemes for prokaryotic, eukaryotic organisms and agents</li> <li>B. Demonstrate knowledge of microbial growth and metabolism along with the common methods to control such growth</li> <li>C. Demonstrate knowledge of epidemiological concepts and mechanisms.</li> <li>D. Demonstrate knowledge of innate and specific immunity</li> <li>E. Demonstrate knowledge of common interactions between microbes and humans, both beneficial and those leading to disease</li> <li>F. 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 taught in lecture</li> </ul>

### Business Administration (BAD)

BAD -No.	UCNS Title	Course & Description	Outcomes
BAD - 1113	Introduction to Business	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. (Course description change effective Fall 2009)(Course description change effective Fall 2015)	<ul style="list-style-type: none"> <li>A. Explain current business and economic environment</li> <li>B. Describe entrepreneurship and business structures</li> <li>C. Describe basic concepts of management, marketing, and financial management</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Plan, implement, and participate in a business related project</li> <li>B. Attend guest lectures</li> </ul>

<b>BAD -No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BAD - 1131</b>	<b>Business Seminar II</b>	A continuation of BAD 1121.	<ul style="list-style-type: none"> <li>A. Plan, implement, and participate in a business related project</li> <li>B. Attend guest lectures</li> </ul>
<b>BAD - 1141</b>	<b>Business Seminar III</b>	A continuation of BAD 1131.	<ul style="list-style-type: none"> <li>A. Plan, implement, and participate in a business related project</li> <li>B. Attend guest lectures</li> </ul>
<b>BAD - 1151</b>	<b>Business Seminar IV</b>	A continuation of BAD 1141.	<ul style="list-style-type: none"> <li>A. Plan, implement, and participate in a business related project</li> <li>B. Attend guest lectures</li> </ul>
<b>BAD - 1313</b>	<b>Business Mathematics</b>	Emphasis is placed on the study of the fundamental processes and quantitative reasoning such as 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. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Use mathematical and algebraic functions such as fractions, decimals, and percentages in solving business problems</li> <li>B. Compute interest and finance charges</li> <li>C. Compute commissions, markups, and selling price</li> <li>D. Prepare a bank reconciliation</li> <li>E. Compute personal taxes</li> <li>F. Use quantitative techniques and deductive reasoning to solve business problems</li> </ul>
<b>BAD - 2113</b>	<b>Introduction to International Business</b>	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)	<ul style="list-style-type: none"> <li>A. Define Globalization</li> <li>B. Explain concepts of international business</li> <li>C. Describe how cultural issues impact global business</li> <li>D. Demonstrate knowledge of Foreign Exchange Markets</li> </ul>
<b>BAD - 2213</b>	<b>Introduction to Marketing</b>	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)	<ul style="list-style-type: none"> <li>A. Define marketing</li> <li>B. Describe the marketing process</li> <li>C. Understand the history of marketing theory</li> <li>D. Explain the four P's of marketing</li> </ul>



<b>BAD -No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BAD - 2323</b>	<b>Business Statistics</b>	Introduction to statistical methods of describing, summarizing, comparing, and interpreting data to include probability distributions, sampling estimation, confidence intervals, and hypothesis testing. (Course description change effective Fall 2009) (Course description change effective Fall 2015) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Describe data sets</li> <li>B. Calculate measures of central tendency and variability</li> <li>C. Apply probability calculations</li> <li>D. Differentiate between continuous and discrete distributions</li> <li>E. Calculate confidence intervals</li> <li>F. Perform hypothesis tests</li> </ul>
<b>BAD - 2413</b>	<b>Legal Environment of Business</b>	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)	<ul style="list-style-type: none"> <li>A. Interpret the effects of legal and social environments on business</li> <li>B. Analyze the methods of dispute resolution</li> <li>C. Examine the impact of constitutional &amp; governmental regulation on business</li> <li>D. Understand the elements of Criminal and Civil Law</li> <li>E. Analyze the impact of contract, agency &amp; employment laws &amp; regulations on business</li> </ul>
<b>BAD - 2423</b>	<b>Legal Environment of Business II</b>	Course deleted effective Fall 2015	
<b>BAD - 2513</b>	<b>Introduction to Management</b>	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)	<ul style="list-style-type: none"> <li>A. Explain theories of management</li> <li>B. Differentiate the functions of management</li> <li>C. Demonstrate effective communication in a business enterprise</li> </ul>
<b>BAD - 2523</b>	<b>Personal Financial Management</b>	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)	<ul style="list-style-type: none"> <li>A. Establish personal financial goals</li> <li>B. Prepare &amp; interpret personal financial statements</li> <li>C. Demonstrate the knowledge of time value of money</li> <li>D. Analyze &amp; manage consumer credit choices</li> <li>E. Evaluate the tax implications on financial decisions</li> <li>F. Evaluate life, health, &amp; property insurance needs</li> </ul>

<b>BAD -No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BAD - 2533</b>	<b>Computer Applications in Business and Industry</b>	This course is designed to teach computer applications to include: word processing, electronic spreadsheets, database management, presentation design, and electronic communications. (Course description and title change effective Fall 2009)(Course description change effective Fall 2015) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Utilize word processing software to format and produce documents</li> <li>B. Utilize spreadsheet software to format and produce spreadsheets and associated charts</li> <li>C. Utilize presentation software to format and produce electronic presentations</li> <li>D. Utilize database management software to format and produce databases to include tables, queries, forms, and reports</li> <li>E. Utilize various forms of electronic communication (Canvas, portals, etc.) for assignment submission as well as communication with instructors and the institution</li> </ul>
<b>BAD - 2613</b>	<b>Introduction to Entrepreneurship</b>	An applied business administration course designed to foster creativity and innovation through the integration of 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) (Title and Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explore the concepts of entrepreneurship</li> <li>B. Analyze the business planning process</li> <li>C. Differentiate small business management theories</li> <li>D. Explain financial management techniques</li> <li>E. Identify types of business ownership</li> </ul>
<b>BAD - 2713</b>	<b>Principles of Real Estate</b>	The course is an introduction to the nature of the real estate market, types of ownership of property, contracts, and methods of transfer of title. (Course description change effective Fall 2015)	<ul style="list-style-type: none"> <li>A. Define real property, personal property &amp; fixtures</li> <li>B. Differentiate the types of property ownership</li> <li>C. Identify the methods of title transfer</li> <li>D. Interpret real estate contracts</li> <li>E. Demonstrate a knowledge of the criteria of MS licensing law</li> </ul>

<b>BAD -No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BAD - 2723</b>	<b>Real Estate Law</b>	Designed to give the student a general background in the law of real property and the law of real estate brokerage.	<ul style="list-style-type: none"> <li>A. Interpret the effects of laws and regulations of real estate transactions</li> <li>B. Identify agency relationships, responsibilities &amp; duties of real estate professionals</li> <li>C. Demonstrate a knowledge of MS laws related to real estate transactions</li> <li>D. Prepare contracts which meet law of property requirements</li> </ul>
<b>BAD - 2733</b>	<b>Real Estate Finance</b>	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.	<ul style="list-style-type: none"> <li>A. Identify methods of financing real estate</li> <li>B. Evaluate sources of funds for real estate transactions</li> <li>C. Define the types &amp; contents of financing instruments</li> <li>D. Differentiate the role of various institutions involved in real estate financing</li> </ul>
<b>BAD - 2743</b>	<b>Real Estate Appraisal I</b>	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.	<ul style="list-style-type: none"> <li>A. Identify the purpose and methods of appraising real estate</li> <li>B. Distinguish the theories of valuation</li> <li>C. Solve specific appraisal problems in real estate</li> </ul>
<b>BAD - 2753</b>	<b>Real Estate Appraisal II</b>	Course deleted effective Fall 2015	
<b>BAD - 2763</b>	<b>Property Management</b>	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.	<ul style="list-style-type: none"> <li>A. Identify the functions and responsibilities of property managers</li> <li>B. Distinguish between residential and commercial property management issues</li> <li>C. Solve problems that property managers face</li> <li>D. Identify optimal real estate management practices and techniques</li> </ul>

<b>BAD -No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>BAD - 2813/ BOA- 2613</b>	<b>Business Communications</b>	This course develops written and oral communication skills for future professionals among multicultural audiences with emphasis on principles of writing business messages, generating reports and presentations, and preparing communications for employment. (Course description change effective Fall 2015) (Prefix, title, and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Develop written and oral communication skills</li> <li>B. Create and deliver reports/presentations</li> <li>C. Demonstrate and apply necessary skills to prepare for the employment process</li> <li>D. Develop skills for communicating with a diverse workforce and multicultural audiences</li> </ul>
<b>BAD - 2823</b>	<b>Industrial Human Relations</b>	Course deleted effective Fall 2020	
<b>BAD - 2833</b>	<b>Principles of Training and Development</b>	Course deleted effective Fall 2020	
<b>BAD - 2843</b>	<b>Industrial Safety</b>	Course deleted effective Fall 2020	
<b>BAD - 2853</b>	<b>Business Ethics</b>	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.	<ul style="list-style-type: none"> <li>A. Discuss and compare ethical decision-making frameworks</li> <li>B. Evaluate organizational influences effecting ethical decisions and social responsibility</li> <li>C. Identify and analyze ethical issues</li> <li>D. Integrate ethical considerations into business decision making</li> </ul>
<b>BAD - 2863</b>	<b>Strategies for Technology Training</b>	Course deleted effective Fall 2020	
<b>BAD - 2873</b>	<b>Workforce Development Models</b>	Course deleted effective Fall 2020	

BAD -No.	UCNS Title	Course & Description	Outcomes
BAD/CSC/SOC – 2993	Data Science Literacy	The goal of this course is to allow students from any academic discipline to become literate in the field of data science by understanding the role data scientists and data-science-literate professionals play in improving the performance of institutions, organizations, business, and society. (New course effective Spring 2022)	<ul style="list-style-type: none"> <li>A. Identify key elements and concepts of data science as a field of inquiry</li> <li>B. Outline the data science life cycle, including the source and types of data, datafication, visualization, methods of data analysis, and machine learning</li> <li>C. Explain the data science industry sector, including supporting technologies such as computing and storage; concepts of privacy, confidentiality, and security; and supporting disciplines such as cybersecurity and data governance</li> <li>D. Demonstrate the ways that practitioners and data-science-literate professionals use data science to transform the modern economy in many fields</li> </ul>

### Business and Office Administration (BOA)

BOA - No.	UCNS Title	Course & Description	Outcomes
BOA - 1113	Elementary Typewriting	Course deleted effective Fall 2015	
BOA - 1123	Intermediate Typewriting	Course deleted effective Fall 2015	
BOA - 1313	Filing-Records Management	Course deleted effective Fall 2020	
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)	<ul style="list-style-type: none"> <li>A. Demonstrate use of basic computer equipment, operating system software, and word processing software</li> <li>B. Apply proper keyboarding techniques using the touch typing method</li> <li>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</li> </ul>
BOA - 2113	Advanced Typewriting	Course deleted effective Fall 2015	
BOA - 2413	Administrative Office Practice	Course deleted effective Fall 2020	

BOA - No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Apply word processing skills to produce and format complex business documents with speed and accuracy</li> <li>B. Use advanced word processing functions</li> <li>C. Identify basic principles of design</li> </ul>
BOA - 2543	Word Processing II	Course deleted effective Fall 2015	
BOA - 2553	Desktop Publishing	Course deleted effective Fall 2020	
BOA – 2613/BAD - 2813	Business Communications	This course develops written and oral communication skills for future professionals among multicultural audiences with emphasis on principles of writing business messages, generating reports and presentations, and preparing communications form employment. (Course description change effective Fall 2015) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Develop written and oral communication skills</li> <li>B. Create and deliver reports/presentations</li> <li>C. Demonstrate and apply necessary skills to prepare documents for the employment process</li> <li>D. Develop skills for communication with a diverse workforce and multicultural audiences</li> </ul>
BOA - 2713	Spreadsheet Applications	Course deleted effective Fall 2015	

### Chemistry (CHE)

CHE - No.	UCNS Title	Course & Description	Outcomes
CHE - 1111	Chemistry Survey, Laboratory	A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1113 Chemistry Survey, Lecture.	<ul style="list-style-type: none"> <li>A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 1113</li> </ul>
CHE - 1113	Chemistry Survey, Lecture	A basic chemistry lecture course that covers terminology, measurements, atomic structure, nomenclature, chemical equations and basic stoichiometry.	<ul style="list-style-type: none"> <li>A. Address specific areas where chemistry directly affects human society</li> <li>B. Recognize common examples illustrating how chemistry involves matter and energy changes</li> <li>C. Classify states of matter</li> <li>D. Discuss history of chemistry, scientists and their contributions</li> <li>E. Identify and interpret periodic table of elements</li> </ul>

<b>CHE - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>CHE - 1114</b>	<b>Chemistry Survey, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Recognize specific areas where chemistry directly affects human society</li> <li>B. Recognize common examples illustrating how chemistry involves matter and energy changes</li> <li>C. Classify states of matter</li> <li>D. Discuss history of chemistry, scientists and their contributions</li> <li>E. Identify and interpret periodic table of elements</li> <li>F. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data</li> </ul>
<b>CHE - 1211</b>	<b>General Chemistry I, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1213 General Chemistry I, Lecture.	<ul style="list-style-type: none"> <li>A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 1213</li> </ul>
<b>CHE - 1213</b>	<b>General Chemistry I, Lecture</b>	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)	<ul style="list-style-type: none"> <li>A. Think critically and to use appropriate concepts to analyze qualitatively a problem or situation involving chemistry</li> <li>B. Apply appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Demonstrate how periodic law relates to the behavior, properties and characteristics of the elements and compounds</li> <li>D. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> </ul>

<b>CHE - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>CHE - 1214</b>	<b>General Chemistry I, Lecture and Laboratory</b>	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)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry</li> <li>B. Apply appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Demonstrate how periodic law relates to the behavior, properties and characteristics of the elements and compounds</li> <li>D. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data</li> </ul>
<b>CHE - 1221</b>	<b>General Chemistry II, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1223 General Chemistry II, Lecture.	<ul style="list-style-type: none"> <li>A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 1223</li> </ul>
<b>CHE - 1223</b>	<b>General Chemistry II, Lecture</b>	A lecture course that covers solutions, kinetics, equilibria, thermodynamics, acid-base chemistry, and electrochemistry.	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry</li> <li>B. Apply appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Examine the energetics and dynamics as related to chemical systems</li> <li>D. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> </ul>



CHE - No.	UCNS Title	Course & Description	Outcomes
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.	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry</li> <li>B. Apply appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Examine the energetics and dynamics as related to chemical systems</li> <li>D. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> <li>E. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data</li> </ul>
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. This course cannot be substituted for CHE 1211. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 1313</li> </ul>
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. This course cannot be substituted for CHE 1213. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry</li> <li>B. Apply appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Demonstrate how periodic law relates to the behavior, properties and characteristics of the elements and compounds</li> <li>D. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> </ul>

CHE - No.	UCNS Title	Course & Description	Outcomes
CHE - 1314	<b>Principles of Chemistry I, Lecture and Laboratory</b>	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. This course cannot be substituted for CHE 1211, 1213, or 1214. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry</li> <li>B. Apply appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Demonstrate how periodic law relates to the behavior, properties and characteristics of the elements and compounds</li> <li>D. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> <li>E. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data</li> </ul>
CHE - 1321	<b>Principles of Chemistry II, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1323 Principles of Chemistry II, Lecture. This course cannot be substituted for CHE 1221. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 1323</li> </ul>
CHE - 1323	<b>Principles of Chemistry II, Lecture</b>	A lecture course that emphasizes chemical stoichiometry, gases, solutions, acids/bases, and an introduction to organic chemistry. This course cannot be substituted for CHE 1223. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry</li> <li>B. Apply appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Examine the energetics and dynamics as related to chemical systems</li> <li>D. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> </ul>

CHE - No.	UCNS Title	Course & Description	Outcomes
CHE - 1324	<b>Principles of Chemistry II, Lecture and Laboratory</b>	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. This class cannot be substituted for CHE 1221, 1223, and 1224. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry</li> <li>B. Apply appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Examine the energetics and dynamics as related to chemical systems</li> <li>D. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> <li>E. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data</li> </ul>
CHE - 1411	<b>Organic and Biochemistry Survey, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 1413 Organic and Bio-chemistry Survey, Lecture.	<ul style="list-style-type: none"> <li>A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 1413</li> </ul>
CHE - 1413	<b>Organic and Biochemistry Survey, Lecture</b>	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)	<ul style="list-style-type: none"> <li>A. Identify, name and characterize hydrocarbons, functional groups and isomers</li> <li>B. Use the structural features of organic compounds to predict reactivity</li> <li>C. Examine carbohydrates, proteins and nucleic acids</li> </ul>
CHE - 1414	<b>Organic and Biochemistry Survey, Lecture and Laboratory</b>	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)	<ul style="list-style-type: none"> <li>A. Identify, name and characterize hydrocarbons, functional groups and isomers</li> <li>B. Use the structural features of organic compounds to predict reactivity</li> <li>C. Examine carbohydrates, proteins and nucleic acids</li> <li>D. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data</li> </ul>

CHE - No.	UCNS Title	Course & Description	Outcomes
CHE - 2411	<b>Introductory Organic Chemistry, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in CHE 2413 Introductory Organic Chemistry, Lecture. This course cannot be substituted for CHE 2421. (Course description change effective Fall 2022)	A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 2413
CHE - 2413	<b>Introductory Organic Chemistry, Lecture</b>	A lecture course for students requiring one semester of organic chemistry that covers the fundamentals, which include nomenclature, structure, properties and reactions. This course cannot be substituted for CHE 2423. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	A. Identify, name and characterize hydrocarbons, functional groups and isomers B. Use the structural features of organic compounds to predict reactivity
CHE - 2414	<b>Introductory Organic Chemistry, Lecture and Laboratory</b>	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. This course cannot be substituted for CHE 2421, CHE 2423, and CHE 2424. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	A. Identify, name and characterize hydrocarbons, functional groups and isomers B. Use the structural features of organic compounds to predict reactivity C. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data
CHE - 2421	<b>Organic Chemistry I, Laboratory</b>	A laboratory course that provides students with techniques to characterize, identify, purify, and synthesize organic compounds, as taught in CHE 2423 Organic Chemistry I, Lecture. (Course description change effective Fall 2022)	A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 2423

CHE - No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving organic chemistry</li> <li>B. Determine the name, classification and characteristics of organic chemical species and functionalities</li> <li>C. Resolve how basic reaction mechanisms relate to the relationships between molecular geometry, functional group reactivity and electron movement within organic reactions</li> <li>D. Demonstrate the ability to interpret mass spectrometry and infrared spectra of organic compounds</li> <li>E. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> </ul>

CHE - No.	UCNS Title	Course & Description	Outcomes
CHE - 2424	<b>Organic Chemistry I, Lecture and Laboratory</b>	A combined lecture and laboratory course that covers carbon chemistry, bonding structure and behavior, aliphatic compounds, stereochemistry, reaction mechanisms, and an introduction to spectroscopic methods. Labs associated with this course provide students with techniques to characterize, identify, purify, and synthesize organic compounds. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving organic chemistry</li> <li>B. Determine the name, classification and characteristics of organic chemical species and functionalities</li> <li>C. Resolve how basic reaction mechanisms relate to the relationships between molecular geometry, functional group reactivity and electron movement within organic reactions</li> <li>D. Demonstrate the ability to interpret mass spectrometry and infrared spectra of organic compounds</li> <li>E. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> <li>F. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data</li> </ul>
CHE - 2431	<b>Organic Chemistry II, Laboratory</b>	A laboratory course that uses organic techniques to characterize, identify, purify, and/or synthesize organic compounds, including aromatics and complex compounds taught in CHE 2433. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data based on the concepts listed in CHE 2433</li> </ul>

CHE - No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving organic chemistry</li> <li>B. Determine the name, classification and characteristics of complex organic chemical compounds</li> <li>C. Resolve how reaction mechanisms relate to the relationships between molecular geometry, functional group reactivity and electron movement within organic reactions</li> <li>D. Demonstrate the ability to interpret mass spectrometry and infrared, nuclear magnetic resonance, and ultraviolet spectra of organic compounds</li> <li>E. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> </ul>

CHE - No.	UCNS Title	Course & Description	Outcomes
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 use organic techniques to characterize, identify, purify, and/or synthesize organic compounds, including aromatics and complex compounds. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving organic chemistry</li> <li>B. Determine the name, classification and characteristics of complex organic chemical compounds</li> <li>C. Resolve how reaction mechanisms relate to the relationships between molecular geometry, functional group reactivity and electron movement within organic reactions</li> <li>D. Demonstrate the ability to interpret mass spectrometry and infrared, nuclear magnetic resonance, and ultraviolet spectra of organic compounds</li> <li>E. Analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> <li>F. Develop laboratory skills that allow a student to perform experiments using the scientific method and experimentation and analyzing data</li> </ul>

### Cooperative Education (COE)

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

COE - No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Relate classroom skills and knowledge to work experience</li> <li>B. Identify appropriate job-related practices through work-based experiences</li> <li>C. Identify professional standards necessary for successful employment</li> <li>D. Identify personal attributes needed for successful employment in the field of study</li> </ul>



<b>COE - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>COE - 1020</b>	<b>Cooperative Education Work Experience II</b>	Second supervised work experience performed in a job setting related to the student's major field of study. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Relate classroom skills and knowledge to work experience</li> <li>B. Explain appropriate job-related practices through work-based experiences</li> <li>C. Explain professional standards necessary for successful employment</li> <li>D. Explain personal attributes needed for successful employment in the field of study</li> </ul>
<b>COE - 1030</b>	<b>Cooperative Education Work Experience III</b>	Third supervised work experience performed in a job setting related to the student's major field of study. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Relate classroom skills and knowledge to work experience</li> <li>B. Demonstrate appropriate job-related practices through work-based experiences</li> <li>C. Demonstrate professional standards necessary for successful employment</li> <li>D. Demonstrate personal attributes needed for successful employment in the field of study</li> </ul>
<b>COE - 1040</b>	<b>Cooperative Education Work Experience IV</b>	Fourth supervised work experience performed in a job setting related to the student's major field of study. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Relate classroom skills and knowledge to work experience</li> <li>B. Model appropriate job-related practices through work-based experiences</li> <li>C. Model professional standards necessary for successful employment</li> <li>D. Model personal attributes needed for successful employment in the field of study</li> </ul>
<b>COE - 1050</b>	<b>Cooperative Education Work Experience V</b>	Fifth supervised work experience performed in a job setting related to the student's major field of study. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Relate classroom skills and knowledge to work experience</li> <li>B. Apply appropriate job-related practices through work-based experiences</li> <li>C. Apply professional standards necessary for successful employment</li> <li>D. Apply personal attributes needed for successful employment in the field of study</li> </ul>

<b>COE - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>COE - 1060</b>	<b>Cooperative Education Work Experience VI</b>	Sixth supervised work experience performed in a job setting related to the student's major field of study. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Relate classroom skills and knowledge to work experience</li> <li>B. Analyze appropriate job-related practices through work-based experiences</li> <li>C. Analyze professional standards necessary for successful employment</li> <li>D. Analyze personal attributes needed for successful employment in the field of study</li> </ul>
<b>COE - 1070</b>	<b>Cooperative Education Work Experience VII</b>	Seventh supervised work experience performed in a job setting related to the student's major field of study. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Relate classroom skills and knowledge to work experience</li> <li>B. Interpret appropriate job-related practices through work-based experiences</li> <li>C. Interpret professional standards necessary for successful employment</li> <li>D. Interpret personal attributes needed for successful employment in the field of study</li> </ul>
<b>COE - 1080</b>	<b>Cooperative Education Work Experience VIII</b>	Eighth supervised work experience performed in a job setting related to the student's major field of study. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Relate classroom skills and knowledge to work experience</li> <li>B. Create appropriate job-related practices through work-based experiences</li> <li>C. Create professional standards necessary for successful employment</li> <li>D. Create personal attributes needed for successful employment in the field of study</li> </ul>

### Communications (COM)

<b>COM -No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>COM - 0113</b>	<b>Communication Skills</b>	Course deleted effective Fall 2014	

COM -No.	UCNS Title	Course & Description	Outcomes
COM/SPT 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)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of the basic factors involved in the communication process</li> <li>B. Select speech materials to appeal to a particular audience</li> <li>C. Integrate effective oral citations</li> <li>D. Arrange speech materials to appeal to a particular audience and to increase speaker effectiveness</li> <li>E. Employ appropriate verbal and non-verbal communication to the audience and context</li> <li>F. Incorporate effective presentation aids in public speaking</li> </ul>
COM/SPT 1123	Public Speaking II	A continuation in the study of public speaking with emphasis on research, organization and delivery techniques. (Prefix change effective Fall 2016)	<ul style="list-style-type: none"> <li>A. Analyze significant historical and contemporary speeches</li> <li>B. Evaluate the effectiveness of performances by peers and outside speakers</li> <li>C. Demonstrate an advanced understanding of argumentation in a delivered speech</li> <li>D. Demonstrate an understanding of rhetorical style in a delivered speech</li> <li>E. Utilize small group communication concepts in a group presentation</li> </ul>
COM - 1213	Introduction to Communicative Disorders	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)	<ul style="list-style-type: none"> <li>A. Identify a variety of disorders</li> <li>B. General understanding of disorders</li> <li>C. Recognize terminology</li> <li>D. Understand assessments and treatments</li> <li>E. Be informed on procedures specific to the field</li> </ul>
COM - 1413	Fundamentals of Broadcasting	A course designed to acquaint the student with the basic techniques of radio and television broadcasting with practice before microphone and camera.	<ul style="list-style-type: none"> <li>A. Demonstrate techniques of television and radio broadcasting</li> <li>B. Practice before microphone and camera</li> </ul>
COM - 1423	Introduction to Broadcasting	A historical overview of the development and operation of electronic and film media including a brief survey of mass communication theory and effects research.	<ul style="list-style-type: none"> <li>A. Summarize film and media history</li> <li>B. Demonstrate an understanding of media theory and research</li> </ul>

<b>COM -No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>COM - 1433</b>	<b>Announcing for Radio and Television</b>	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.	<ul style="list-style-type: none"> <li>A. Employ and practice basic skills of radio and television announcing</li> <li>B. Demonstrate on individual and group basis, diction, pronunciation and reading</li> <li>C. Successfully utilize equipment</li> </ul>
<b>COM - 1443</b>	<b>Radio Production</b>	Introductory course in radio production covering control room on-air production and off-air program production.	<ul style="list-style-type: none"> <li>A. Operate radio production equipment</li> <li>B. Produce live and recorded radio content</li> </ul>
<b>COM - 1463</b>	<b>TV Production</b>	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)	<ul style="list-style-type: none"> <li>A. Operate television production equipment</li> <li>B. Produce live and recorded television content</li> </ul>
<b>COM - 1511</b>	<b>Radio/TV Production Lab I</b>	Lab experience in radio or television production.	<ul style="list-style-type: none"> <li>A. Synthesize live and recorded content into a media production</li> <li>B. Operate radio and television equipment at beginner level</li> </ul>
<b>COM - 1521</b>	<b>Radio/TV Production Lab II</b>	Lab experience in radio or television production.	<ul style="list-style-type: none"> <li>A. Synthesize live and recorded content into a media production</li> <li>B. Operate radio and television equipment at intermediate level</li> </ul>
<b>COM/SPT 2173</b>	<b>Interpersonal Communication</b>	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)	<ul style="list-style-type: none"> <li>A. Define the basic concepts and theories relevant to interpersonal communication</li> <li>B. Identify examples of interpersonal concepts in everyday life</li> <li>C. Demonstrate knowledge and skills for enhancing interpersonal communication competence</li> <li>D. Explain various strategies for effectively solving interpersonal communication problems</li> </ul>
<b>COM - 2463</b>	<b>Writing for The Electronic Media</b>	Introductory course to teach the basic skills of broadcast writing, reporting and production.	<ul style="list-style-type: none"> <li>A. Identify and employ basic skills of broadcast writing, reporting and production</li> <li>B. Analyze audience</li> </ul>

COM -No.	UCNS Title	Course & Description	Outcomes
COM - 2483	<b>Introduction to Mass Communications</b>	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.	<ul style="list-style-type: none"> <li>A. Demonstrate medial literacy</li> <li>B. Identify and interpret the media's role in society</li> <li>C. Identify significant historical markers in the development of print, electronic and film media</li> </ul>
COM - 2511	<b>Radio/TV Production Lab III</b>	Lab experience in radio or television production.	<ul style="list-style-type: none"> <li>A. Synthesize live and recorded content into a media production</li> <li>B. Operate radio and television equipment at advanced level</li> </ul>
COM - 2521	<b>Radio/TV Production Lab IV</b>	Lab experience in radio or television production.	<ul style="list-style-type: none"> <li>A. Synthesize live and recorded content into a media production</li> <li>B. Master operation of radio and television equipment</li> </ul>

### Computer Science (CSC)

CSC - No.	UCNS Title	Course & Description	Outcomes
CSC - 1113	<b>Computer Concepts</b>	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)	<ul style="list-style-type: none"> <li>A. Identify basic terminology associated with computers including hardware, software, communications, and computer security</li> <li>B. Demonstrate basic use of a current designated operating system</li> <li>C. Apply a Web browser along with a search engine to conduct research on the web.</li> <li>D. Demonstrate the use of designated application software including a word processor, electronic spreadsheet, and presentation software</li> </ul>

CSC - No.	UCNS Title	Course & Description	Outcomes
CSC - 1123	Computer Applications I	This course is designed to teach computer applications to include: word processing, electronic spreadsheets, database management, presentation design, and electronic communications. (Course description change effective Fall 2012)	<ul style="list-style-type: none"> <li>A. Utilize word processing software to format and produce documents</li> <li>B. Utilize spreadsheet software to format and produce spreadsheets and associated charts</li> <li>C. Utilize presentation software to format and produce electronic presentations</li> <li>D. Utilize database management software to format and produce databases to include tables, queries, forms, and reports</li> <li>E. Utilize various forms of electronic communication for assignment submission as well as communication with instructors and the institution</li> </ul>
CSC - 1133	Computer Applications II	This course is a continuation of CSC 1123 with concentration on advanced computer applications and emerging technology. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Create integrated projects</li> <li>B. Use emerging technology to share or interact with documents, spreadsheets, databases, and presentations</li> <li>C. Utilize intermediate to advanced features of word processing, spreadsheets, presentations, and database applications</li> <li>D. Manipulate applications by the use of macros</li> </ul>

CSC - No.	UCNS Title	Course & Description	Outcomes
<b>CSC - 1213</b>	<b>Visual Basic Computer Programming I</b>	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)	<ul style="list-style-type: none"> <li>A. Design problem-solving methodologies in the development of algorithms to solve event-driven programming assignments</li> <li>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</li> <li>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</li> <li>D. Apply critical thinking skills in the application development process to solve practical problems</li> </ul>
<b>CSC - 1223</b>	<b>Visual Basic Computer Programming II</b>	Course deleted effective Fall 2018	
<b>CSC - 1613</b>	<b>Computer Programming I</b>	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)	<ul style="list-style-type: none"> <li>A. Implement problem-solving and software development methodologies in program creation and execution</li> <li>B. Apply primitive data types in program creation and execution</li> <li>C. Implement knowledge of internal data representation in program creation and execution</li> <li>D. Manipulate input/output using both standard device and text files in program creation and execution</li> <li>E. Implement use of control structures such as sequence, decision, iteration, and functions (both intrinsic and programmer defined) in program creation and execution</li> </ul>

CSC - No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Implement problem-solving and software development methodologies in program creation and execution</li> <li>B. Demonstrate the use of variable and constants of different data types; manipulate and reference these variable and constants</li> <li>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</li> <li>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)</li> <li>E. Demonstrate the use, manipulation and processing of data in arrays</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Demonstrate object-oriented programming: create classes and applications that instantiate the objects of the class</li> <li>B. Demonstrate pointer; the declaration, initialization, comparison, dynamic memory allocation and passing as arguments</li> <li>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</li> <li>D. Demonstrate the searching of an array and linked list using the following search algorithms: sequential search and binary search</li> <li>E. Demonstrate recursive calls and recursive applications using a variety of algorithms</li> </ul>
CSC - 2323	Fortran Programming	Course deleted effective Fall 2018	



CSC - No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Construct or modify assembly language code that uses the various components of microcomputer architecture</li> <li>B. Construct and debug assembly language programs for simple problems or tasks</li> <li>C. Apply various number systems</li> <li>D. Design a program that properly uses microcomputer memory organization</li> </ul>
CSC - 2623	Computer Programming II	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)	<ul style="list-style-type: none"> <li>A. Apply the use of simple recursion in program creation and execution (including arrays)</li> <li>B. Demonstrate object-oriented programming: create classes and applications that instantiate the objects of the class</li> <li>C. Demonstrate the searching and sorting of arrays and linked lists</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Apply propositional logic to an argument in logical notation</li> <li>B. Evaluate and justify logic methods and apply proofs</li> <li>C. Recognize and apply mathematical structures</li> <li>D. Calculate permutations and combinatorics</li> <li>E. Use and assess Boolean Algebra</li> <li>F. Analyze and inspect graphs and trees</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge and use of data abstraction</li> <li>B. Analyze and discuss Algorithmic Analysis</li> <li>C. Construct linear data structures such as lists, stacks, and queues</li> <li>D. Recognize and apply templates and standard containers</li> <li>E. Build and use tree data structures</li> </ul>

CSC - No.	UCNS Title	Course & Description	Outcomes
CSC/SOC/BAD - 2993	Data Science Literacy	The goal of this course is to allow students from any academic discipline to become literate in the field of data science by understanding the role data scientists and data-science-literate professionals play in improving the performance of institutions, organizations, business, and society. (New course effective Spring 2022)	<ul style="list-style-type: none"> <li>A. Identify key elements and concepts of data science as a field of inquiry</li> <li>B. Outline the data science life cycle, including the source and types of data, datafication, visualization, methods of data analysis, and machine learning</li> <li>C. Explain the data science industry sector, including supporting technologies such as computing and storage; concepts of privacy, confidentiality, and security; and supporting disciplines such as cybersecurity and data governance</li> <li>D. Demonstrate the ways that practitioners and data-science-literate professionals use data science to transform the modern economy in many fields</li> </ul>

### Criminal Justice (CRJ)

CRJ - No.	UCNS Title	Course & Description	Outcomes
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.	<ul style="list-style-type: none"> <li>A. Define crime</li> <li>B. Understand the role of police</li> <li>C. Identify court structure and process</li> <li>D. Explore the role of corrections</li> <li>E. Describe the juvenile justice system</li> <li>F. Discuss criminal justice careers</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Explain the organization of law enforcement agencies</li> <li>B. Identify the structure of law enforcement agencies</li> <li>C. Review the management of law enforcement agencies</li> </ul>
CRJ - 1333	Police Administration and Organization II	Course deleted effective Fall 2009	
CRJ - 1343	Police and Community Relations	An overview of current issues between police and community. Role and influence of officer in community relations, crime prevention and conflict resolution. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Understand public and race relations</li> <li>B. Identify conflict resolution</li> <li>C. Explore crime prevention</li> </ul>

CRJ - No.	UCNS Title	Course & Description	Outcomes
CRJ - 1353	<b>Practicum in Criminal Justice</b>	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. Experience careers in the criminal justice system
CRJ - 1363	<b>Introduction to Corrections</b>	An overview of the correctional field; its origins, historical and philosophical background, development, current status, relationship with other facets of the criminal justice system. (Course description change effective Fall 2019)	A. Compare and contrast community and institutional corrections
CRJ - 1373	<b>Introduction to Homeland Security</b>	The issues pertaining to the role and mission of the Department of Homeland Security and related agencies, both domestic and international.	A. Understand the national strategy for homeland security B. Know the organization of the Department of Homeland Security C. Discuss the functions of the Department of Homeland Security
CRJ - 1383	<b>Criminology</b>	The study of criminal behavior to include theories, statistics, and trends of criminal behavior. (Course description change effective Fall 2019)	A. Discuss theories of criminal behavior B. Interpret crime data
CRJ - 2213	<b>Traffic Law</b>	An examination of the role of law enforcement in coping with traffic problems. Emphasis is placed on the history, development, and enforcement of statutes pertaining to motor vehicles. (Course description change effective Fall 2019)	A. Define Mississippi traffic code B. Analyze DUI enforcement strategies C. Demonstrate traffic stops D. Discuss accident investigation E. Explain traffic control
CRJ - 2313	<b>Police Operations</b>	A study of the operation of law enforcement agencies. Particular emphasis is placed on the functions of the patrol division. (Course description change effective Fall 2019)	A. Define vehicle stops B. Explain field interviews C. Analyze call responses D. Explore patrol intelligence
CRJ - 2323	<b>Criminal Law</b>	A study of the basic elements of substantive criminal law including defenses to criminal liability. (Course description change effective Fall 2009) (Course description change effective Fall 2019)	A. Examine basic elements of crimes B. Understand criminal liability C. Discuss defenses to criminal liability

CRJ - No.	UCNS Title	Course & Description	Outcomes
CRJ - 2333	<b>Criminal Investigation</b>	A study of principles of investigation, proper collection, documentation, and preservation of evidence. (Course title change effective Fall 2009) (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Summarize principles of investigation</li> <li>B. Examine techniques of evidence collection</li> <li>C. Understand crime scene documentation</li> <li>D. Explain the significance of evidence preservation</li> <li>E. Demonstrate effective report writing</li> </ul>
CRJ - 2343	<b>Criminal Investigation II</b>	Course deleted effective Fall 2009	
CRJ- 2353	<b>Drugs and Society</b>	This course is designed to introduce the student to the social reality of drug use and drug users, and the historical significance and social construction of drug use, users, abuse and addiction. Additionally, the course focuses on drug use and abuse as a social rather than as a medical or psychopathological-phenomenon. (New course effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Examine the history of drug use and regulatory attempts in the Unites States and around the world</li> <li>B. Discuss pharmacology and use patterns related to specific drugs</li> <li>C. Examine drug using subcultures, drug policy, drug legislation, and drug enforcement</li> <li>D. Understand the process of social construction of drug use as a social problem</li> <li>E. Develop a familiarity with the various biological, psychological and sociological theories that seek to explain drug using behavior</li> </ul>
CRJ - 2363	<b>Criminal Court Practice</b>	An in-depth study of the criminal cases within the state and federal court systems. (New course effective Fall 2012) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Analyze the steps in the Judiciary Process</li> <li>B. Examine the role of the constituents in the courtroom</li> </ul>
CRJ - 2393	<b>Survey of Criminalistics</b>	The study and application of scientific evidence collection through various projects. (Course description change effective Fall 2009) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Examine the collection and preservation of evidence</li> </ul>
CRJ - 2413	<b>Administration of Criminal Procedure</b>	A study of the legal concepts of criminal procedure. (Course title change effective Fall 2009) (Title and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Analyze the legal concepts of criminal procedure</li> </ul>
CRJ - 2423	<b>Administration of Criminal Justice II</b>	Course deleted effective Fall 2009	

CRJ - No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Discuss the history of the juvenile justice system</li> <li>B. Compare and contrast the adult and juvenile systems</li> <li>C. Understand theories of juvenile delinquency</li> <li>D. Examine the juvenile court procedures</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Examine computer security</li> <li>B. Identify the different types of cyber crimes</li> <li>C. Analyze the different kind of identity theft</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Examine the field of private policing and security</li> <li>B. Assess security management</li> <li>C. Discuss the legal aspects of security</li> </ul>
CRJ - 2713	Foundations of Terrorism	The study of terrorism in the modern world. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Compare and contrast domestic and international terrorism</li> <li>B. Discuss counterterrorism strategies</li> </ul>
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. (New course effective Fall 2011)	<ul style="list-style-type: none"> <li>A. Evaluate the philosophies and identify the major components of intelligence within the United States criminal justice system</li> <li>B. Identify types and functions of intelligence as utilized among the various agencies</li> <li>C. Examine the history of intelligence from the Revolutionary War to current day applications</li> <li>D. Understand the collection of intelligence, counter-intelligence, and covert operations</li> </ul>

CRJ - No.	UCNS Title	Course & Description	Outcomes
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. (New course effective Fall 2011)	<ul style="list-style-type: none"> <li>A. Discuss the components of federal, state, local, and international agencies within transportation and border security</li> <li>B. Identify the various modes of transportation susceptible to terrorist and security threats within the United States and the technologies used to counter those threats</li> <li>C. List and evaluate the vulnerabilities and risks that exist in transportation and border security systems and discuss the different methods used to negate those threats</li> <li>D. Recognize supply chain logistics and the various modes of transportation</li> </ul>

### Dance (DAN)

DAN - No.	UCNS Title	Course & Description	Outcomes
DAN - 1113	Dance Appreciation	A survey of dance as an importance of worldwide phenomenon of human behavior and its function in human society, past and present. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Understanding basic survey of ballet, tap, jazz</li> <li>B. Compare musical theatre and social styles to include current trends (hip hop)</li> <li>C. Assess history of dance</li> <li>D. Identify function of dance</li> </ul>
DAN - 1123	Dance in Culture	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) (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Understanding basic survey of ballet, tap, jazz</li> <li>B. Compare musical theatre and social styles to include current trends (hip hop)</li> <li>C. Assess history of dance</li> <li>D. Identify function of dance</li> </ul>
DAN - 1212	Beginning Modern Dance	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) (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Developing beginning modern dance technique</li> <li>B. Developing locomotive sequences</li> <li>C. Developing vocabulary</li> <li>D. Developing beginning modern dance performance skills</li> </ul>

DAN - No.	UCNS Title	Course & Description	Outcomes
DAN - 1223	Modern Dance Technique II	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) (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Improving beginning modern dance technique</li> <li>B. Improving locomotive sequences</li> <li>C. Improving vocabulary</li> <li>D. Improving beginning modern dance performance skills</li> </ul>
DAN - 1312	Jazz Dance I	Developing the study experimentation and application of the basic skills of Jazz Dance. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Developing beginning jazz dance technique</li> <li>B. Developing locomotive sequences</li> <li>C. Developing vocabulary</li> <li>D. Developing Jazz dance performance skills</li> </ul>
DAN - 1322	Jazz Dance II	Constructing and interpreting the study and application of jazz movement. Open to non-majors with consent of the instructor. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Improving beginning jazz dance technique</li> <li>B. Improving locomotive sequences</li> <li>C. Improving vocabulary</li> <li>D. Improving Jazz dance performance skills</li> </ul>
DAN - 1412	Beginning Tap	Developing an understanding and practice of movement skills basic to tap dance of America.	<ul style="list-style-type: none"> <li>A. Developing beginning tap dance technique</li> <li>B. Developing beginning tap dance performance skills</li> <li>C. Improving beginning tap dance locomotive skills</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Improving beginning tap dance technique</li> <li>B. Improving beginning tap dance performance skills</li> <li>C. Improving beginning tap dance locomotive skills</li> </ul>
DAN - 1542	Beginning Ballet	Developing the practice of ballet skills for the non-major. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Developing beginning ballet dance technique</li> <li>B. Developing vocabulary</li> <li>C. Developing beginning center and locomotive skills</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Improving intermediate ballet dance techniques</li> <li>B. Improving intermediate ballet performance skills</li> <li>C. Improving intermediate center and locomotive skills</li> </ul>

DAN - No.	UCNS Title	Course & Description	Outcomes
DAN - 1571	Dance I	Lecture and participation in beginning Modern Dance Technique.	<ul style="list-style-type: none"> <li>A. Beginning modern dance technique</li> <li>B. Vocabulary</li> <li>C. Locomotive sequences</li> </ul>
DAN - 1581	Dance II	Lecture and participation in Ballet Dance Technique.	<ul style="list-style-type: none"> <li>A. Beginning ballet dance technique</li> <li>B. Vocabulary</li> <li>C. Center and locomotive sequences</li> </ul>
DAN - 1642	Irish Traditional Dance	Discussion and practice of movements in Irish Traditional Dance.	<ul style="list-style-type: none"> <li>A. Beginning Irish dance technique</li> <li>B. Vocabulary</li> <li>C. History and culture of Irish dance</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Demonstrate a complete work of experimentation through the rehearsal process</li> <li>B. Preparation of performance</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Motif writing</li> <li>B. Language of dance and labanotation</li> <li>C. Recording human movement</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Composing dance movement phrases</li> <li>B. Reorganizing the composition of movement</li> <li>C. Structuring elements of dance</li> <li>D. Producing beginning dance works ideas and styles</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Produce a dance concert</li> <li>B. Compose dance works</li> <li>C. Create movement phrases and choreography</li> <li>D. Design choreographic elements within a dance piece</li> </ul>
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 - No.	UCNS Title	Course & Description	Outcomes
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.	<ul style="list-style-type: none"> <li>A. Intermediate-advanced ballet dance technique</li> <li>B. Intermediate-advanced ballet performance skills</li> <li>C. Intermediate-advanced center and locomotive skills</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Advanced center and locomotive skills</li> <li>B. Advanced ballet dance technique</li> <li>C. Advanced ballet performance skills</li> </ul>
DAN - 2571	Dance III	Lecture and participation in beginning Tap Dance Technique.	<ul style="list-style-type: none"> <li>A. Beginning tap dance technique</li> <li>B. Vocabulary</li> <li>C. Center and locomotive sequences</li> </ul>
DAN - 2581	Dance IV	Lecture and participation in beginning Jazz Dance Technique.	<ul style="list-style-type: none"> <li>A. Beginning jazz dance technique</li> <li>B. Vocabulary</li> <li>C. Locomotive sequences</li> </ul>

### Economics (ECO)

ECO - No.	UCNS Title	Course & Description	Outcomes
ECO - 1113	Introduction to Economics	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)	<ul style="list-style-type: none"> <li>A. Identify various economic implications of environmental and social issues</li> <li>B. Evaluate the causes and solutions of poverty and income distribution</li> <li>C. Analyze the price of housing and the government programs for low-income families</li> <li>D. Diagnose current health care programs and policies</li> <li>E. Discuss the history, current features, and the long-run issues regarding the Social Security System</li> </ul>

ECO - No.	UCNS Title	Course & Description	Outcomes
ECO - 2113	<b>Principles of Macroeconomics</b>	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)	<ul style="list-style-type: none"> <li>F. Demonstrate knowledge of supply and demand</li> <li>G. Analyze production possibilities model</li> <li>H. Differentiate monetary and fiscal policies</li> <li>I. Identify factors of production</li> <li>J. Explain GDP/Business Cycles, Economic Growth, and Circular Flow of Market Economics</li> </ul>
ECO - 2123	<b>Principles of Microeconomics</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of supply and demand</li> <li>B. Compute and interpret elasticity of demand and supply</li> <li>C. Explain consumer choice theory</li> <li>D. Explain production and cost theory</li> <li>E. Differentiate market structures</li> </ul>

### Education (EDU)

EDU - No.	UCNS Title	Course & Description	Outcomes
EDU - 0112	<b>Praxis Core Academic Skills for Educators</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge and understanding of reading, writing, and mathematics</li> <li>B. Demonstrate effective test taking skills</li> <li>C. Produce an argumentative and an informative essay</li> <li>D. Exhibit understanding of grammatical relationships</li> <li>E. Demonstrate the ability to navigate the ETS website</li> </ul>

EDU - No.	UCNS Title	Course & Description	Outcomes
EDU - 1613	<b>Foundations in Education</b>	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)	<ul style="list-style-type: none"> <li>A. Develop a personal philosophy of education</li> <li>B. Examine knowledge of the relationships between students and teachers from learning style to multiculturalism</li> <li>C. Develop an awareness of student diversity and culturally responsive teaching</li> <li>D. Demonstrate professional behavior in their roles as observers and assistants in field placement</li> <li>E. Describe an understanding of the financial and government aspect of education</li> <li>F. Demonstrate an understanding of the classroom environment and the role of the teacher effectiveness in fostering successful students</li> <li>G. Understand the history and philosophy of American education</li> </ul>
EDU - 2513	<b>Introduction to Elementary Education</b>	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)	<ul style="list-style-type: none"> <li>A. Enhance the personal philosophy of education</li> <li>B. Analyze the relationships between students and teachers from learning style to multiculturalism</li> <li>C. Demonstrate professional dispositions in their role as observers and assistants in elementary field placement</li> <li>D. Demonstrate an understanding of the classroom environment and the role of teach effectiveness in fostering successful students</li> <li>E. Understand the Mississippi Code of Ethics</li> <li>F. Understand the developmental stages of children</li> </ul>

EDU - No.	UCNS Title	Course & Description	Outcomes
EDU - 2613	<b>Introduction to Secondary Education</b>	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)	<ul style="list-style-type: none"> <li>A. Enhance the personal philosophy of education</li> <li>B. Analyze the relationships between students and teachers from learning style to multiculturalism</li> <li>C. Demonstrate professional dispositions in their role as observers and assistants in the secondary field placement</li> <li>D. Demonstrate an understanding of the classroom environment and the role of teach effectiveness in fostering successful students</li> <li>E. Understand the Mississippi Code of Ethics</li> <li>F. Understand the developmental stages of adolescence to young adults</li> </ul>

### Educational Psychology (EPY)

EPY - No.	UCNS Title	Course & Description	Outcomes
EPY/PSY - 2513	<b>Child Psychology</b>	A study of various aspects of human growth and development during childhood and emerging adolescence. Topics include biological, psychosocial and cognitive development. (Course description change effective Fall 2009) (Prefix and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Summarize conception and prenatal development</li> <li>B. Demonstrate knowledge of biological, psychosocial and cognitive development</li> <li>C. Compare and contrast heredity (nature) vs. environment (nurture)</li> </ul>
EPY/PSY - 2523	<b>Adolescent Psychology</b>	A study of various aspects of human growth and development during adolescence. Topics include biological, psychosocial and cognitive development. (Course description change effective Fall 2009) (Prefix and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of biological, psychosocial and cognitive development</li> <li>B. Compare and contrast heredity (nature) vs. environment (nurture)</li> </ul>

EPY - No.	UCNS Title	Course & Description	Outcomes
EPY/PSY - 2533	Human Growth and Development	A study of various aspects of human growth and development from conception through death. Topics include biological, psychosocial and cognitive development. (Course title and course description change effective Fall 2009) (Course description change effective Fall 2014) (Prefix and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Summarize conception and prenatal development</li> <li>B. Demonstrate knowledge of biological, psychosocial and cognitive development</li> <li>C. Compare and contrast heredity (nature) vs. environment (nurture)</li> <li>D. Demonstrate knowledge of the concepts of death, dying, and grief</li> </ul>

### Engineering (EGR)

EGR - No.	UCNS Title	Course & Description	Outcomes
EGR - 1113	Introduction to Engineering	This course provides 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Describe engineering disciplines, engineering careers, engineering ethics, and licensure requirements</li> <li>B. Explain how engineering skills, careers, and accomplishments have progressed throughout history</li> <li>C. Practice how to approach and solve engineering problems, to include experimentation and analysis of results</li> <li>D. Practice elementary skills toward the use of mathematics and graphing in engineering</li> <li>E. Demonstrate communication skills, to include written reports and oral presentations</li> </ul>
EGR - 1123	Introduction to Engineering Design	This course provides 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Contribute to a design team, to include scheduling, budgeting, allocation of responsibilities, and synthesis of individual team-member contributions</li> <li>B. Explain the engineering design process, to include defining the problem, meeting solution requirements, utilizing a multi-disciplinary approach to solutions, testing and communication of results</li> <li>C. Demonstrate the use of design or analysis software to advance an engineering project</li> </ul>

EGR - No.	UCNS Title	Course & Description	Outcomes
<b>EGR -2413</b>	<b>Engineering Mechanics I: Statics</b>	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.	<ul style="list-style-type: none"> <li>A. Identify the real-world problems associated with engineering mechanics</li> <li>B. Apply a vector approach in solving complex problems of particles, rigid bodies, and using free-body diagrams</li> <li>C. Perform a static analysis to the forces and couples acting on particles, rigid bodies, trusses, frames, and machines</li> <li>D. Demonstrate effective communication of the solution of engineering mechanics problems</li> <li>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</li> </ul>
<b>EGR -2433</b>	<b>Engineering Mechanics II: Dynamics</b>	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)	<ul style="list-style-type: none"> <li>A. Apply kinematics to point particles and rigid bodies in order to analyze their motion</li> <li>B. Derive the equations of motion for point particles and rigid bodies by applying Newton's Laws</li> <li>C. Apply conservation laws to point particles and rigid bodies in motion</li> </ul>
<b>EGR - 2453</b>	<b>Mechanics of Materials</b>	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)	<ul style="list-style-type: none"> <li>A. Create and analyze free-body diagrams for the equilibrium of simple structure</li> <li>B. Examine mechanical properties of materials</li> <li>C. Develop and evaluate shear and moment bending diagrams</li> <li>D. Perform analyses of stress and strain transformation</li> <li>E. Calculate deflections of beams</li> </ul>

## English (ENG)

ENG- No.	UCNS Title	Course & Description	Outcomes
ENG - 0111	English and Reading Lab 1	This course provides 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) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Apply basic grammar and mechanics in written communication</li> <li>B. Identify and apply reading comprehension strategies</li> <li>C. Recognize basic college entry-level reading vocabulary</li> </ul>
ENG - 0113	Beginning English	Course deleted effective Fall 2014	
ENG - 0114	Beginning English and Reading	This integrated course is designed to develop basic writing skills and reading strategies. (New course effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Demonstrate critical reading and inference skills</li> <li>B. Apply standard grammar and mechanics to written communication</li> <li>C. Compose effective paragraphs</li> </ul>
ENG - 0121	English and Reading Lab 2	This course provides 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) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Apply standard grammar and mechanics to written communication</li> <li>B. Practice reading comprehension strategies</li> <li>C. Demonstrate knowledge and usage of college-level vocabulary</li> <li>D. Develop effective paragraphs</li> </ul>
ENG - 0123	Intermediate English	Course deleted effective Fall 2014	
ENG - 0124	Intermediate English and Reading	This integrated course designed to advance students to college-level writing skills and reading strategies. (New course effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Demonstrate critical reading and inference skills</li> <li>B. Apply standard grammar and mechanics to written communication</li> <li>C. Develop effective compositions</li> </ul>
ENG - 0131	English and Reading Lab 3	This course provides 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) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Apply standard grammar and mechanics to written communication</li> <li>B. Demonstrate critical reading and inference skills</li> <li>C. Demonstrate knowledge and usage of college-level vocabulary</li> <li>D. Develop effective compositions</li> </ul>

ENG- No.	UCNS Title	Course & Description	Outcomes
ENG - 0143	<b>Composition Companion</b>	This course provides direct support and scaffolding exercises for specific projects in ENG 1113. Peer collaboration and one-on-one instructional support through the writing process are emphasized. This course is for institutional credit only. (New course effective Fall 2016) (Course description change effective Fall 2019)	Scaffolding and support for ENG 1113: A. Apply writing processes to rhetorical situations B. Develop effective paragraphs and essays C. Demonstrate understanding of grammar and mechanics D. Analyze assigned works E. Integrate sources into original writing
ENG - 1033	<b>Technical English</b>	This course is 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) (Course description change effective Fall 2019)	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	<b>English Composition I</b>	This course prepares the student to think critically and compose texts for academic and professional rhetorical situations. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	A. Apply writing processes to rhetorical situations B. Develop effective paragraphs and essays C. Demonstrate understanding of grammar and mechanics D. Analyze assigned works E. Integrate sources into original writing



ENG- No.	UCNS Title	Course & Description	Outcomes
ENG - 1123	English Composition II	This course is a continuation of English Composition I with emphasis on research, argumentation, and composition. Readings, essays, and a research paper are required. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Analyze and interpret texts</li> <li>B. Utilize research methods</li> <li>C. Develop effective source-based argument</li> </ul>
ENG - 2113	English Literary Interpretation	Course deleted effective Fall 2019	
ENG - 2133	Creative Writing I	ENG 2133 involves reading and writing poetry, short fiction, and/or other genres. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Assess and create short fiction</li> <li>B. Assess and create poetry</li> <li>C. Assess and create other genres</li> </ul>
ENG - 2143	Creative Writing II	ENG 2143 involves reading and writing poetry, short fiction, and/or other genres. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Assess and create short fiction</li> <li>B. Assess and create poetry</li> <li>C. Assess and create other genres</li> </ul>
ENG - 2153	Traditional Grammar	This course focuses on the basic elements of English grammar and mechanics. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Recognize eight parts of speech, sentence patterns, clauses, and phrases</li> <li>B. Demonstrate understanding of standard grammar, usage, punctuation, mechanics, and diction</li> </ul>
ENG - 2213	Survey of American Literature (One Semester)	Course deleted effective Fall 2019	
ENG - 2223	American Literature I	ENG 2223 surveys representative prose and poetry of the United States from its beginnings to the Civil War.	<ul style="list-style-type: none"> <li>A. Read representative works from various genres</li> <li>B. Identify characteristics of literary periods</li> <li>C. Demonstrate an understanding of the significance of genres, works, and writers</li> <li>D. Analyze and interpret literary texts</li> </ul>
ENG - 2233	American Literature II	ENG 2233 surveys representative prose and poetry of the United States from the Civil War to the present. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Read representative works from various genres</li> <li>B. Identify characteristics of literary periods</li> <li>C. Demonstrate an understanding of the significance of genres, works, and writers</li> <li>D. Analyze and interpret literary texts</li> </ul>

ENG- No.	UCNS Title	Course & Description	Outcomes
ENG - 2323	British Literature I	This course surveys British literature from the Anglo-Saxon Period through the Restoration and Eighteenth Century. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify characteristics of literary periods</li> <li>B. Read representative works from various genres</li> <li>C. Demonstrate an understanding of the significance of genres, works, and writers</li> <li>D. Analyze and interpret literary texts</li> </ul>
ENG - 2333	British Literature II	This course surveys British literature from the Romantic Period to the present. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify characteristics of literary periods</li> <li>B. Read representative works from various genres</li> <li>C. Demonstrate an understanding of the significance of genres, works, and writers</li> <li>D. Analyze and interpret literary texts</li> </ul>
ENG - 2413	Survey of World Literature (One Semester)	This course surveys texts representative of global, historical and cultural diversity from the ancient world to the present. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify characteristics of literary periods</li> <li>B. Read representative works from various genres</li> <li>C. Demonstrate an understanding of the significance of genres, works, and writers</li> <li>D. Analyze and interpret literary texts</li> </ul>
ENG - 2423	World Literature I	This course surveys texts representative of global, historical, and cultural diversity from the ancient world through the early modern world. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify characteristics of literary periods</li> <li>B. Read representative works from various genres</li> <li>C. Demonstrate an understanding of the significance of genres, works, writers, and cultural contexts</li> <li>D. Analyze and interpret literary texts</li> </ul>
ENG - 2433	World Literature II	This course surveys texts representative of global, historical, and cultural diversity from the Enlightenment Period to the present. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify characteristics of literary periods</li> <li>B. Read representative works from various genres</li> <li>C. Demonstrate an understanding of the significance of genres, works, writers, and cultural contexts</li> <li>D. Analyze and interpret literary texts</li> </ul>

ENG- No.	UCNS Title	Course & Description	Outcomes
ENG - 2513	<b>Survey of African-American Literature (One Semester)</b>	ENG 2513 surveys literature of major African American writers from its beginnings to the present. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Read representative works from various genres</li> <li>B. Identify characteristics of literary periods</li> <li>C. Demonstrate an understanding of the significance of genres, works, and writers</li> <li>D. Analyze and interpret literary texts</li> </ul>
ENG - 2523	<b>African-American Literature I</b>	ENG 2523 surveys literature of major African American writers from its beginnings to Harlem Renaissance. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Read representative works from various genres</li> <li>B. Identify characteristics of literary periods</li> <li>C. Demonstrate an understanding of the significance of genres, works, and writers</li> <li>D. Analyze and interpret literary texts</li> </ul>
ENG - 2533	<b>African-American Literature II</b>	ENG 2533 surveys African American literature from the Harlem Renaissance to the present.	<ul style="list-style-type: none"> <li>A. Read representative works from various genres</li> <li>B. Identify characteristics of literary periods</li> <li>C. Demonstrate an understanding of the significance of genres, works, and writers</li> <li>D. Analyze and interpret literary texts</li> </ul>
ENG - 2613	<b>Film as Literature</b>	ENG 2613 involves the study of current and classic motion pictures as a form of literary, historic, and cinematic expression.	<ul style="list-style-type: none"> <li>A. Develop an understanding of the basic technical elements of film production</li> <li>B. Develop an appreciation of the visual rhetoric employed</li> <li>C. Recognize historical and cultural forces that influence motion pictures</li> <li>D. Identify major characteristics of different film genres</li> <li>E. Use basic techniques of literary analysis to explain film topics</li> </ul>

ENG- No.	UCNS Title	Course & Description	Outcomes
ENG - 2812	Writing Center Peer Tutoring	This course introduces students to writing center history, theory, and practices; preparing them to work in writing centers as peer tutors. (New course effective Fall 2016) (Course description change effective Fall 2019)	Discuss and analyze: A. Writing center history B. Current best-practices in writing center pedagogy C. Advanced instruction in topics typical of tutoring sessions to include: documentation guidelines and the writing process
ENG - 2913	Occupational Writing	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)	A. Plan, design, and generate assignments around students' career aspirations and writing demands
ENG - 2923	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. Examine manuscript submission and publishing process B. Create, design, and build writing for publication

### Family and Consumer Science (FCS)

FCS - No.	UCNS Title	Course & Description	Outcomes
FCS - 1112	Social and Professional Development	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

FCS - No.	UCNS Title	Course & Description	Outcomes
FCS - 1121	<b>Survey of Family and Consumer Sciences</b>	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.	<ul style="list-style-type: none"> <li>A. Identify professions within family and consumer sciences area</li> <li>B. Understand the history, philosophy, and mission of family and consumer sciences</li> <li>C. Analyze the value of the profession in family and consumer sciences as it relates to personal and family living</li> </ul>
FCS - 1131	<b>Introduction to Modeling</b>	Course deleted effective Fall 2015	
FCS - 1213	<b>Food Selection and Preparation</b>	Principles of food selection, preparation, and service.	<ul style="list-style-type: none"> <li>A. Identify principles of food selection, safety and sanitation, and service</li> <li>B. Demonstrate methods of proper food preparation</li> </ul>
FCS - 1233	<b>Principles of Nutrition</b>	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)	<ul style="list-style-type: none"> <li>A. Develop a comprehension of scientific principles of nutrition</li> <li>B. Develop an understanding of nutrition and the ability to interpret this knowledge to the general public</li> <li>C. Apply nutrition concepts to modification of personal food choices</li> <li>D. Develop skills in the accurate use of nutrition “tools” such as USDA’s MyPlate, Food Labels, and DRI</li> <li>E. Discern between reliable and unreliable nutrition information</li> <li>F. Discuss the role of personal food choices through the life cycle and how they relate to the risks of chronic disease</li> <li>G. Demonstrate skills in personal nutritional assessment and the impact of personal choices on achieving and maintaining a healthy lifestyle</li> </ul>

<b>FCS - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>FCS - 1253</b>	<b>Nutrition</b>	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)	<ul style="list-style-type: none"> <li>A. Learn how the role of nutrition can impact your physical health and the development and treatment of chronic diseases</li> <li>B. Determine if nutrition information in the media and food advertising is reliable</li> <li>C. Translate nutrition knowledge into healthy food choices</li> <li>D. Use dietary evaluation techniques</li> </ul>
<b>FCS - 2213</b>	<b>Meal Management</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate the ability to plan and prepare nutritious meals</li> <li>B. Incorporate time management and cost analysis in meal preparation</li> <li>C. Discuss food procurement and safe handling</li> </ul>
<b>FCS/ART-2413</b>	<b>Introduction to Interior Design</b>	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)	<ul style="list-style-type: none"> <li>A. Indicate an understanding of the interior design profession, career specializations, and professional organizations</li> <li>B. Recognize design processes and scope of services in and related to interior design</li> <li>C. Indicate a working knowledge of space planning in residential and commercial interiors</li> <li>D. Successfully create a residential plan along with major components which visually represent the design concept</li> <li>E. Use the appropriate vocabulary and communication skills to formally present design projects</li> </ul>
<b>FCS - 2813</b>	<b>Family Relations</b>	Relationships and adjustments involved in the modern family that contributes to success and happiness in courtship, marriage, and family life.	<ul style="list-style-type: none"> <li>A. Understand the diversity of contemporary and historical family life and structures</li> <li>B. Identify the dynamics of interpersonal relationships</li> <li>C. Discuss the challenges of family living throughout the lifespan</li> </ul>

## Forensic Science (FSC)

FSC - No.	UCNS Title	Course & Description	Outcomes
FSC – 1111	<b>Introduction to Forensic Science – Lab</b>	This is a one-semester credit, three-hour laboratory course designed to introduce students to basic laboratory techniques; measurements; data acquisition and treatment; the use of significant figures in data reporting; error analysis; writing acceptable reports; and developing excellent safety habits in the laboratory. Further, students will be shown the interrelation of theory discussed in the lecture class and the experiments performed in laboratory. (New Course effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Introduce students to specific techniques and equipment used in the various fields of forensic science</li> <li>B. Laboratory exercises will parallel the material covered in the introduction to Forensic Science-Lecture</li> <li>C. Laboratory sections are designed both to encourage students to explore their interests in the differing disciplines of forensic science, and to support their theoretical understanding of forensic science by applying that knowledge to mock exercises</li> <li>D. The information will be communicated through lectures, instructor demos, and group exercises</li> </ul>
FSC - 1113	<b>Introduction to Forensic Science</b>	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.	<ul style="list-style-type: none"> <li>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</li> </ul>
FSC – 1123	<b>Forensic Science II – Lecture</b>	Lecture and discussions covering aspects related to introduction to biological disciplines in forensic science. Class will concentrate on terminology and instrumentation used in the area of forensic science. The area covers toxicology, drug testing, and trace analysis. The biological area will cover serology and DNA testing. (New Course effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Upon completion of this course, students will be able to classify/recognize types of testing protocols and instrumentation for specific testing protocol</li> <li>B. Recognize and use the biological methods/instruments used and understand whether the methods used are sufficient to withstand judicial scrutiny for the analysis performed</li> </ul>

FSC - No.	UCNS Title	Course & Description	Outcomes
FSC – 2111	<b>Forensic Science Analytical Techniques – Lab</b>	This is a one-semester credit, three-hour laboratory course designed to introduce students to analytical techniques of TLC, qualitative test for marijuana, microchemical spot testes, microcrystalline tests, colorimetric analysis and fluorometry analysis of blood, identification of narcotics by FT-IR, atomic absorption spectroscopy and blood analysis by gas chromatography. Further, an opportunity will be created to learn writing acceptable reports and developing excellent safety habits in the laboratory. (New course effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Introduce students to specific techniques and equipment used in the various fields of forensic science.</li> <li>B. Laboratory exercises will parallel the material covered in the Forensic Science Analytical Techniques-Lecture</li> <li>C. Laboratory sections are designed both to encourage students to explore their interests in the differing disciplines of forensic science, and to support their theoretical understanding of forensic science by applying that knowledge to mock exercises</li> <li>D. The information will be communicated through lectures, instructor demos, and group exercises</li> </ul>
FSC – 2113	<b>Forensic Science Analytical Techniques – Lecture</b>	This course is designed for the students who will be a science major in the field of Forensic Science. The principles and techniques of solvent extraction, color tests and TLC, immunoassays, techniques such as UV, visible and fluorescence spectrophotometry, infrared spectroscopy, raman spectroscopy, gas chromatography, HPLC, mass spectrometry (MS), atomic absorption and emission spectrometry, inductively couples plasma (ICP)-MS, inductively coupled plasma optical emission spectroscopy, and X-ray fluorescence spectrometry will be covered in relationship to Forensics. (New Course effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Upon completion of this course, students will be able to classify/recognize types of testing protocols and instrumentation for specific testing protocol</li> <li>B. Recognize and use the methods/instruments and understand whether the methods used are sufficient to withstand judicial scrutiny for the analysis performed</li> </ul>

### Geography (GEO)

GEO - No.	UCNS Title	Course & Description	Outcomes
GEO - 1113	<b>World Regional Geography</b>	A regional survey of the basic geographic features and major new developments of the nations of the world. (Title change effective Fall 2014)	<ul style="list-style-type: none"> <li>A. Identify the two types of location</li> <li>B. Describe physical and human characteristics of place</li> <li>C. Identify systems of human-environment interaction</li> <li>D. Analyze the patterns and networks of movement</li> <li>E. Define characteristics and components of regions</li> </ul>



<b>GEO - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>GEO - 1123</b>	<b>Principles of Geography</b>	A topical survey of basic 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 physical and cultural landscapes. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Explain geospatial relationships</li> <li>B. Define characteristics and components of regions</li> <li>C. Integrate elements of physical geography</li> <li>D. Integrate elements of cultural geography</li> </ul>
<b>GEO - 1213</b>	<b>Introduction to Meteorology</b>	A descriptive study of weather, the variety of atmospheric phenomena, and the effect of weather and climate on human activities. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify atmospheric processes</li> <li>B. Categorize severe weather</li> <li>C. Differentiate climate types</li> </ul>
<b>GEO - 1223</b>	<b>Introduction to Oceanography</b>	Course deleted effective Fall 2019	
<b>GEO - 1233</b>	<b>Introduction to Climatology</b>	Course deleted effective Fall 2019	
<b>GEO - 1243</b>	<b>Introduction to Hydrology</b>	Course deleted effective Fall 2019	
<b>GEO - 2313</b>	<b>Maps and Remote Sensing</b>	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)	<ul style="list-style-type: none"> <li>A. Identify geographic information systems</li> <li>B. Summarize the history of cartography</li> <li>C. Analyze mapping concepts</li> <li>D. Interpret satellite/aerial images</li> </ul>
<b>GEO - 2413</b>	<b>The Oceans</b>	Course deleted effective Fall 2009	

### Geology (GLY)

<b>GLY - No.</b>	<b>UCNS Title</b>	<b>UCNS Course Description</b>	<b>Outcomes</b>
<b>GLY - 1111</b>	<b>Physical Geology Laboratory</b>	Laboratory course which may accompany GLY 1113. Study of the common rocks, minerals, topographic maps and geologic maps.	<ul style="list-style-type: none"> <li>A. Observe and practice standard safety rules and procedures</li> <li>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</li> <li>C. Use problem solving and critical thinking in drawing conclusions and completing laboratory exercises</li> </ul>

GLY - No.	UCNS Title	UCNS Course Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Demonstrate a firm foundation in physical geological concepts and processes while presenting a broad range of topics in a clear, concise manner</li> <li>B. Apply information concerning the study of Earth, its materials, and forces acting upon them, and the landforms and their development</li> <li>C. Develop students' critical thinking skills and view geology as it relates to real life, such as with natural resources</li> </ul>
GLY – 1114	Physical Geology, Lecture and Laboratory	A combined lecture and laboratory course that 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. Labs associated with this course include the study of common rocks, minerals, topographic maps and geologic maps. (New course effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Demonstrate a firm foundation in physical geological concepts and processes while presenting a broad range of topics in a clear, concise manner</li> <li>B. Apply information concerning the study of Earth, its materials, and forces acting upon them, and the landforms and their development</li> <li>C. Develop students' critical thinking skills and view geology as it relates to real life, such as with natural resources</li> <li>D. Observe and practice standard safety rules and procedures</li> <li>E. Perform laboratory exercises to illustrate the principles taught in lecture: observation and identification of rocks and minerals and interpretation of topographic and geologic maps</li> <li>F. Use problem solving and critical thinking in drawing conclusions and completing laboratory exercises</li> </ul>

<b>GLY - No.</b>	<b>UCNS Title</b>	<b>UCNS Course Description</b>	<b>Outcomes</b>
<b>GLY - 1121</b>	<b>Historical Geology Laboratory</b>	Laboratory course which may accompany GLY 1123. Study of fossils and geologic maps.	<ul style="list-style-type: none"> <li>A. Observe and practice standard safety rules and procedures</li> <li>B. Perform laboratory exercises to illustrate the principles taught in lecture: observation and interpretation of fossils and geologic maps</li> <li>C. Use problem solving and critical thinking in drawing conclusions and completing laboratory exercises/reports</li> </ul>
<b>GLY - 1123</b>	<b>Historical Geology</b>	Study of the earth, its history and development and its life, as revealed by the character and fossil content of rock.	<ul style="list-style-type: none"> <li>A. Demonstrate a firm foundation in historical geological concepts while presenting a broad range of topics in a clear, concise manner</li> <li>B. Apply information concerning the study of Earth, its history and development and its life as revealed by the character and fossil content of rock</li> <li>C. Develop students' critical thinking skills and view historical geology as it relates to real life</li> </ul>

GLY - No.	UCNS Title	UCNS Course Description	Outcomes
GLY – 1124	<b>Historical Geology, Lecture and Laboratory</b>	A combined lecture and laboratory course that covers the study of the earth, its history and development and its life, as revealed by the character and fossil content of rock. Labs associated with this course include the study of fossils and geologic maps. (New course effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Demonstrate a firm foundation in historical geological concepts while presenting a broad range of topics in a clear, concise manner</li> <li>B. Apply information concerning the study of Earth, its history and development and its life as revealed by the character and fossil content of rock</li> <li>C. Develop students’ critical thinking skills and view historical geology as it relates to real life</li> <li>D. Observe and practice standard safety rules and procedures</li> <li>E. Perform laboratory exercises to illustrate the principles taught in lecture: observation and interpretation of fossils and geologic maps</li> <li>F. Use problem solving and critical thinking in drawing conclusions and completing laboratory exercises/reports</li> </ul>

## Graphics and Drawing (GRA)

GRA- No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Students should be able to employ basic skills in the use of graphical instruments for standard drafting techniques including lettering</li> <li>B. Students should be able to demonstrate basic geometric construction skills</li> <li>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)</li> <li>D. Students should be able to understand and apply dimensioning skills to graphical models by hand and by computer aided design (AutoCAD or other similar software)</li> <li>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)</li> </ul>

GRA- No.	UCNS Title	Course & Description	Outcomes
GRA - 1143	Graphic Communication I	Instrumental drawing, geometric construction, orthographic projection, and descriptive geometry. Includes computer aided design (CAD) in 2dimensional and 3dimensional construction. (Title and course description change effective Fall 2010)(Course description change effective Fall 2015)	<ul style="list-style-type: none"> <li>A. Students should be able to demonstrate technical communications through the use of graphics</li> <li>B. Students should be able to develop and apply basic skills using drawing instruments</li> <li>C. Students will also demonstrate proficiency in proper lettering</li> <li>D. Students should be able to interpret and analyze both two-dimensional and three-dimensional objects</li> <li>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</li> <li>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</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Freehand methods</li> <li>B. Pictorial and orthographic projections</li> <li>C. Graphic design problems</li> <li>D. Geometry of points, lines, and planes in space relationships</li> </ul>

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

HPR- No.	UCNS Title	Course & Description	Outcomes
HPR - 0113	Foundation of Health	Course deleted effective Fall 2014	
HPR - 1112	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) (Prefix change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and Engage Appropriate Body Mechanics</li> <li>B. Identify Proper Equipment and Facility Usage</li> <li>C. Demonstrate and Apply Proper Safety Techniques</li> <li>D. Explain Benefits of Physical Activity</li> </ul>

HPR- No.	UCNS Title	Course & Description	Outcomes
HPR - 1122	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) (Prefix change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and Engage Appropriate Body Mechanics</li> <li>B. Identify Proper Equipment and Facility Usage</li> <li>C. Demonstrate and Apply Proper Safety Techniques</li> <li>D. Explain Benefits of Physical Activity</li> </ul>
HPR - 1131	Varsity Sports I	Participation in varsity sport_____ (name sport).	<ul style="list-style-type: none"> <li>A. Participate in varsity sport</li> <li>B. Demonstrate Teamwork and Leadership Skills</li> <li>C. Demonstrate Individual &amp; Team Goal Setting</li> <li>D. Explain General, Technical and advanced strategic and tactical skills</li> </ul>
HPR -1141	Varsity Sports II	Participation in varsity sport_____ (name sport).	<ul style="list-style-type: none"> <li>A. Participate in varsity sport</li> <li>B. Demonstrate Teamwork and Leadership Skills</li> <li>C. Demonstrate Individual &amp; Team Goal Setting</li> <li>D. Explain General, Technical and advanced strategic and tactical skills</li> </ul>
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	This course covers the 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Identify the dimensions of health and wellness</li> <li>B. Describe principles and identify goals of preventive health measures</li> <li>C. Identify various risk factors influencing health and wellness</li> <li>D. Demonstrate knowledge of public/community health resources</li> </ul>
HPR - 1223	Personal and Community Health II	Course deleted effective Fall 2016	

HPR- No.	UCNS Title	Course & Description	Outcomes
HPR - 1313	<b>Introduction to Kinesiology/Health, Physical Education and Recreation</b>	This course covers an 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Identify foundations of kinesiology/health, physical education, and recreation</li> <li>B. Demonstrate knowledge of sub-disciplines of kinesiology/health, physical education, and recreation</li> <li>C. Identify strategies that prepare for future careers</li> </ul>
HPR - 1512	<b>Team Sports I</b>	This course covers the rules, techniques, participation and equipment used in (activities) _____ (name sport). (Title and course description change effective Fall 2010) (Course description change effective Fall 2016) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the rules and the officiating signals</li> <li>B. Use equipment properly</li> <li>C. Demonstrate proper teamwork, etiquette, sportsmanship and safety</li> <li>D. Demonstrate effort when engaged in play</li> <li>E. Demonstrate appropriate skills</li> </ul>
HPR - 1522	<b>Team Sports II</b>	This course covers rules, techniques, participation and equipment used in (activities) _____ (name sport). (Title and course description change effective Fall 2010)(Course description change effective Fall 2016) (Prefix change effective Fall 2020) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the rules and the officiating signals</li> <li>B. Use equipment properly</li> <li>C. Demonstrate proper teamwork, etiquette, sportsmanship and safety</li> <li>D. Demonstrate effort when engaged in play</li> <li>E. Demonstrate appropriate skills</li> </ul>
HPR - 1532	<b>Individual and Dual Sports I</b>	This course covers rules, techniques, participation and equipment used in (activities) _____ (name sport). (Title and course description change effective Fall 2010) (Course description change effective Fall 2016) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the rules and the officiating signals</li> <li>B. Use equipment properly</li> <li>C. Demonstrate proper etiquette, sportsmanship and safety</li> <li>D. Demonstrate effort when engaged in play</li> <li>E. Demonstrate appropriate skills</li> </ul>
HPR - 1542	<b>Individual and Dual Sports II</b>	This course covers rules, techniques, participation and equipment used in (activities) _____ (name sport). (Title and course description change effective Fall 2010) (Course description change effective Fall 2016) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the rules and the officiating signals</li> <li>B. Use equipment properly</li> <li>C. Demonstrate proper etiquette, sportsmanship and safety</li> <li>D. Demonstrate effort when engaged in play</li> <li>E. Demonstrate appropriate skills</li> </ul>



HPR- No.	UCNS Title	Course & Description	Outcomes
HPR - 1552	<b>Fitness and Conditioning Training I</b>	This course covers 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) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and engage in appropriate body mechanics</li> <li>B. Identify proper equipment and facility usage</li> <li>C. Demonstrate and apply proper safety techniques</li> <li>D. Explain benefits of physical fitness</li> </ul>
HPR - 1562	<b>Fitness and Conditioning Training II</b>	This course covers 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) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and engage in appropriate body mechanics</li> <li>B. Identify proper equipment and facility usage</li> <li>C. Demonstrate and apply proper safety techniques</li> <li>D. Explain benefits of physical fitness</li> </ul>
HPR - 1572	<b>Dance I</b>	This course covers 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) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of the art form</li> <li>B. Define vocabulary specific to each dance technique</li> <li>C. Demonstrate and engage in appropriate body mechanics</li> <li>D. Demonstrate and apply proper safety techniques</li> <li>E. Explain benefits of dance as a form of physical activity</li> </ul>
HPR - 1582	<b>Dance II</b>	This course covers 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) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of the art form</li> <li>B. Define vocabulary specific to each dance technique</li> <li>C. Demonstrate and engage in appropriate body mechanics</li> <li>D. Demonstrate and apply proper safety techniques</li> <li>E. Explain benefits of dance as a form of physical activity</li> </ul>

<b>HPR- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>HPR - 1593</b>	<b>Health Concepts of Physical Activity, Wellness and Nutrition</b>	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)	<ul style="list-style-type: none"> <li>A. Explain the benefits of a healthful lifestyle including physical activity and proper nutrition</li> <li>B. Engage in various fitness and wellness assessments</li> <li>C. Identify the components of fitness, wellness, and nutrition</li> <li>D. Evaluate types of physical activity (safety and appropriateness)</li> <li>E. Develop a health and wellness program</li> </ul>
<b>HPR - 1613</b>	<b>Physical Education and The Elementary School</b>	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)	<ul style="list-style-type: none"> <li>A. Develop a teaching philosophy as it pertains to physical education</li> <li>B. Observe and describe the development, interests, and tendencies of elementary-aged children</li> <li>C. Compose and deliver developmentally appropriate lessons with attention to adaptations as appropriate</li> <li>D. Explain strategies to encourage active lifestyles across the life span</li> </ul>
<b>HPR - 1711</b>	<b>Sports Appreciation</b>	Course deleted effective Fall 2016	
<b>HPR - 1751</b>	<b>Nutrition and Wellness I</b>	Course deleted effective Fall 2016	
<b>HPR - 1761</b>	<b>Nutrition and Wellness II</b>	Course deleted effective Fall 2016	
<b>HPR 1813/PRM 1113</b>	<b>Foundations of Leisure and Recreation</b>	This course covers 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Identify concepts, history, and philosophy of leisure and recreation</li> <li>B. Identify motivations for leisure, recreation, and play</li> <li>C. Explain benefits of leisure activities for all ages</li> <li>D. Identify leisure programs for special populations</li> <li>E. Identify career opportunities for leisure and recreation</li> </ul>

HPR- No.	UCNS Title	Course & Description	Outcomes
HPR - 2112	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) (Prefix change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and Engage Appropriate Body Mechanics</li> <li>B. Identify Proper Equipment and Facility Usage</li> <li>C. Demonstrate and Apply Proper Safety Techniques</li> <li>D. Explain Benefits of Physical Activity</li> </ul>
HPR - 2122	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) (Prefix change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and Engage Appropriate Body Mechanics</li> <li>B. Identify Proper Equipment and Facility Usage</li> <li>C. Demonstrate and Apply Proper Safety Techniques</li> <li>D. Explain Benefits of Physical Activity</li> </ul>
HPR - 2131	Varsity Sports III	Participation in varsity sport _____ (name sport). (Title change effective Fall 2010)	<ul style="list-style-type: none"> <li>A. Participate in varsity sport</li> <li>B. Demonstrate Teamwork and Leadership Skills</li> <li>C. Demonstrate Individual &amp; Team Goal Setting</li> <li>D. Explain General, Technical and advanced strategic and tactical skills</li> </ul>
HPR - 2141	Varsity Sports IV	Participation in varsity sport _____ (name sport). (Title change effective Fall 2010)	<ul style="list-style-type: none"> <li>A. Participate in varsity sport</li> <li>B. Demonstrate Teamwork and Leadership Skills</li> <li>C. Demonstrate Individual &amp; Team Goal Setting</li> <li>D. Explain General, Technical and advanced strategic and tactical skills</li> </ul>
HPR - 2213	First Aid and CPR	This course covers the 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Identify life threatening vs. non-life threatening conditions</li> <li>B. Demonstrate appropriate care for breathing and cardiac emergencies (CPR and AED use)</li> <li>C. Demonstrate various first aid techniques</li> <li>D. Demonstrate precautions for prevention of disease transmission</li> </ul>

HPR- No.	UCNS Title	Course & Description	Outcomes
HPR - 2222	<b>Lifeguarding and Water Safety</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate the skills to identify, prevent and respond to aquatic emergencies</li> <li>B. Provide care for sudden injuries and illness through the use of lifeguard training, standard first aid, CPR/AED for the professional rescuer</li> <li>C. Demonstrate professional characteristics of a lifeguard</li> <li>D. Explain the importance of water safety</li> </ul>
HPR - 2232	<b>Water Safety Instructor</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate the use of course and presentation materials</li> <li>B. Conduct training sessions</li> <li>C. Evaluate the progress of students</li> <li>D. Demonstrate and possess proficient swimming skills consistent with stroke performance charts, level 4</li> </ul>
HPR - 2323	<b>Recreation Leadership</b>	This course covers the planning and leadership techniques for conducting organized park and recreation programs for all ages. (Course description change effective Fall 2016) (Title and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of leadership and organizational theory</li> <li>B. Identify challenges in recreational settings</li> <li>C. Explain the importance of motivation in group dynamics</li> <li>D. Demonstrate knowledge of budgeting and expenditures in recreational settings</li> <li>E. Identify methods of program promotion and formats</li> <li>F. Identify current risk management strategies</li> </ul>
HPR - 2413	<b>Individual and Team Sports Officiating</b>	This course covers personal skill development, rules and officiating techniques for individual and team sports. (Prefix and course description change effective Fall 2016) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and apply knowledge of rules of the sport</li> <li>B. Distinguish and apply appropriate signals and mechanics of officiating</li> <li>C. Recognize appropriate player and field equipment</li> <li>D. Describe appropriate skills for crowd control and the field of play</li> </ul>

HPR- No.	UCNS Title	Course & Description	Outcomes
HPR - 2423	Football Theory	This course covers and 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the history of football</li> <li>B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of football</li> <li>C. Identify the various techniques and equipment used in football</li> </ul>
HPR - 2433	Basketball Theory	This course covers and 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 individual skills, team tactics, organization and management practices. (Course description change effective Fall 2010) (Course description change effective Fall 2016) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the history of basketball</li> <li>B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of basketball</li> <li>C. Identify the various techniques and equipment used in basketball</li> </ul>
HPR - 2443	Soccer Theory	This course covers and 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the history of soccer</li> <li>B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of soccer</li> <li>C. Identify the various techniques and equipment used in soccer</li> </ul>
HPR - 2453	Baseball Theory	This course covers and 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the history of baseball</li> <li>B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of baseball</li> <li>C. Identify the various techniques and equipment used in baseball</li> </ul>
HPR - 2462	Coaching Major Sports I	Course deleted effective Fall 2016	

HPR- No.	UCNS Title	Course & Description	Outcomes
HPR - 2472	Coaching Major Sports II	Course deleted effective Fall 2016	
HPR - 2483	Track Theory	This course covers and 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the history of track</li> <li>B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of track</li> <li>C. Identify the various techniques and equipment used in track</li> </ul>
HPR - 2493	Softball Theory	This course covers and 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the history of softball</li> <li>B. Demonstrate knowledge of rules, fundamentals, safety and philosophies of softball</li> <li>C. Identify the various techniques and equipment used in softball</li> </ul>
HPR - 2512	Team Sports III	This course covers the rules, techniques, participation and equipment in (activities) _____ (name sport). (Title and course description change effective Fall 2010) (Course description change effective Fall 2016) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the rules and proper use of equipment</li> <li>B. Demonstrate proper teamwork, etiquette, sportsmanship and safety</li> <li>C. Demonstrate effort when engaged in play</li> <li>D. Demonstrate appropriate skills</li> </ul>
HPR - 2522	Team Sports IV	This course covers the rules, techniques, participation and equipment in (activities) _____ (name sport). (Title and course description change effective Fall 2010) (Course description change effective Fall 2016) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the rules and proper use of equipment</li> <li>B. Demonstrate proper teamwork, etiquette, sportsmanship and safety</li> <li>C. Demonstrate effort when engaged in play</li> <li>D. Demonstrate appropriate skills</li> </ul>

<b>HPR- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>HPR - 2532</b>	<b>Individual and Dual Sports III</b>	This course covers the rules, techniques, participation and equipment in (activities) _____ (name sport). Title and course description change effective Fall 2010) (Course description change effective Fall 2016) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the rules and proper use of equipment</li> <li>B. Demonstrate proper etiquette, sportsmanship and safety</li> <li>C. Demonstrate effort when engaged in play</li> <li>D. Demonstrate appropriate skills</li> </ul>
<b>HPR - 2542</b>	<b>Individual and Dual Sports IV</b>	This course covers the rules, techniques, participation and equipment in (activities) _____ (name sport). Title and course description change effective Fall 2010) (Course description change effective Fall 2016) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the rules and proper use of equipment</li> <li>B. Demonstrate proper etiquette, sportsmanship and safety</li> <li>C. Demonstrate effort when engaged in play</li> <li>D. Demonstrate appropriate skills</li> </ul>
<b>HPR - 2552</b>	<b>Fitness and Conditioning Training III</b>	This course covers 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) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and engage in appropriate body mechanics</li> <li>B. Identify proper equipment and facility usage</li> <li>C. Demonstrate and apply proper safety techniques</li> <li>D. Explain benefits of physical fitness</li> </ul>
<b>HPR - 2562</b>	<b>Fitness Conditioning Training IV</b>	This course covers 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) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate and engage in appropriate body mechanics</li> <li>B. Identify proper equipment and facility usage</li> <li>C. Demonstrate and apply proper safety techniques</li> <li>D. Explain benefits of physical fitness</li> </ul>
<b>HPR - 2572</b>	<b>Dance III</b>	This course is a continuation of dance techniques and covers 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) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of the art form</li> <li>B. Define vocabulary specific to each dance technique</li> <li>C. Demonstrate and engage in appropriate body mechanics</li> <li>D. Demonstrate and apply proper safety techniques</li> <li>E. Explain benefits of dance as a form of physical activity</li> </ul>

<b>HPR- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>HPR - 2582</b>	<b>Dance IV</b>	This course is a continuation of dance techniques and covers 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) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of the art form</li> <li>B. Define vocabulary specific to each dance technique</li> <li>C. Demonstrate and engage in appropriate body mechanics</li> <li>D. Demonstrate and apply proper safety techniques</li> <li>E. Explain benefits of dance as a form of physical activity</li> </ul>
<b>HPR - 2712</b>	<b>Athletic Training Terminology</b>	This course develops students' knowledge of musculoskeletal and orthopedic terminology related to athletic training and other related health professions. (Effective Fall 2010) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Recognize and discuss word components, terms, procedures, and abbreviations related to the body</li> <li>B. Identify combining forms, suffixes, and prefixes related to the body</li> <li>C. Identify various medical procedures related to the body</li> <li>D. Identify abbreviations related to body</li> </ul>
<b>HPR - 2723</b>	<b>Prevention and Care of Athletic Injuries</b>	This course covers the theory and practice for the prospective athletic trainer or coach in the prevention and care of athletic injuries. (Effective Fall 2010) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain tissue response to injury</li> <li>B. Demonstrate knowledge of mechanisms and characteristics of sports injuries</li> <li>C. Identify musculoskeletal conditions</li> <li>D. Demonstrate how to prevent, respond to, treat and care for athletic injuries</li> </ul>
<b>HPR - 2733</b>	<b>Introduction to Athletic Training</b>	This course covers an introduction to the profession, including but not limited to procedural aspects of the athletic training room operations, role delineations, preparation, and competencies with 50 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explain the professional and academic requirements for entering an athletic training program</li> <li>B. Complete 50 observation/experience hours under a BOC certified athletic trainer</li> <li>C. Develop an emergency action plan and the role of the sports medicine team</li> <li>D. Identify different career opportunities for a certified athletic trainer</li> </ul>
<b>HPR 2813/PRM 2113</b>	<b>Park and Recreation Program Leadership</b>	Course deleted effective Fall 2020	



HPR- No.	UCNS Title	Course & Description	Outcomes
<b>HPR 2823/PRM 2223</b>	<b>Recreation Program Planning and Development</b>	This course covers techniques and processes in program planning, implementation, development and evaluation in recreation settings. (Course code change effective Fall 2010) (Title and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Identify and apply programming skills</li> <li>B. Demonstrate ability to scheduling/organizational recreational programs</li> <li>C. Demonstrate an understanding of programming theory</li> <li>D. Identify and apply marketing of programs</li> <li>E. Design and implementation of recreation program</li> </ul>

### History (HIS)

HIS- No.	UCNS Title	Course & Description	Outcomes
<b>HIS - 1113</b>	<b>Western Civilization I</b>	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)	<ul style="list-style-type: none"> <li>A. Identify significant historical periods, events, individuals, and ideas from ancient times to mid-seventeenth century</li> <li>B. Analyze change over time from ancient times to mid-seventeenth century</li> <li>C. Interpret primary and secondary sources from ancient times to mid-seventeenth century</li> </ul>
<b>HIS - 1123</b>	<b>Western Civilization II</b>	This is a general survey of Western Civilization since the seventeenth century. (Course description change effective Fall 2009) (Course description effective Fall 2014)	<ul style="list-style-type: none"> <li>A. Identify significant historical periods, events individuals, and ideas since the seventeenth century</li> <li>B. Analyze change over time since the seventeenth century</li> <li>C. Interpret primary and secondary sources since the seventeenth century</li> </ul>
<b>HIS - 1163</b>	<b>World Civilizations I</b>	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)	<ul style="list-style-type: none"> <li>A. Identify significant historical periods, events, individuals, and ideas from ancient times to the 1500s</li> <li>B. Analyze change over time from ancient times to the 1500s</li> <li>C. Interpret primary and secondary sources from ancient times to the 1500s</li> </ul>

<b>HIS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>HIS - 1173</b>	<b>World Civilizations II</b>	This is a general survey of world history since the 1500s. (Course description change effective Fall 2009) (Title and course description effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify significant historical periods, events, individuals, and ideas since the 1500s</li> <li>B. Analyze change over time since the 1500s</li> <li>C. Interpret primary and secondary sources since the 1500s</li> </ul>
<b>HIS - 1613</b>	<b>African-American History</b>	This is a survey of African-American History from African origins to modern times. (Course description change effective Fall 2009) (Title and course description change effective Fall 2014)	<ul style="list-style-type: none"> <li>A. Identify significant historical periods, events, individuals, and ideas from African origins to modern times</li> <li>B. Analyze change over time from African origins to modern times</li> <li>C. Interpret primary and secondary sources from African origins to modern times</li> </ul>
<b>HIS - 2213</b>	<b>American (U.S.) History I</b>	This is a survey of American (U.S.) history to 1877. (Course description change effective Fall 2009) (Course description effective Fall 2014)	<ul style="list-style-type: none"> <li>A. Identify significant historical periods, events, individuals, and ideas of American history to 1877</li> <li>B. Analyze change over time of American history to 1877</li> <li>C. Interpret primary and secondary sources of American history to 1877</li> </ul>
<b>HIS - 2223</b>	<b>American (U.S.) History II</b>	This is a survey of American (U.S.) history since 1865. (Course description change effective Fall 2009) (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify significant historical periods, events, individuals, and ideas of American history since 1865</li> <li>B. Analyze change over time of American history since 1865</li> <li>C. Interpret primary and secondary sources of American history since 1865</li> </ul>
<b>HIS - 2813</b>	<b>Special Topics in History/Social Studies</b>	Special topics in History/Social Studies. Credit and title to be determined. Topics will vary from semester to semester. This course is to be used on a limited basis to offer expansion upon subject matter areas covered in existing courses. (Courses limited to two offerings under one title within two academic years.) (Course description change effective Fall 2009) (Title change effective Fall 2014)	<ul style="list-style-type: none"> <li>A. Identify significant historical periods, events, individuals, and ideas related to the special topic</li> <li>B. Analyze change over time related to the special topic</li> <li>C. Interpret primary and secondary sources related to special topic</li> </ul>

## Honors (HON)

HON- No.	UCNS Title	Course & Description	Outcomes
HON - 1131	Academic Team I	Participation in _____. (Name academic team) (New course effective Fall 2018)	
HON - 1141	Academic Team II	Participation in _____. (Name academic team) (New course effective Fall 2018)	
HON/LEA 1712	Honors Leadership Development I	Admission is by faculty consent. The central focus is the development of leadership skills. This course integrates readings from the humanities and experiential learning exercises with readings and discussions of traditional theories. (Effective Fall 2010)(Prefix, title, and course description change effective Fall 2015) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Examine leadership theory</li> <li>B. Develop personal leadership philosophy</li> <li>C. Explore moral and ethical responsibilities of leadership</li> <li>D. Identify, analyze, and develop positions on positions on the issues and controversies related to the selected topics</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Identify major issues and controversies related to the selected topics</li> <li>B. Analyze issues and controversies related to selected topics</li> <li>C. Develop positions on the issues and controversies related to the selected topics</li> <li>D. Build effective communication skills</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Identify major issues and controversies related to the selected topics</li> <li>B. Analyze issues and controversies related to the selected topics</li> <li>C. Develop positions on the issues and controversies related to the selected topics</li> <li>D. Build effective communication skills</li> </ul>

HON- No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Identify major issues and controversies related to the selected topics</li> <li>B. Analyze issues and controversies related to the selected topics</li> <li>C. Develop positions on the issues and controversies related to the selected topics</li> <li>D. Build effective communication skills</li> </ul>
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/LEA - 2712	Honors Leadership Development II	A continuation of HON/LEA 1712. (New course effective Fall 2015) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Examine leadership theory</li> <li>B. Develop personal leadership philosophy</li> <li>C. Explore moral and ethical responsibilities of leadership</li> <li>D. Identify, analyze, and develop positions on the issues and controversies related to the selected topics</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Identify major issues and controversies related to the selected topics</li> <li>B. Analyze issues and controversies related to the selected topics</li> <li>C. Develop positions on the issues and controversies related to the selected topics</li> <li>D. Build effective communication skills</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Identify major issues and controversies related to the selected topics</li> <li>B. Analyze issues and controversies related to the selected topics</li> <li>C. Develop positions on the issues and controversies related to the selected topics</li> <li>D. Build effective communication skills</li> </ul>

### Humanities (HUM)

HUM- No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Determine the cultural and historical context in which various pieces of art, music, literature and philosophy were created</li> <li>B. Identify significant works of art, music, literature, and philosophy</li> <li>C. Recognize the influence of the humanities on world civilizations</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Determine the cultural and historical context in which various pieces of art, music, literature and philosophy were created</li> <li>B. Identify significant works of art, music, literature, and philosophy</li> <li>C. Recognize the influence of the humanities on world civilizations</li> </ul>

### Industrial Arts, Industrial Education (IED)

IED- No.	UCNS Title	Course & Description	Outcomes
IED - 1213	Woodworking I	Knowledge, appreciation, and skill in use of hand tools; wood joints, finishes, fasteners, and job planning.	<ul style="list-style-type: none"> <li>A. To develop the knowledge of, the care of, and skills in the use of woodworking hand and power tools</li> <li>B. To develop attitudes and knowledge of related safety principles and practices</li> <li>C. To become familiar with woodworking techniques</li> <li>D. To understand wood production, structure and characteristics</li> <li>E. To become acquainted with lumber specifications and properties</li> </ul>

IED- No.	UCNS Title	Course & Description	Outcomes
IED - 1813	<b>Basic Electricity and Electronics</b>	A study of basic components of electronics covering the operations and common applications. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. To develop a basic understanding of the fundamentals of industrial electricity and electronics</li> <li>B. To develop skills and competencies in the use and care of electronic test equipment</li> <li>C. To develop competencies in basic electronics fundamentals through problem-solving techniques</li> <li>D. To develop the basic skills required to analyze and construct electronic circuits</li> </ul>
IED - 2313	<b>General Metal Work</b>	Sheet and wrought metal processing; experimentation in bench tools, metal design, jigs, machine processes and metal finishes; construction of metal projects.	<ul style="list-style-type: none"> <li>A. Understand the fundamentals of metal processing</li> <li>B. To demonstrate the use of machine processes</li> <li>C. To create metal finishes for projects</li> <li>D. To identify and demonstrate use of bench tools</li> </ul>
IED - 2323	<b>Forging and Welding</b>	Practice in hand forging; annealing, hardening, and tempering of tool steel; gas and electric welding.	<ul style="list-style-type: none"> <li>A. To develop attitudes and knowledge of related safety habits necessary in hot metal working</li> <li>B. To identify, understand, and appreciate the basic hot metal working processes as related to applications</li> <li>C. To develop a minor degree of skill in the areas listed in the course description</li> <li>D. To provide technical knowledge, practical application, and safety to allow successful pursuit of vocational experiences</li> </ul>

IED- No.	UCNS Title	Course & Description	Outcomes
IED - 2413	<b>History and Appreciation of the Artcrafts</b>	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)	<ul style="list-style-type: none"> <li>A. Students will demonstrate an understanding and appreciation of the historical impact of the art and crafts in civilization</li> <li>B. Students will demonstrate an understanding of modern technology through a general survey of art craft history</li> <li>C. Students will apply a basic knowledge and appreciation of the skills involved in designing and constructing art craft objects</li> <li>D. Students will discover an appreciation of the art crafts through experience with various craft materials</li> <li>E. Students will explore possible areas that may be pursued as a leisure activity or a vocation</li> </ul>
IED - 2613	<b>Industrial Psychology</b>	Application of psychological principles and methods to industry emphasizing employee selection, placement, merit rating, training, human relations, and measurements and improvements of employee morale.	<ul style="list-style-type: none"> <li>A. To identify and apply psychological principles relative to human relations</li> <li>B. To analyze, compare and contrast psychological methods of industry</li> <li>C. To recognize and improve human relations in industry</li> </ul>

### Journalism (JOU)

JOU- No.	UCNS Title	Course & Description	Outcomes
JOU - 1111	<b>College Publications I</b>	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.	<ul style="list-style-type: none"> <li>A. Learning basic news writing</li> <li>B. Learning to meet deadlines</li> <li>C. Learning basic newsgathering techniques</li> <li>D. Learning basic photography and editing skills</li> </ul>
JOU - 1121	<b>College Publications II</b>	A continuation of JOU 1111.	<ul style="list-style-type: none"> <li>A. Learning basic news writing</li> <li>B. Learning to meet deadlines</li> <li>C. Learning basic newsgathering techniques</li> <li>D. Learning basic photography and editing skills</li> </ul>
JOU - 1223	<b>Basic News Reporting</b>	Course deleted effective Fall 2010	

JOU- No.	UCNS Title	Course & Description	Outcomes
JOU - 1313	<b>News Writing And Reporting I</b>	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	<b>News Writing And Reporting II</b>	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	<b>College Publications III</b>	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	<b>College Publications IV</b>	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	<b>Beginning Photography</b>	Course deleted effective Fall 2010	
JOU - 2523	<b>Advanced Photography</b>	Course deleted effective Fall 2010	
JOU - 2613	<b>Fundamentals of Digital Photography</b>	Course deleted effective Fall 2010	

### Leadership (LEA)

LEA- No.	UCNS Title	Course & Description	Outcomes
LEA/HON 1712	<b>Honors Leadership Development I</b>	The central 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 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) (Prefix and course description change effective Fall 2020)	A. Examine leadership and group dynamics theory B. Develop personal leadership philosophy C. Explore moral and ethical responsibilities of leadership A. Identify, analyze, and develop positions on the issues and controversies related to the selected topics



<b>LEA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>LEA - 1811</b>	<b>Leadership &amp; Organizational Skills I</b>	An introduction of leadership styles and skills, roles, and functions of officers of student organizations. (Course description change effective Fall 2010) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Apply principles of effective leadership to a leadership role or task</li> <li>B. Develop proficient communication skills</li> <li>C. Understand procedures for conducting an effective meeting</li> </ul>
<b>LEA - 1821</b>	<b>Leadership &amp; Organizational Skills II</b>	A study of leadership styles and skills, roles and functions of officers of student organizations. (Course description change effective Fall 2010) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Demonstrate effective non-verbal communication</li> <li>B. Utilize time management skills</li> <li>C. Evaluate different styles of leadership</li> </ul>
<b>LEA - 1911</b>	<b>Leadership &amp; Communication Skills Development - Recruiting &amp; Public Relations I</b>	This course introduces the student to his/her responsibilities as a member of the recruiting/public relations team. (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Student will display learned responsibilities of a student recruiter</li> <li>B. Student will develop and portray appropriate communication skills</li> <li>C. Student will have a working knowledge of the history of the college</li> <li>D. Student will be proficient in their knowledge pertaining to the critical recruiting facts about the college</li> <li>E. Student will participate in civic engagement</li> </ul>
<b>LEA - 1921</b>	<b>Leadership &amp; Communication Skills Development - Recruiting &amp; Public Relations II</b>	A continuation of LEA 1911.	<ul style="list-style-type: none"> <li>A. Students will apply the practical application of student recruiter responsibilities during student led campus tours and other events</li> </ul>
<b>LEA/HON 2712</b>	<b>Honors Leadership Development II</b>	A continuation of HON/LEA 1712. (New course effective Fall 2015) (Prefix and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Identify major issues and controversies related to the selected topics</li> <li>B. Analyze issues and controversies related to the selected topics</li> <li>C. Develop positions on the issues and controversies related to the selected topics</li> </ul>
<b>LEA - 2811</b>	<b>Leadership &amp; Organizational Skills III</b>	An application of leadership styles and skills, roles and functions of officers of student organizations. (Course code and course description change effective Fall 2010) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Examine the concept of balance of power</li> <li>B. Utilize effective motivation skills</li> <li>C. Develop principles of ethical leadership</li> </ul>

LEA- No.	UCNS Title	Course & Description	Outcomes
LEA - 2821	<b>Leadership &amp; Organizational Skills IV</b>	An evaluation of leadership styles and skills, roles and functions of officers of student organizations. (Course code and course description change effective Fall 2010) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Mentor other leadership students</li> <li>B. Apply principles of effective leadership</li> <li>C. Generate a philosophy of leadership</li> </ul>
LEA - 2911	<b>Leadership &amp; Communication Skills Development - Recruiting &amp; Public Relations III</b>	A continuation of LEA 1921.	<ul style="list-style-type: none"> <li>A. Students will apply the practical application of student recruiter responsibilities during student led campus tours and other events</li> </ul>
LEA - 2921	<b>Leadership &amp; Communication Skills Development - Recruiting &amp; Public Relations IV</b>	A continuation of LEA 2911.	<ul style="list-style-type: none"> <li>A. Students will apply the practical application of student recruiter responsibilities during student led campus tours and other events</li> </ul>

### Learning and Life Skills (LLS)

LLS- No.	UCNS Title	Course & Description	Outcomes
LLS - 0113	<b>Essential College Skills I</b>	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)	<ul style="list-style-type: none"> <li>A. Explore and utilize campus resources</li> <li>B. Discover and apply learning styles</li> <li>C. Identify SQ3R study reading skills</li> <li>D. Utilize time management skills</li> <li>E. Apply concentration and memory techniques</li> <li>F. Implement goal setting strategies in order to set and meet educational goals</li> </ul>
LLS - 0123	<b>Essential College Skills II</b>	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)	<ul style="list-style-type: none"> <li>A. Construct effective goal setting, problem solving, and decision making skills</li> <li>B. Develop time management techniques</li> <li>C. Identify personal learning preferences</li> <li>D. Utilize appropriate reading strategies as used on content material</li> <li>E. Develop and apply memory skills</li> <li>F. Utilize technology</li> </ul>

<b>LLS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>LLS - 1152</b>	<b>College Life</b>	This course is designed to assist the first-time student in achieving academic, career, and person success. (Prefix change effective Fall 2014) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Establish positive study skills to build academic success</li> <li>B. Develop time management skills</li> <li>C. Demonstrate effective financial planning skills</li> <li>D. Increase utilization of academic resources</li> <li>E. Incorporate goal-setting strategies for educational and career goals</li> </ul>
<b>LLS - 1212</b>	<b>Self-Affirmation</b>	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)	<ul style="list-style-type: none"> <li>A. Explore dimensions of self</li> <li>B. Increase productivity by using one's strengths</li> <li>C. Identify and improves one's weaknesses</li> <li>D. Reflect and redirect to promote positive self-image</li> </ul>
<b>LLS - 1223</b>	<b>Life Skills Development</b>	This course is designed to aid students in stress and anger management, and promote self-awareness. (Title and course description change effective Fall 2010)	<ul style="list-style-type: none"> <li>A. Increase awareness of stress/stress management</li> <li>B. Utilize anger management techniques</li> <li>C. Develop self-awareness</li> </ul>
<b>LLS - 1312</b>	<b>Orientation</b>	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)	<ul style="list-style-type: none"> <li>A. Employ effective college skills to promote academic success</li> <li>B. Develop time management skills</li> <li>C. Identify positive financial responsibilities</li> <li>D. Increase utilization of academic resources</li> </ul>
<b>LLS - 1322</b>	<b>Career Exploration</b>	This course is designed to assist students in determining career goals. Interest tests, personality inventories, and aptitude tests are given to assist students in determining career choices. (Prefix change effective Fall 2014) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Participate in career exploration</li> <li>B. Establish career goals</li> </ul>
<b>LLS - 1332</b>	<b>Introduction to Health Professions I</b>	This course is designed to examine specific allied professions, describe the education necessary, identify certification requirements, and project expected salary. (Prefix change effective Fall 2014) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Identify basic understanding of health care systems in the US</li> <li>B. Research various professions available in the US</li> <li>C. Develop career interests</li> </ul>

LLS- No.	UCNS Title	Course & Description	Outcomes
LLS - 1342	<b>Introduction to Health Professions II</b>	This course is designed as a continuation of the educational requirements, the position descriptions and work environment required for health professions. (New course effective Fall 2015) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explore career options within the Health Sciences</li> <li>B. Identify all levels of healthcare professionals</li> <li>C. Identify healthcare delivery systems</li> <li>D. Identify job safety, job skills, and the impact of new technology on healthcare services</li> <li>E. Participate in job shadowing in health-related fields</li> </ul>
LLS - 1352	<b>Introduction to S.T.E.M. Professions</b>	This course is designed to present the educational requirements, the various professions and the entry points for employment for students interested in STEM professions. (New course effective Fall 2015) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Explore opportunities and challenges in science, technology, engineering and mathematics (S.T.E.M.) and conceptual tools used by scientists and engineers</li> <li>B. Describe S.T.E.M. professions and discuss professional challenges</li> <li>C. Explore the application of basic concepts associated with various S.T.E.M. professions</li> <li>D. Acquire hands-on-experience from multi-disciplinary fields</li> <li>E. Experience and practice, through projects and assignments, managing time effectively, team work, challenge-based instruction, and communicating technical information</li> </ul>
LLS - 1412	<b>Enhancement of Study</b>	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) (Title and course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Develop motivational skills</li> <li>B. Employ time management skills</li> <li>C. Develop effective note-taking and test-taking skills</li> <li>D. Utilize technology effectively</li> <li>E. Use memory techniques and critical reading/listening skills</li> </ul>
LLS - 1423	<b>College Study Skills</b>	This course is designed as 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) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Employ structured note-taking</li> <li>B. Apply memory techniques</li> <li>C. Demonstrate good test-taking skills</li> <li>D. Assess learning styles and employ appropriate strategies</li> <li>E. Demonstrate critical thinking and active reading techniques</li> </ul>

LLS- No.	UCNS Title	Course & Description	Outcomes
LLS - 1712	Job Search Skills	This course is designed to prepare students for job networking skills, completing applications, resume writing, interviewing, and work ethic. (Prefix change effective Fall 2014) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Create appropriate business communication devices such as cover letters, memos, business letters, and thank you notes</li> <li>B. Identify appropriate business etiquette and attire</li> <li>C. Perform effective interview techniques in mock-interview</li> <li>D. Create portfolio including resume, references, and recommendation letters</li> <li>E. Identify practices to obtain and maintain employment</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Create appropriate business communication devices such as cover letters, memos, business letters, and thank you notes</li> <li>B. Identify appropriate business etiquette and attire</li> <li>C. Perform effective interview techniques in mock-interview</li> <li>D. Create portfolio including resume, references, and recommendation letters</li> <li>E. Identify practices to obtain and maintain employment</li> <li>F. Demonstrate effective goal setting procedures</li> </ul>

### Library and Science (LIS)

LIS- No.	UCNS Title	Course & Description	Outcomes
LIS - 1112	Library Science I	Introduction to electronic library resources. (Prefix change effective Fall 2014) (Course description change effective Fall 2015) (Course description change effective Fall 2020)	<ul style="list-style-type: none"> <li>A. Define electronic library resources</li> <li>B. Demonstrate an understanding of different classification schemes</li> <li>C. Demonstrate understanding of digital collection development</li> </ul>

LIS- No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Define library resources</li> <li>B. Develop search strategies and keywords</li> <li>C. Evaluate sources found in print, databases, and websites</li> <li>D. Cite sources ethically</li> <li>E. Demonstrate ability to write a research paper</li> </ul>

### Mathematics (MAT)

MAT - No.	UCNS Title	Course & Description	Outcomes
MAT - 0111	Math Lab 1	This course is an 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Demonstrate the concepts developed in MAT 0123</li> </ul>
MAT - 0113	Fundamentals of Mathematics	Course deleted effective Fall 2014	
MAT - 0121	Math Lab 2	This course is an 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Demonstrate the concepts developed in MAT 1233</li> </ul>
MAT - 0123	Beginning Algebra	This course includes 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Perform operations with real numbers</li> <li>B. Solve linear equations</li> <li>C. Use the coordinate system</li> <li>D. Solve linear inequalities</li> <li>E. Apply the laws of exponents</li> <li>F. Identify and perform operations on polynomials</li> <li>G. Factor polynomials</li> </ul>

<b>MAT - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MAT - 0131</b>	<b>Math Lab 3</b>	This course is an 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) (Course description change effective Fall 2022)	A. Demonstrate the concepts developed in MAT 1313
<b>MAT - 1033</b>	<b>Technical Mathematics</b>	This course is 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 student's program area. This course will satisfy the mathematics requirement for the Certificate of Proficiency or Associate of Applied Science. (New course effective Fall 2018) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Demonstrate the ability to perform the manipulation of fractions, decimals, percentages, and equivalent forms</li> <li>B. Demonstrate the ability to perform unit conversions and understand the limitations on precision and accuracy imposed by measurement</li> <li>C. Understand basic concepts of geometry and use formulas to determine the perimeter, area, and volume of geometric figures</li> <li>D. Solve linear and quadratic equations and use equations to model and solve real-world applications</li> <li>E. Use trigonometric functions to solve applications including right triangle problems</li> <li>F. Interpret graphical displays of data</li> </ul>
<b>MAT - 1111</b>	<b>Basic Graphing Calculator</b>	Course deleted effective Fall 2022	
<b>MAT - 1121</b>	<b>Advanced Graphing Calculator</b>	Course deleted effective Fall 2022	

<b>MAT - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MAT - 1133</b>	<b>Pre-College Algebra</b>	This course combines beginning and intermediate algebra which includes evaluating and simplifying algebraic expressions, solving linear equations and inequalities, graphing linear equations in two variables, applying the rules of integer exponents, performing operations on polynomials, factoring polynomials, solving quadratic equations, performing operations on rational expressions, solving rational equations, simplifying radicals, and performing operations on radical expressions. (New Course effective Fall 2019) <b>(Course description change effective Fall 2022)</b>	<ul style="list-style-type: none"> <li>A. Evaluate and simplify algebraic expressions</li> <li>B. Solve linear equations and inequalities</li> <li>C. Graph linear equations in two variables</li> <li>D. Perform operations with integer exponents and polynomials</li> <li>E. Factor polynomials and solve quadratic equations</li> <li>F. Perform operations with rational expressions and solve rational equations</li> <li>G. Simplify and perform operations with radicals</li> </ul>
<b>MAT - 1213</b>	<b>College Mathematics I</b>	Course deleted effective Fall 2014	
<b>MAT - 1223</b>	<b>College Mathematics II</b>	Course deleted effective Fall 2014	
<b>MAT - 1233</b>	<b>Intermediate Algebra</b>	This course includes linear equations and their graphs; inequalities and number line graphs; rational expressions; factoring; laws of exponents; radicals; polynomials. (Course description change effective Fall 2012) <b>(Course description change effective Fall 2022)</b>	<ul style="list-style-type: none"> <li>A. Solve linear equations</li> <li>B. Graph linear equations</li> <li>C. Solve inequalities and graph on number lines</li> <li>D. Simplify rational expressions</li> <li>E. Apply the laws of exponents</li> <li>F. Determine roots and simplify expressions with rational exponents</li> <li>G. Simplify and rationalize radical expressions</li> <li>H. Factor and perform operations with polynomials</li> </ul>
<b>MAT - 1313</b>	<b>College Algebra</b>	This course includes the following topics with applications: inequalities; functions; linear and quadratic equations, and their graphs; rational, radical, and higher-order equations; polynomial and rational functions; logarithmic and exponential functions; systems of equations. (Course description change effective Fall 2012) <b>(Course description change effective Fall 2022)</b>	<ul style="list-style-type: none"> <li>A. Solve inequalities</li> <li>B. Perform operations and compositions of functions; find inverses of functions</li> <li>C. Graph linear and quadratic equations</li> <li>D. Solve linear, quadratic, rational, radical, higher-order, exponential and logarithmic equations</li> <li>E. Analyze polynomial, rational, exponential and logarithmic functions</li> <li>F. Solve systems of equations</li> </ul>



MAT - No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Analyze and graph trigonometric functions</li> <li>B. Verify trigonometric identities</li> <li>C. Solve trigonometric equations</li> <li>D. Determine and use radian measurement</li> <li>E. Solve right and oblique triangles</li> <li>F. Determine values of inverse trigonometric functions</li> <li>G. Solve applications using trigonometric functions</li> </ul>
MAT - 1333	Finite Mathematics	This course is an introduction to sets, functions, matrices, linear programming, and probability with applications in business decision making and behavioral sciences. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Use and perform operations with matrices</li> <li>B. Use linear programming to solve problems</li> <li>C. Apply probability rules</li> <li>D. Solve applications</li> </ul>
MAT - 1343	Pre-calculus	This course is a review of college algebra and trigonometry in preparation for Calculus I. Topics include algebraic functions, algebraic equations, logarithmic and exponential functions, trigonometric functions, trigonometric equations, and graphs of functions. (Course Description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Analyze and graph algebraic functions</li> <li>B. Solve algebraic equations</li> <li>C. Analyze and graph logarithmic and exponential functions</li> <li>D. Interpret and graph trigonometric functions</li> <li>E. Solve trigonometric equations</li> </ul>
MAT - 1513	Business Calculus I	This course is a study of functions, limits, continuity, derivatives, and their applications to business and economics. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Evaluate limits and determine the continuity of a function</li> <li>B. Determine the derivative of functions</li> <li>C. Apply derivatives in solving business and economic application problems</li> <li>D. Perform curve sketching</li> </ul>
MAT - 1523	Business Calculus II	This course is a study of antiderivatives, techniques of integration, applications of the definite integral, and applications to business and economics. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Find antiderivatives (integrals)</li> <li>B. Use techniques of integration</li> <li>C. Apply the Fundamental Theorem of Calculus</li> <li>D. Solve business and economics applications</li> </ul>
MAT - 1611	Calculus I, Laboratory	This course includes the investigation of the techniques studied in Calculus I through the use of technology. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Evaluate limits</li> <li>B. Analyze continuity</li> <li>C. Solve differentiation problems</li> <li>D. Solve applications of derivatives</li> </ul>

<b>MAT - No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MAT - 1613</b>	<b>Calculus I</b>	This course includes the following topics: limits; continuity; the definition of the derivative; differentiation; and applications. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Evaluate limits numerically graphically, and analytically</li> <li>B. Determine the continuity of a function</li> <li>C. Differentiate algebraic, trigonometric, and transcendental functions</li> <li>D. Solve applications and use the derivative to analyze and sketch the graph of a function</li> </ul>
<b>MAT - 1621</b>	<b>Calculus II, Laboratory</b>	This course includes the investigation of techniques studied in Calculus II through the use of technology. (New course effective Fall 2012) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Integrate functions</li> <li>B. Solve applications</li> </ul>
<b>MAT - 1623</b>	<b>Calculus II</b>	This course includes the following topics: antiderivatives, the definite integral, indefinite integrals, techniques of integration, and applications. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Find antiderivatives</li> <li>B. Determine indefinite integrals and evaluate definite integrals</li> <li>C. Solve applications of integration</li> <li>D. Perform integration using integration techniques</li> </ul>
<b>MAT - 1723</b>	<b>Real Number System</b>	This course is designed for elementary and special education majors. Topics includes set theory, numeration systems, foundations of number theory, and properties and operations of real numbers. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Use set theory</li> <li>B. Use numeration systems in base ten and other bases</li> <li>C. Apply foundations of number theory</li> <li>D. Apply techniques for properties and operations with real numbers</li> </ul>
<b>MAT - 1733</b>	<b>Geometry, Measurement, and Probability</b>	This course is designed for elementary and special education majors. Topics includes geometric definitions, shapes, and formulas; linear and angular measurements; unit conversions, statistics and probability. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Identify and apply geometric definitions and shapes</li> <li>B. Use and apply geometric formulas.</li> <li>C. Determine, apply, and simplify measurements (unit conversions, linear and angular)</li> <li>D. Use statistics to analyze data and determine probability</li> </ul>
<b>MAT - 1743</b>	<b>Problem Solving with Real Numbers</b>	This course is designed for elementary and special education majors. Topics includes logic, applications of real numbers, probability, and statistics. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Solve problems using logic</li> <li>B. Solve applications of real numbers</li> <li>C. Determine and apply probability</li> <li>D. Use statistics to analyze data</li> </ul>

MAT - No.	UCNS Title	Course & Description	Outcomes
MAT - 1753	Quantitative Reasoning	This course is 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Develop truth tables and statements using logic symbols</li> <li>B. Use Venn diagrams to represent and solve problems with sets, surveys and probabilities</li> <li>C. Solve linear equations and inequalities</li> <li>D. Evaluate and interpret probability of the occurrence of a given event</li> <li>E. Identify and interpret statistics pertaining to data sets</li> <li>F. Analyze data to make and support decisions</li> <li>G. Solve personal finance problems</li> </ul>
MAT - 1815	Calculus I-A	This course includes the following topics: limits; continuity; differentiation; applications; antiderivatives; the definite integral and basic integration. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Evaluate limits numerically, graphically, and analytically</li> <li>B. Determine the continuity of a function</li> <li>C. Differentiate functions</li> <li>D. Solve applications of differentiation</li> <li>E. Find antiderivatives</li> <li>F. Determine indefinite integrals and evaluate definite integrals</li> </ul>
MAT - 1825	Calculus II-A	This course includes the following topics: techniques of integration; applications; analytical geometry; parametric equations; polar coordinates; improper integrals; infinite sequences and series; and Taylor polynomials. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Solve applications of integration</li> <li>B. Perform integration using integration techniques</li> <li>C. Determine improper integrals</li> <li>D. Classify sequences and series as convergent or divergent</li> <li>E. Explore conic sections and polar graphs</li> <li>F. Determine parametric equations</li> <li>G. Find nth degree Taylor polynomials</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Solve linear systems of equations and use matrix operations to solve problems</li> <li>B. Find determinants</li> <li>C. Use and apply vectors in n-space</li> <li>D. Define and recognize vector spaces</li> <li>E. Determine orthogonality</li> <li>F. Determine and apply linear transformations</li> <li>G. Solve applications</li> <li>H. Determine and use eigenvalues and eigenvectors</li> </ul>

MAT - No.	UCNS Title	Course & Description	Outcomes
MAT - 2323	Statistics	This course is an introduction to statistical methods of describing, summarizing, comparing, and interpreting data to include probability distributions, sampling, estimation, confidence intervals, and hypothesis testing. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Describe data sets</li> <li>B. Find measures of central tendency</li> <li>C. Find variability and position</li> <li>D. Find probability</li> <li>E. Use probability distributions</li> <li>F. Determine confidence intervals</li> <li>G. Use hypothesis testing</li> </ul>
MAT - 2513	Elementary Mathematical Analysis	This is a course in quantitative methods with an emphasis on business applications. Selected topics include Gauss-Jordan elimination, simplex methods for linear programming models, and transportation and assignment algorithms. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Apply Gauss-Jordan Elimination</li> <li>B. Apply Simplex Methods for Linear Programming Models</li> <li>C. Apply Simplex Methods for Transportation</li> <li>D. Apply Assignment Algorithms</li> </ul>
MAT - 2613	Calculus III	This course includes the following topics: analytical geometry; parametric equations; polar coordinates; improper integrals, infinite sequences and series; Taylor polynomial, vectors and geometry of space. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Determine improper integrals</li> <li>B. Classify sequences and series as convergent or divergent</li> <li>C. Explore conic sections and polar graphs</li> <li>D. Determine parametric equations</li> <li>E. Find nth degree Taylor polynomials</li> <li>F. Perform operations on vectors</li> </ul>
MAT - 2623	Calculus IV	This course includes the following topics: partial differentiation; optimization; multiple integration; vector calculus; quadric surfaces, line integrals, and divergence theorem. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Write equations of quadric surfaces in space</li> <li>B. Find partial derivatives</li> <li>C. Determine and evaluate multiple integrals</li> <li>D. Determine and solve vector-valued functions</li> <li>E. Write and evaluate a line integral</li> <li>F. Solve optimization problems</li> <li>G. Evaluate problems using the divergence theorem</li> </ul>

MAT - No.	UCNS Title	Course & Description	Outcomes
MAT - 2815	Calculus III-A	This course includes vectors; solid analytical geometry; functions of more than one variable; partial derivatives; optimization; quadric surfaces; line integrals; multiple integration; and divergence theorem. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Perform operations on vectors</li> <li>B. Determine and solve vector-valued functions</li> <li>C. Write equations of quadric surfaces in space</li> <li>D. Find partial derivatives</li> <li>E. Determine and evaluate multiple integrals</li> <li>F. Write and evaluate a line integral</li> <li>G. Solve optimization problems</li> <li>H. Evaluate problems using the divergence theorem</li> </ul>
MAT - 2913	Differential Equations	This course includes the following topics: solution of first and higher order differential equations, existence theorems, Laplace transforms; applications.	<ul style="list-style-type: none"> <li>A. Solve first-order differential equations</li> <li>B. Solve higher-order differential equations</li> <li>C. Apply existence theorems</li> <li>D. Derive Laplace and Inverse Transforms and use them to solve initial value problems</li> <li>E. Solve applications</li> </ul>

Modern and Foreign Language (MFL) – (ACTFL World-Readiness Standards for Learning Languages)

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 1113	French I	This course is an oral-aural approach, stresses conversation, pronunciation, comprehension, reading, writing, and functional grammar with emphasis on the practical aspects of the language. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 1123	French II	This course continues MFL 1113 with wider vocabulary and more complex structures and functions. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with culture competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 1213	Spanish I	<p>This course is an oral-aural approach which stresses conversation, pronunciation, listening comprehension, reading, writing, and functional grammar with emphasis on communication. (Course description change effective Fall 2014) (Course description change effective Fall 2019)</p>	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 1223	Spanish II	<p>This course continues MFL 1213 with wider vocabulary and more complex structures and functions. (Course description change effective Fall 2019)</p>	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 1313	German I	This course is an introductory course, incorporates an oral-aural approach stressing conversation, pronunciation, comprehension, reading, writing, and functional grammar. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 1323	German II	This course continues MFL 1313 with wider vocabulary and more complex structures and functions. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>



MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 1413	Japanese I	This course emphasizes conversational Japanese based on text using basic grammar, hiragana, katakana, with an introduction of basic kanji. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 1423	Japanese II	This course continues MFL 1413 with emphasis on 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) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 1513	Russian I	This course is an oral-aural approach stressing conversation, pronunciation, comprehension, reading, writing and functional grammar. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 1523	Russian II	This course continues MFL 1513 with wider vocabulary and more complex structures and functions. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 1713	Italian I	This course 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) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 1723	Italian II	This course continues MFL 1713 that incorporates a broader vocabulary base and usage of more complex structures and functions. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 2113	French III	This course continues MFL 1123 with additional materials of literary and cultural value. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 2123	French IV	This course continues MFL 2113 with additional literary and cultural readings and compositions as well as a review of essential elements of grammar. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 2213	Spanish III	This course continues MFL 1223 with additional materials of literary and cultural value. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 2223	Spanish IV	This course continues MFL 2213 with additional literary and cultural readings and compositions as well as a review of essential elements of grammar. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 2243	Spanish Conversation I	This course, Conversational Spanish I, is an advanced-level course designed to further develop conversational language proficiency. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 2253	Spanish Conversation II	This course, 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) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
MFL - 2313	German III	This course continues MFL 1323 with additional materials of literary and cultural value. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 2323	German IV	This course continues MFL 2313 with additional literary and cultural readings and compositions, as well as review of essential elements of grammar. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

MFL - No.	UCNS Title	Course & Description	Outcomes
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.	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
MFL - 2613	Foreign Language Study Aboard	This course is a unique language and culture learning opportunity designed and provided by individual colleges. Location, duration, and requirements may vary by institution. (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>



MFL - No.	UCNS Title	Course & Description	Outcomes
<b>MFL - 2713</b>	<b>Italian III</b>	This course continues MFL 1723 to include additional materials of literary and cultural value. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>
<b>MFL - 2723</b>	<b>Italian IV</b>	This course 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) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</li> <li>B. Interact with cultural competence and understanding</li> <li>C. Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</li> <li>D. Develop insight into the nature of language and culture in order to interact with cultural competence</li> <li>E. Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</li> </ul>

## Music Applied (MUA)

(Brass, Guitar, Organ, Percussion, Piano, Strings, Voice and Woodwinds)

MUA- No.	UCNS Title	Course & Description	Outcomes
<b>MUA - 1111</b>	<b>Class Brass I</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1121</b>	<b>Class Brass II</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1141</b>	<b>Elective Brass I</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1151</b>	<b>Elective Brass II</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1172</b>	<b>Brass for Music Education Majors I</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and demonstrate examples of proper Performance Skills</li> </ul>
<b>MUA - 1173</b>	<b>Brass for Music Majors I</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and demonstrate examples of proper Performance Skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1182</b>	<b>Brass for Music Education Majors II</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and demonstrate examples of proper Performance Skills</li> </ul>
<b>MUA - 1183</b>	<b>Brass for Music Majors II</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and demonstrate proper Performance Skills</li> </ul>
<b>MUA - 1211</b>	<b>Class Guitar I</b>	Instruction for beginning guitar players that includes basic accompanying styles and an introduction to classical guitar technique. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Identify basic chord forms</li> <li>C. Construct simple accompaniments</li> <li>D. Interpret basic music notation</li> <li>E. Utilize basic guitar technique</li> </ul>
<b>MUA - 1221</b>	<b>Class Guitar II</b>	Instruction for beginning guitar players that includes basic accompanying styles and an introduction to classical guitar technique. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Identify basic chord forms</li> <li>C. Construct simple accompaniments</li> <li>D. Interpret basic music notation</li> <li>E. Utilize basic guitar technique</li> </ul>
<b>MUA - 1241</b>	<b>Elective Guitar I</b>	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)	<ul style="list-style-type: none"> <li>A. Produce quality guitar tone</li> <li>B. Demonstrate progressive development of essential technique</li> <li>C. Interpret studies and repertoire</li> <li>D. Develop and implement effective practice plans</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1251</b>	<b>Elective Guitar II</b>	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)	<ul style="list-style-type: none"> <li>A. Produce quality guitar tone</li> <li>B. Demonstrate progressive development of essential technique</li> <li>C. Interpret studies and repertoire</li> <li>D. Develop and implement effective practice plans</li> </ul>
<b>MUA - 1272</b>	<b>Guitar for Music Education Majors I</b>	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)	<ul style="list-style-type: none"> <li>A. Produce quality guitar tone</li> <li>B. Demonstrate progressive development of essential technique</li> <li>C. Construct Scales and Arpeggios</li> <li>D. Demonstrate historically appropriate interpretations of Etudes and Repertoire</li> <li>E. Utilize memorization for appropriate literature</li> <li>F. Develop and implement effective practice plans</li> <li>G. Formulate Recital or Audition Material</li> </ul>
<b>MUA - 1282</b>	<b>Guitar for Music Education Majors II</b>	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)	<ul style="list-style-type: none"> <li>A. Produce quality guitar tone</li> <li>B. Demonstrate progressive development of essential technique</li> <li>C. Construct Scales and Arpeggios</li> <li>D. Demonstrate historically appropriate interpretations of Etudes and Repertoire</li> <li>E. Utilize memorization for appropriate literature</li> <li>F. Develop and implement effective practice plans</li> <li>G. Formulate Recital or Audition Material</li> </ul>
<b>MUA - 1311</b>	<b>Jazz Improvisation I</b>	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)	<ul style="list-style-type: none"> <li>A. Define and demonstrate Melodic Ornamentation</li> <li>B. Demonstrate Rhythmic Alteration</li> <li>C. Identify and illustrate Chord Spelling</li> <li>D. Define and demonstrate Chord Tone Solos</li> <li>E. Introduction to examples of Jazz Forms</li> <li>F. Perform Blues Scales</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1321</b>	<b>Jazz Improvisation II</b>	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)	<ul style="list-style-type: none"> <li>A. Define and demonstrate Melodic Ornamentation</li> <li>B. Demonstrate Rhythmic Alteration</li> <li>C. Identify and illustrate Chord Spelling</li> <li>D. Define and demonstrate Chord Tone Solos</li> <li>E. Introduction to examples of Jazz Forms</li> <li>F. Perform Blues Scales</li> </ul>
<b>MUA - 1331</b>	<b>Organ I</b>	Individual organ instruction. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 1341</b>	<b>Organ II</b>	Individual organ instruction. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 1362</b>	<b>Organ for Music Education Majors I</b>	Individual organ instruction including technique and appropriate repertoire. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 1363</b>	<b>Organ for Performance Majors I</b>	Intensive individual organ instruction including technique and appropriate repertoire. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1372</b>	<b>Organ for Music Education Majors II</b>	Individual organ instruction including technique and appropriate repertoire. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 1373</b>	<b>Organ for Performance Majors II</b>	Intensive individual organ instruction including technique and appropriate repertoire. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 1411</b>	<b>Class Percussion I</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1421</b>	<b>Class Percussion II</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1441</b>	<b>Elective Percussion I</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1451</b>	<b>Elective Percussion II</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1472</b>	<b>Percussion For Music Education I</b>	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.	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1473</b>	<b>Percussion for Music Majors I</b>	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.	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1482</b>	<b>Percussion for Music Education II</b>	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.	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1483</b>	<b>Percussion for Music Majors II</b>	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.	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>



<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1511</b>	<b>Class Piano for Music Majors I</b>	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)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1521</b>	<b>Class Piano for Music Majors II</b>	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)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1531</b>	<b>Class Piano for Non-Music Majors I</b>	Class piano instruction for non-music majors with no previous piano training. (New course effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1541</b>	<b>Piano for Non-Music Majors I</b>	Individual piano instruction for non-music majors. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1542</b>	<b>Piano for Voice Majors I</b>	Individual piano instruction for voice majors. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1551</b>	<b>Piano for Non-Music Majors II</b>	Individual piano instruction for non-music majors. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1552</b>	<b>Piano for Voice Majors II</b>	Individual piano instruction for voice majors. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1561</b>	<b>Class Piano for Non-Music Majors II</b>	Class piano instruction for non-majors with no previous piano training. (New course effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1571</b>	<b>Piano for Non Keyboard Music Majors I</b>	Individual piano instruction for non-keyboard music majors. (New course effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1572</b>	<b>Piano for Keyboard Majors (Music Education) I</b>	Individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA -1573</b>	<b>Piano for Keyboard Majors (Performance ) I</b>	Intensive individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1581</b>	<b>Piano for Non Keyboard Music Majors II</b>	Individual piano instruction for non-keyboard music majors. (New course effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1582</b>	<b>Piano for Keyboard Majors (Music Education) II</b>	Individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1583</b>	<b>Piano for Keyboard Majors (Performance) II</b>	Intensive individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 1611</b>	<b>Class Strings I</b>	Group instruction in tone production, bowings, fingerings, and positions for bowed string instruments.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Develop and implement effective practice plans</li> </ul>
<b>MUA - 1621</b>	<b>Class Strings II</b>	Group instruction in tone production, bowings, fingerings, and positions for bowed string instruments.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Develop and implement effective practice plans</li> </ul>
<b>MUA - 1641</b>	<b>Strings for Non Majors (Elective Strings) I</b>	Bowed string instrument instruction for music majors with strings as a secondary area of emphasis. Introduction to tuning, tone production, bowings, fingerings, and positions.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Develop and implement effective practice plans</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1651</b>	<b>Strings for Non Majors (Elective Strings) II</b>	Bowed string instrument instruction for music majors with strings as a secondary area of emphasis. Introduction to tuning, tone production, bowings, fingerings, and positions.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Develop and implement effective practice plans</li> </ul>
<b>MUA - 1672</b>	<b>Strings for Music Education Majors I</b>	Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Demonstrate historically appropriate interpretations of Etudes and Literature</li> <li>F. Develop and implement effective practice plans</li> </ul>
<b>MUA - 1673</b>	<b>Strings for Music Majors I</b>	Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Demonstrate historically appropriate interpretations of Etudes and Literature from memory</li> <li>F. Develop and implement effective practice plans</li> </ul>
<b>MUA - 1682</b>	<b>Strings for Music Education Majors II</b>	Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Demonstrate historically appropriate interpretations of Etudes and Literature from memory</li> <li>F. Develop and implement effective practice plans</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1683</b>	<b>Strings for Music Majors II</b>	Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Demonstrate historically appropriate interpretations of Etudes and Literature from memory</li> <li>F. Develop and implement effective practice plans</li> </ul>
<b>MUA - 1711</b>	<b>Class Voice I</b>	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.	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> </ul>
<b>MUA - 1721</b>	<b>Class Voice II</b>	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.	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> </ul>
<b>MUA - 1741</b>	<b>Voice for Non-Vocal Majors I</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> </ul>
<b>MUA - 1751</b>	<b>Voice for Non-Vocal Majors II</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1772</b>	<b>Voice for Vocal Music Education Majors I</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> <li>E. Perform appropriate vocal repertoire by memory</li> </ul>
<b>MUA - 1773</b>	<b>Voice for Vocal Performance Majors I</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> <li>E. Perform appropriate vocal repertoire by memory</li> </ul>
<b>MUA - 1782</b>	<b>Voice for Vocal Music Education Majors II</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> <li>E. Perform appropriate vocal repertoire by memory</li> </ul>
<b>MUA - 1783</b>	<b>Voice for Vocal Performance Majors II</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> <li>E. Perform appropriate vocal repertoire by memory</li> </ul>
<b>MUA - 1811</b>	<b>Class Woodwinds I</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1821</b>	<b>Class Woodwinds II</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1841</b>	<b>Elective Woodwinds I</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1851</b>	<b>Elective Woodwinds II</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 1872</b>	<b>Woodwinds for Music Education Majors I</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>



<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1873</b>	<b>Woodwinds for Music Majors I</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>
<b>MUA - 1882</b>	<b>Woodwinds for Education Majors II</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>
<b>MUA - 1883</b>	<b>Woodwinds for Music Majors II</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 1972</b>	<b>Composition for Music Education Majors I</b>	Study of music composition through assigned writing projects and analysis of masterworks. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Create melodies</li> <li>B. Compose cadence and phrase structures</li> <li>C. Harmonize melodies</li> <li>D. Analyze music from various style periods and compose similar stylistically correct compositions</li> <li>E. Demonstrate an understanding of both choral and instrumental arranging</li> <li>F. Coordinate a performance of the composition</li> </ul>
<b>MUA - 1982</b>	<b>Composition for Music Education Majors II</b>	Continued study of music composition through assigned writing projects and analysis of masterworks. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Create melodies</li> <li>B. Compose cadence and phrase structures</li> <li>C. Harmonize melodies</li> <li>D. Analyze music from various style periods and compose similar stylistically correct compositions</li> <li>E. Demonstrate an understanding of both choral and instrumental arranging</li> <li>F. Coordinate a performance of the composition</li> </ul>
<b>MUA - 2111</b>	<b>Class Brass III</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2121</b>	<b>Class Brass IV</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2141</b>	<b>Elective Brass III</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2151</b>	<b>Elective Brass IV</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2172</b>	<b>Brass for Music Education III</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2173</b>	<b>Brass for Music Majors III</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>
<b>MUA - 2182</b>	<b>Brass for Music Education Majors IV</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>
<b>MUA - 2183</b>	<b>Brass for Music Majors IV</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Brass Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>
<b>MUA - 2211</b>	<b>Class Guitar III</b>	Instruction for beginning guitar players that includes basic accompanying styles and an introduction to classical guitar technique. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Identify basic chord forms</li> <li>C. Construct simple accompaniments</li> <li>D. Interpret basic music notation</li> <li>E. Utilize basic guitar technique</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2221</b>	<b>Class Guitar IV</b>	Instruction for beginning guitar players that includes basic accompanying styles and an introduction to classical guitar technique. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning techniques</li> <li>B. Identify basic chord forms</li> <li>C. Construct simple accompaniments</li> <li>D. Interpret basic music notation</li> <li>E. Utilize basic guitar technique</li> </ul>
<b>MUA - 2241</b>	<b>Elective Guitar III</b>	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)	<ul style="list-style-type: none"> <li>A. Produce quality guitar tone</li> <li>B. Demonstrate progressive development of essential technique</li> <li>C. Interpret Studies and Repertoire</li> <li>D. Develop and implement effective practice plans</li> </ul>
<b>MUA - 2251</b>	<b>Elective Guitar IV</b>	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)	<ul style="list-style-type: none"> <li>A. Produce quality guitar tone</li> <li>B. Demonstrate progressive development of essential technique</li> <li>C. Interpret Studies and Repertoire</li> <li>D. Develop and implement effective practice plans</li> </ul>
<b>MUA - 2272</b>	<b>Guitar for Music Education Majors III</b>	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)	<ul style="list-style-type: none"> <li>A. Produce quality guitar tone</li> <li>B. Demonstrate progressive development of essential technique</li> <li>C. Construct Scales and Arpeggios</li> <li>D. Demonstrate historically appropriate interpretations of Etudes and Repertoire</li> <li>E. Utilize memorization for appropriate literature</li> <li>F. Develop and implement effective practice plans</li> <li>G. Formulate Recital and Audition Material</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2282</b>	<b>Guitar for Music Education Majors IV</b>	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)	<ul style="list-style-type: none"> <li>A. Produce quality guitar tone</li> <li>B. Demonstrate progressive development of essential technique</li> <li>C. Construct Scales and Arpeggios</li> <li>D. Demonstrate historically appropriate interpretations of Etudes and Repertoire</li> <li>E. Utilize memorization for appropriate literature</li> <li>F. Develop and implement effective practice plans</li> <li>G. Formulate Recital and Audition Material</li> </ul>
<b>MUA - 2311</b>	<b>Jazz Improvisation III</b>	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)	<ul style="list-style-type: none"> <li>A. Define and demonstrate Melodic Ornamentation</li> <li>B. Demonstrate Rhythmic Alteration</li> <li>C. Identify and illustrate chord spelling</li> <li>D. Define and demonstrate chord tone solos</li> <li>E. Introduction to examples of Jazz Forms</li> <li>F. Perform blues scales</li> </ul>
<b>MUA - 2321</b>	<b>Jazz Improvisation IV</b>	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)	<ul style="list-style-type: none"> <li>A. Define and demonstrate Melodic Ornamentation</li> <li>B. Demonstrate Rhythmic Alteration</li> <li>C. Identify and illustrate chord spelling</li> <li>D. Define and demonstrate chord tone solos</li> <li>E. Introduction to examples of Jazz Forms</li> <li>F. Perform blues scales</li> </ul>
<b>MUA - 2331</b>	<b>Organ III</b>	Individual organ instruction. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2341</b>	<b>Organ IV</b>	Individual organ instruction. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 2362</b>	<b>Organ for Music Education Majors III</b>	Individual organ instruction including technique and appropriate repertoire. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 2363</b>	<b>Organ for Performance Majors III</b>	Intensive individual organ instruction including technique and appropriate repertoire. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 2372</b>	<b>Organ for Music Education Majors IV</b>	Individual organ instruction including technique and appropriate repertoire. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>
<b>MUA - 2373</b>	<b>Organ for Performance Majors IV</b>	Intensive individual organ instruction including technique and appropriate repertoire. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Develop technique through exercises and methods</li> <li>B. Demonstrate an understanding of articulation and registration through historically accurate interpretation of organ repertoire</li> <li>C. Implement and develop a practice plan</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2411</b>	<b>Class Percussion III</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2421</b>	<b>Class Percussion IV</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2441</b>	<b>Elective Percussion III</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2451</b>	<b>Elective Percussion IV</b>	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)	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2472</b>	<b>Percussion for Music Education III</b>	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.	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2473</b>	<b>Percussion for Music Majors III</b>	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.	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>



<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2482</b>	<b>Percussion for Music Education IV</b>	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.	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2483</b>	<b>Percussion for Music Majors IV</b>	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.	<ul style="list-style-type: none"> <li>A. Identify and express several elements of Musical Interpretation</li> <li>B. Define and describe proper Percussion Playing Techniques</li> <li>C. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2511</b>	<b>Class Piano for Music Majors III</b>	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)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2521</b>	<b>Class Piano for Music Majors IV</b>	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)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2531</b>	<b>Class Piano for Non-Music Majors III</b>	Class piano instruction for non-music majors with no previous piano training. (New course effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2541</b>	<b>Piano for Non-Music Majors III</b>	Individual piano instruction for non-music majors. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2542</b>	<b>Piano for Voice Majors III</b>	Individual piano instruction for voice majors. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2551</b>	<b>Piano for Non-Music Majors IV</b>	Individual piano instruction for non-music majors. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2552</b>	<b>Piano for Voice Majors IV</b>	Individual piano instruction for voice majors. (Course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2561</b>	<b>Class Piano for Non-Music Majors IV</b>	Class piano instruction for non-music majors with no previous piano training. (New course effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2571</b>	<b>Piano for Non Keyboard Music Majors III</b>	Individual piano instruction for non-keyboard music majors. (New course effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2572</b>	<b>Piano for Keyboard Majors (Music Education) III</b>	Individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2573</b>	<b>Piano for Keyboard Majors (Performance) III</b>	Intensive individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2581</b>	<b>Piano for Non Keyboard Music Majors IV</b>	Individual piano instruction for non-keyboard music majors. (New course effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2582</b>	<b>Piano for Keyboard Majors (Music Education) IV</b>	Individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2583</b>	<b>Piano for Keyboard Majors (Performance) IV</b>	Intensive individual piano instruction including technique, appropriate repertoire, and memorization. (Title and course description change effective Fall 2013)	<ul style="list-style-type: none"> <li>A. Build technique to include scales, chords, and arpeggios</li> <li>B. Implement a practice plan</li> <li>C. Demonstrate competency in harmonization and transposition</li> <li>D. Develop sight reading skills</li> <li>E. Understand musical interpretation of piano literature</li> <li>F. Hone performance skills</li> </ul>
<b>MUA - 2611</b>	<b>Class Strings III</b>	Group instruction in tone production, bowings, fingerings, and positions for bowed string instruments.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Develop and implement effective practice plans</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2621</b>	<b>Class Strings IV</b>	Group instruction in tone production, bowings, fingerings, and positions for bowed string instruments.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Develop and implement effective practice plans</li> </ul>
<b>MUA - 2641</b>	<b>Strings for Non Majors (Elective Strings) III</b>	Bowed string instrument instruction for music majors with strings as a secondary area of emphasis. Introduction to tuning, tone production, bowings, fingerings, and positions.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Develop and implement effective practice plans</li> </ul>
<b>MUA - 2651</b>	<b>Strings for Non Majors (Elective Strings) IV</b>	Bowed string instrument instruction for music majors with strings as a secondary area of emphasis. Introduction to tuning, tone production, bowings, fingerings, and positions.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Develop and implement effective practice plans</li> </ul>
<b>MUA - 2672</b>	<b>Strings for Music Education Majors III</b>	Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Demonstrate historically appropriate interpretations of Etudes and Literature</li> <li>F. Develop and implement effective practice plans</li> </ul>
<b>MUA - 2673</b>	<b>Strings For Music Majors III</b>	Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Demonstrate historically appropriate interpretations of Etudes and Literature</li> <li>F. Develop and implement effective practice plans</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2682</b>	<b>Strings for Music Education Majors IV</b>	Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Demonstrate historically appropriate interpretations of Etudes and Literature</li> <li>F. Develop and implement effective practice plans</li> </ul>
<b>MUA - 2683</b>	<b>Strings for Music Majors IV</b>	Bowed string instrument instruction for music majors with strings as their area of emphasis. Introduction to string technique, literature, etudes and performance standard literature.	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret music notation</li> <li>C. Utilize basic string technique</li> <li>D. Produce quality tone and proper articulation</li> <li>E. Demonstrate historically appropriate interpretations of Etudes and Literature</li> <li>F. Develop and implement effective practice plans</li> </ul>
<b>MUA - 2711</b>	<b>Class Voice III</b>	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.	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> </ul>
<b>MUA - 2721</b>	<b>Class Voice IV</b>	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.	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> </ul>
<b>MUA - 2741</b>	<b>Voice for Non-Vocal Majors III</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2751</b>	<b>Voice for Non-Vocal Majors IV</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> </ul>
<b>MUA - 2772</b>	<b>Voice for Vocal Music Education Majors III</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> <li>E. Perform appropriate vocal repertoire by memory</li> </ul>
<b>MUA - 2773</b>	<b>Voice for Vocal Performance Majors III</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> <li>E. Perform appropriate vocal repertoire by memory</li> </ul>
<b>MUA - 2782</b>	<b>Voice for Vocal Music Education Majors IV</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> <li>E. Perform appropriate vocal repertoire by memory</li> </ul>
<b>MUA - 2783</b>	<b>Voice for Vocal Performance Majors IV</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate and describe correct breathing for singing</li> <li>B. Produce efficient tone for singing</li> <li>C. Apply articulate diction</li> <li>D. Demonstrate appropriate performance skills</li> <li>E. Perform appropriate vocal repertoire by memory</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2811</b>	<b>Class Woodwinds III</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2821</b>	<b>Class Woodwinds IV</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2841</b>	<b>Elective Woodwinds III</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>
<b>MUA - 2851</b>	<b>Elective Woodwinds IV</b>	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)	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and identify examples of proper Teaching Techniques</li> </ul>



<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2872</b>	<b>Woodwinds for Education Majors III</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>
<b>MUA - 2873</b>	<b>Woodwinds for Music Majors III</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>
<b>MUA - 2882</b>	<b>Woodwinds for Music Education Majors IV</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>

<b>MUA- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUA - 2883</b>	<b>Woodwinds for Music Majors IV</b>	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.	<ul style="list-style-type: none"> <li>A. Develop proper breath control</li> <li>B. Demonstrate proper tone production</li> <li>C. Be able to demonstrate proper articulations</li> <li>D. Identify and express several elements of Musical Interpretation</li> <li>E. Define and describe proper Woodwind Playing Techniques</li> <li>F. Describe and demonstrate examples of proper performance skills</li> </ul>
<b>MUA - 2972</b>	<b>Composition for Music Education Majors III</b>	Continued study of music composition through assigned writing projects and analysis of masterworks. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Create melodies</li> <li>B. Compose cadence and phrase structures</li> <li>C. Harmonize melodies</li> <li>D. Analyze music from various style periods and compose similar stylistically correct compositions</li> <li>E. Demonstrate an understanding of both choral and instrumental arranging</li> <li>F. Coordinate a performance of the composition</li> </ul>
<b>MUA - 2982</b>	<b>Composition for Music Education Majors IV</b>	Continued study of music composition through assigned writing projects and analysis of masterworks. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Create melodies</li> <li>B. Compose cadence and phrase structures</li> <li>C. Harmonize melodies</li> <li>D. Analyze music from various style periods and compose similar stylistically correct compositions</li> <li>E. Demonstrate an understanding of both choral and instrumental arranging</li> <li>F. Coordinate a performance of the composition</li> </ul>

## Music Foundations (MUS)

(Education, History, Literature, and Theory)

MUS- No.	UCNS Title	Course & Description	Outcomes
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)	<ul style="list-style-type: none"> <li>A. Students will demonstrate a general knowledge of historical periods</li> <li>B. Students will demonstrate a basic knowledge of instruments and terminology</li> <li>C. Students will observe and critique assigned performances</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Demonstrate grand staff notational skills</li> <li>B. Identify simple melodic and rhythmic patterns</li> <li>C. Perform melodic and rhythmic patterns</li> <li>D. Demonstrate reading in both treble and bass clef</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Students will demonstrate a basic knowledge of historical periods, composers, and musical forms</li> <li>B. Students will assess representative works through evaluation of selected listening and score examples</li> </ul>
MUS - 1211	Music Theory I, Lab	Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Sing and identify major/minor scales, intervals, melodic dictation, simple and compound rhythmic meters, triads and seventh chords</li> </ul>
MUS - 1213	Music Theory I	Study of functional harmony through analysis and part-writing. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate a knowledge of traditional notation</li> <li>B. Spell major and minor scales</li> <li>C. Construct, identify and understand major and minor key signatures</li> <li>D. Write, identify and explain intervals</li> <li>E. Classify and notate triads and seventh chords</li> <li>F. Identify, analyze and construct triads and seventh chords</li> <li>G. Construct and analyze cadences</li> </ul>

<b>MUS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUS - 1214</b>	<b>Music Theory I, Lecture/Lab</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate a knowledge of traditional notation</li> <li>B. Spelling major and minor scales</li> <li>C. Construct, identify and understand major and minor key signatures</li> <li>D. Write, identify and explain intervals</li> <li>E. Classify and notate triads and seventh chords</li> <li>F. Identify, analyze and construct triads and seventh chords</li> <li>G. Demonstrate an understanding of and analyzing cadences</li> <li>H. Sing and identify major/minor scales, intervals, melodic dictation, simple and compound rhythmic meters, triads and seventh chords</li> </ul>
<b>MUS - 1221</b>	<b>Music Theory II, Lab</b>	Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Sing and identify all intervals, more complex rhythmic, harmonic and melodic dictation</li> </ul>
<b>MUS - 1223</b>	<b>Music Theory II</b>	Continued study and review of functional harmony through analysis and part-writing. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Memorize figured bass symbols and apply to various part writing examples</li> <li>B. Identify/recognize and notate non-harmonic tones</li> <li>C. Classify and compose seventh chords</li> <li>D. Practice functional analysis of diatonic music</li> <li>E. Identify secondary function</li> </ul>
<b>MUS - 1224</b>	<b>Music Theory II, Lecture/Lab</b>	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)	<ul style="list-style-type: none"> <li>A. Memorize figured bass symbols and apply to various part writing examples</li> <li>B. Identify/recognize and notate non-harmonic tones</li> <li>C. Classify and compose seventh chords</li> <li>D. Practice functional analysis of diatonic music</li> <li>E. Identify secondary function</li> <li>F. Sing and identify major/minor scales, intervals, melodic dictation, simple and compound rhythmic meters, triads and seventh chords</li> </ul>

<b>MUS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUS - 1233</b>	<b>Commercial Music Theory</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate practical knowledge of note names, location on the grand staff, and key signatures</li> <li>B. Identify and show mastery of basic rhythms through performance</li> <li>C. Analyze and recognize common practice and popular melody and harmony</li> <li>D. Identify and show mastery of the Nashville Numbering System, scales, chords, rhythm, melody, and chord progressions</li> </ul>
<b>MUS - 1313</b>	<b>Introduction to Music Industry</b>	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)	<ul style="list-style-type: none"> <li>A. Explore and develop fundamentals of entrepreneurial thinking</li> <li>B. Recognize opportunities to foster creative problem solving</li> <li>C. Explore the concept of music and branding</li> <li>D. Understand the basic components of the music industry ( i.e. copyright, publishing, licensing and performing rights societies)</li> </ul>
<b>MUS - 1413</b>	<b>Basic Computer Skills for Musicians</b>	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)	<ul style="list-style-type: none"> <li>A. Gain an understanding of the current Apple OS system</li> <li>B. Employ a basic knowledge of a Digital Audio Workstation, audio recording, editing and mixing</li> <li>C. Demonstrate a basic proficiency in Garage Band and iMovie software</li> </ul>

<b>MUS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUS - 1423</b>	<b>Survey of Popular Music</b>	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)	<ul style="list-style-type: none"> <li>A. The student will demonstrate an understanding of art, pop and folk music and their cultures as well as mass music and culture</li> <li>B. The student will demonstrate an understanding as to the events that led to the rise of rock and roll</li> <li>C. The student will demonstrate an understanding of different forms of music and how they contributed to the development of rock and roll</li> <li>D. The student will discover the importance and influence of the African-American tradition and influence on pop culture and music</li> <li>E. The student will demonstrate writing skills through essay questions and 2 projects</li> <li>F. The student will demonstrate oral skills through the presentation of 2 projects</li> <li>G. The student will demonstrate technology skills through research and writing projects</li> </ul>
<b>MUS - 1433</b>	<b>Recording Arts Fundamentals</b>	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)	<ul style="list-style-type: none"> <li>A. Explain the characteristics of sound and studio terminology</li> <li>B. Identify and describe a simple studio signal flow</li> <li>C. Identify and describe studio mixer signal flow</li> <li>D. Describe digital recording theory and methods</li> </ul>
<b>MUS - 1811</b>	<b>Music Theatre Workshop I</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of production planning</li> <li>B. Participate in the development of a performance</li> </ul>

<b>MUS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUS - 1821</b>	<b>Music Theatre Workshop II</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of production planning</li> <li>B. Participate in the development of a performance</li> </ul>
<b>MUS - 1911</b>	<b>Recital Class I</b>	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)	<ul style="list-style-type: none"> <li>A. Students will attend all required performances</li> <li>B. Students will demonstrate proper concert and performance etiquette</li> <li>C. Students will perform as required</li> </ul>
<b>MUS - 1921</b>	<b>Recital Class II</b>	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)	<ul style="list-style-type: none"> <li>A. Students will attend all required performances</li> <li>B. Students will demonstrate proper concert and performance etiquette</li> <li>C. Students will perform as required</li> </ul>
<b>MUS - 2123</b>	<b>Music Survey (Majors)</b>	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)	<ul style="list-style-type: none"> <li>A. Students will demonstrate a basic knowledge of historical periods, composers, and musical forms</li> <li>B. Students will assess representative works through evaluation of selected listening and score examples</li> </ul>
<b>MUS - 2211</b>	<b>Music Theory III, Lab</b>	Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Sing and identify chromaticism, more complex rhythmic, harmonic and melodic dictation, inversions and asymmetric meters</li> </ul>
<b>MUS - 2213</b>	<b>Music Theory III</b>	Continued study and review of functional harmony through analysis and part-writing. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Write, identify and explain secondary chords</li> <li>B. Identify, analyze and construct elementary modulation, transposition and modal mixture</li> <li>C. Write an analysis and description of musical forms</li> </ul>

<b>MUS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUS - 2214</b>	<b>Music Theory III, Lecture/Lab</b>	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)	<ul style="list-style-type: none"> <li>A. Explain secondary chords</li> <li>B. Identify, analyze and construct elementary modulations, transposition and modal mixture</li> <li>C. Write an analysis and description of musical forms</li> <li>D. Sing and identify chromaticism, more complex rhythmic, harmonic and melodic dictation, inversions and asymmetric meters</li> </ul>
<b>MUS - 2221</b>	<b>Music Theory IV, Lab</b>	Lab instruction. Development of music sight-singing, ear training and dictation skills. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Sing and identify modulations, secondary functions, more complex rhythmic, harmonic and melodic dictation, mixed meters, modes and whole tone scales</li> </ul>
<b>MUS - 2223</b>	<b>Music Theory IV</b>	Continued study and review of functional harmony through analysis, part-writing. Introduction to twentieth century techniques. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Identify and compose altered chords</li> <li>B. Use advanced modulation</li> <li>C. Analyze extended forms and chords</li> </ul>
<b>MUS - 2224</b>	<b>Music Theory IV, Lecture/Lab</b>	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)	<ul style="list-style-type: none"> <li>A. Identify, compose and construct altered chords, use advanced modulation, analyze extended forms and extended chords</li> <li>B. Sing and identify modulations, secondary functions, more complex rhythmic, harmonic and melodic dictation, mixed meters, modes and whole tone scales</li> </ul>
<b>MUS - 2313</b>	<b>Music History I</b>	Coursed deleted effective Fall 2018	
<b>MUS - 2323</b>	<b>Music History II</b>	Course deleted effective Fall 2018	
<b>MUS - 2413</b>	<b>Computer Recording I</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate proficiency of Apple Logic Pro</li> <li>B. Demonstrate a knowledge of recording and editing</li> <li>C. Explore and apply use of audio plugins and audio production techniques</li> <li>D. Demonstrate fundamentals of audio mixing</li> </ul>



<b>MUS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUS - 2423</b>	<b>Computer Recording II</b>	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)	<ul style="list-style-type: none"> <li>A. Build, arrange, and mix music in a digital audio workstation (i.e. ProTools)</li> <li>B. Demonstrate an advanced understanding of MIDI</li> <li>C. Show advanced use of audio plugins</li> <li>D. Demonstrate advanced audio production techniques</li> </ul>
<b>MUS - 2433</b>	<b>The Craft of Song Writing</b>	Provides the student with basic knowledge of the four approaches to song writing: lyrical, melodic, harmonic and rhythmic. (New course effective Fall 2011)	<ul style="list-style-type: none"> <li>A. Identify song forms</li> <li>B. Demonstrate the concept of free writing</li> <li>C. Demonstrate a word rhyming exercise</li> <li>D. Building melodic content</li> </ul>
<b>MUS - 2443</b>	<b>Audio Engineering I</b>	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)	<ul style="list-style-type: none"> <li>A. Explain pre-production and session setup procedures</li> <li>B. Describe studio gain structure</li> <li>C. Describe common recording techniques</li> <li>D. Recognize and apply basic studio troubleshooting techniques</li> </ul>
<b>MUS - 2453</b>	<b>Audio Engineering II</b>	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)	<ul style="list-style-type: none"> <li>A. Explain the signal path of recording a given sound source</li> <li>B. Identify frequency characteristics in recorded music</li> <li>C. Compare and contrast vocal, acoustical instrument, electronic instrument, recording techniques</li> <li>D. Explain and apply studio session efficiency concepts</li> </ul>
<b>MUS - 2512</b>	<b>Special Topics in Music</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate course outcomes as defined by the course syllabus</li> </ul>

<b>MUS- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUS - 2513</b>	<b>Music for Elementary Teachers</b>	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.	<ul style="list-style-type: none"> <li>A. Students will demonstrate an understanding of music methodology, fundamentals and terminology</li> <li>B. Students will demonstrate knowledge of musical instruments, singing, and movement</li> <li>C. Students will demonstrate an understanding of curriculum integration</li> </ul>
<b>MUS - 2811</b>	<b>Music Theatre Workshop III</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of production planning</li> <li>B. Participate in the development of a performance</li> </ul>
<b>MUS - 2821</b>	<b>Music Theatre Workshop IV</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of production planning</li> <li>B. Participate in the development of a performance</li> </ul>
<b>MUS - 2911</b>	<b>Recital Class III</b>	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)	<ul style="list-style-type: none"> <li>A. Students will attend all required performances</li> <li>B. Students will demonstrate proper concert and performance etiquette</li> <li>C. Students will perform as required</li> </ul>
<b>MUS - 2921</b>	<b>Recital Class IV</b>	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)	<ul style="list-style-type: none"> <li>A. Students will attend all required performances</li> <li>B. Students will demonstrate proper concern and performance etiquette</li> <li>C. Students will be perform as required</li> </ul>

## Music Organizations (MUO)

(Band, Small Band Groups, Stage Band, Choir, Small Singing Groups)

MUO- No.	UCNS Title	Course & Description	Outcomes
MUO - 1111	<b>Band I</b>	Designed to teach the principles of playing musical instruments, explore varied levels of literature and develop the student's knowledge of performance technique.	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate large ensemble performance techniques</li> </ul>
MUO - 1121	<b>Band II</b>	Designed to teach the principles of playing musical instruments, explore varied levels of literature and develop the student's knowledge of performance technique.	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate large ensemble performance techniques</li> </ul>
MUO - 1131	<b>Small Instrument Ensemble I</b>	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)	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate small ensemble performance techniques</li> </ul>
MUO - 1141	<b>Small Instrument Ensemble II</b>	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)	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate small ensemble performance techniques</li> </ul>
MUO - 1151	<b>Small Mixed Ensemble I</b>	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)	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate small ensemble performance techniques</li> </ul>

<b>MUO- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUO - 1161</b>	<b>Small Mixed Ensemble II</b>	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)	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate small ensemble performance techniques</li> </ul>
<b>MUO - 1171</b>	<b>Large Jazz Ensemble I</b>	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)	<ul style="list-style-type: none"> <li>A. Develop repertoire including Jazz, Swing, Pop, Latin, and Big Band</li> <li>B. Demonstrate proper jazz ensemble rehearsal techniques</li> <li>C. Develop and demonstrate proper performance techniques</li> </ul>
<b>MUO - 1181</b>	<b>Large Jazz Ensemble II</b>	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)	<ul style="list-style-type: none"> <li>A. Develop repertoire including Jazz, Swing, Pop, Latin, and Big Band</li> <li>B. Demonstrate proper jazz ensemble rehearsal techniques</li> <li>C. Develop and demonstrate proper performance techniques</li> </ul>
<b>MUO - 1211</b>	<b>Choir I</b>	A course for music majors and non-majors focused on performing choral music from a variety of style periods.	<ul style="list-style-type: none"> <li>A. Demonstrate correct breathing for singing</li> <li>B. Produce efficient tone for singing in an ensemble</li> <li>C. Apply and articulate diction</li> <li>D. Demonstrate blend when singing in an ensemble</li> <li>E. Exhibit appropriate performance skills</li> </ul>
<b>MUO - 1221</b>	<b>Choir II</b>	A course for music majors and non-majors focused on performing choral music from a variety of style periods.	<ul style="list-style-type: none"> <li>A. Demonstrate correct breathing for singing</li> <li>B. Produce efficient tone for singing in an ensemble</li> <li>C. Apply and articulate diction</li> <li>D. Demonstrate blend when singing in an ensemble</li> <li>E. Exhibit appropriate performance skills</li> </ul>

<b>MUO- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUO - 1241</b>	<b>Select Voice Ensemble I</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate correct breathing for singing</li> <li>B. Produce efficient tone for singing in an ensemble</li> <li>C. Apply and articulate diction</li> <li>D. Demonstrate blend when singing in an ensemble</li> <li>E. Exhibit appropriate performance skills</li> </ul>
<b>MUO - 1251</b>	<b>Select Voice Ensemble II</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate correct breathing for singing</li> <li>B. Produce efficient tone for singing in an ensemble</li> <li>C. Apply and articulate diction</li> <li>D. Demonstrate blend when singing in an ensemble</li> <li>E. Exhibit appropriate performance skills</li> </ul>
<b>MUO - 1311</b>	<b>String Orchestra I</b>	Introduction to performance technique of various styles of Orchestral Literature. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret basic music notation</li> <li>C. Utilize basic string technique</li> <li>D. Interpret Orchestral Literature</li> </ul>
<b>MUO - 1321</b>	<b>String Orchestra II</b>	Introduction to performance technique of various styles of Orchestral Literature. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret basic music notation</li> <li>C. Utilize basic string technique</li> <li>D. Interpret Orchestral Literature</li> </ul>
<b>MUO - 1341</b>	<b>Jazz Improvisation I</b>	Prefix and course description changed to MUA 1311, 1321, 2311, 2321 effective Fall 2013	
<b>MUO - 1351</b>	<b>Jazz Improvisation II</b>	Prefix and course description changed to MUA 1311, 1321, 2311, 2321 effective Fall 2013	
<b>MUO - 2111</b>	<b>Band III</b>	Designed to teach the principles of playing musical instruments, explore varied levels of literature and develop the student's knowledge of performance technique.	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate large ensemble performance techniques</li> </ul>

<b>MUO- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUO - 2121</b>	<b>Band IV</b>	Designed to teach the principles of playing musical instruments, explore varied levels of literature and develop the student's knowledge of performance technique.	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate large ensemble performance techniques</li> </ul>
<b>MUO - 2131</b>	<b>Small Instrument Ensemble III</b>	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)	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate small ensemble performance techniques</li> </ul>
<b>MUO - 2141</b>	<b>Small Instrument Ensemble IV</b>	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)	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate small ensemble performance techniques</li> </ul>
<b>MUO - 2151</b>	<b>Small Mixed Ensemble III</b>	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)	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate small ensemble performance techniques</li> </ul>
<b>MUO - 2161</b>	<b>Small Mixed Ensemble IV</b>	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)	<ul style="list-style-type: none"> <li>A. Develop and demonstrate proper instrumental techniques</li> <li>B. Identify and express several elements of musical interpretation</li> <li>C. Describe and demonstrate small ensemble performance techniques</li> </ul>
<b>MUO - 2171</b>	<b>Large Jazz Ensemble III</b>	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)	<ul style="list-style-type: none"> <li>A. Develop repertoire including Jazz, Swing, Pop, Latin, and Big Band</li> <li>B. Demonstrate proper jazz ensemble rehearsal techniques</li> <li>C. Develop and demonstrate proper performance techniques</li> </ul>

<b>MUO- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUO - 2181</b>	<b>Large Jazz Ensemble IV</b>	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)	<ul style="list-style-type: none"> <li>A. Develop repertoire including Jazz, Swing, Pop, Latin, and Big Band</li> <li>B. Demonstrate proper jazz ensemble rehearsal techniques</li> <li>C. Develop and demonstrate proper performance techniques</li> </ul>
<b>MUO - 2211</b>	<b>Choir III</b>	A course for music majors and non-majors focused on performing choral music from a variety of style periods.	<ul style="list-style-type: none"> <li>A. Demonstrate correct breathing for singing</li> <li>B. Produce efficient tone for singing in an ensemble</li> <li>C. Apply and articulate diction</li> <li>D. Demonstrate blend when singing in an ensemble</li> <li>E. Exhibit appropriate performance skills</li> </ul>
<b>MUO - 2221</b>	<b>Choir IV</b>	A course for music majors and non-majors focused on performing choral music from a variety of style periods.	<ul style="list-style-type: none"> <li>A. Demonstrate correct breathing for singing</li> <li>B. Produce efficient tone for singing in an ensemble</li> <li>C. Apply and articulate diction</li> <li>D. Demonstrate blend when singing in an ensemble</li> <li>E. Exhibit appropriate performance skills</li> </ul>
<b>MUO - 2241</b>	<b>Select Voice Ensemble III</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate correct breathing for singing</li> <li>B. Produce efficient tone for singing in an ensemble</li> <li>C. Apply and articulate diction</li> <li>D. Demonstrate blend when singing in an ensemble</li> <li>E. Exhibit appropriate performance skills</li> </ul>
<b>MUO - 2251</b>	<b>Select Voice Ensemble IV</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate correct breathing for singing</li> <li>B. Produce efficient tone for singing in an ensemble</li> <li>C. Apply and articulate diction</li> <li>D. Demonstrate blend when singing in an ensemble</li> <li>E. Exhibit appropriate performance skills</li> </ul>

<b>MUO- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>MUO - 2311</b>	<b>String Orchestra III</b>	Introduction to performance technique of various styles of Orchestral Literature. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret basic music notation</li> <li>C. Utilize basic string technique</li> <li>D. Interpret Orchestral Literature</li> </ul>
<b>MUO - 2321</b>	<b>String Orchestra IV</b>	Introduction to performance technique of various styles of Orchestral Literature. (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Demonstrate proper tuning technique</li> <li>B. Interpret basic music notation</li> <li>C. Utilize basic string technique</li> <li>D. Interpret Orchestral Literature</li> </ul>
<b>MUO - 2341</b>	<b>Jazz Improvisation III</b>	Prefix and course description changed to MUA 1311, 1321, 2311, 2321 effective Fall 2013	
<b>MUO - 2351</b>	<b>Jazz Improvisation IV</b>	Prefix and course description changed to MUA 1311, 1321, 2311, 2321 effective Fall 2013	



## Paralegal (PLG)

PLG- No.	UCNS Title	Course & Description	Outcomes
PLG - 1113	Introduction to Paralegal Studies	The role of the paralegal in the practice of law. Introduction to legal research and source materials.	<ul style="list-style-type: none"> <li>A. The student is expected to demonstrate proficiency by means of listing, selecting, defining, or analyzing primary aspects of the following areas:</li> <li>B. Explain the role and duties of a paralegal</li> <li>C. Distinguish between the role and duties of a paralegal versus an attorney</li> <li>D. Identify circumstances where a paralegal is improperly acting in the capacity of an attorney</li> <li>E. Explain the essential elements concerning privileged communications</li> <li>F. Identify elements of common complaints in legal actions, i.e. negligence, breach of contract, etc.</li> <li>G. Explain the jurisdiction held by various types of courts</li> <li>H. Explain the nature and function of administrative agencies</li> <li>I. Researching the Mississippi Code in order to brief a case</li> <li>J. Identify types of court opinions contained in legal research journals</li> <li>K. List types of records</li> <li>L. Identify the types of evidence and circumstances concerning their admissibility</li> <li>M. Identify the types of witnesses and what testimony they may be allowed to offer</li> <li>N. Use law library resources to locate information</li> </ul>

PLG- No.	UCNS Title	Course & Description	Outcomes
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).	<p>A. Competencies:</p> <p>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.</p> <p>C. Instructional Plan:</p> <p>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.</p>

### Parks and Recreation (PRM)

PRM- No.	UCNS Title	Course & Description	Outcomes
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)	<p>A. Identify concepts of leisure and recreation</p> <p>B. Identify motivations for leisure, recreation, and play</p> <p>C. Explain benefits of leisure activities for all ages</p> <p>D. Identify leisure programs for special populations</p> <p>E. Identify career opportunities for leisure and recreation</p>

PRM- No.	UCNS Title	Course & Description	Outcomes
<b>PRM 2113/HPR 2813</b>	<b>Park and Recreation Program Leadership</b>	Planning and leadership techniques for conduction organized park and recreation programs for all age groups. (Course code change effective Fall 2010)	<ul style="list-style-type: none"> <li>A. Identify and apply programming skills</li> <li>B. Demonstrate ability to scheduling/organizational recreational programs</li> <li>C. Demonstrate an understanding of programming theory</li> <li>D. Identify and apply marketing of programs</li> <li>E. Design and implementation of recreation program</li> </ul>
<b>PRM 2223/HPR 2823</b>	<b>Program Planning and Development</b>	Techniques and processes in program planning, implementation, development and evaluation in recreation settings. (Course code change effective Fall 2010)	<ul style="list-style-type: none"> <li>A. Identify leadership skills for leisure service</li> <li>B. Identify leadership theories</li> <li>C. Demonstrate communication skills in leisure and recreation</li> <li>D. Identify challenges in leisure setting</li> <li>E. Demonstrate participation in service learning (leadership roles)</li> </ul>

### Philosophy and Bible (PHI)

PHI- No.	UCNS Title	Course & Description	Outcomes
<b>PHI - 1113</b>	<b>Old Testament Survey</b>	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)	<ul style="list-style-type: none"> <li>A. Describe the geographical and historical context relevant to the Old Testament</li> <li>B. Summarize the characteristics of Old Testament literature</li> </ul>
<b>PHI - 1133</b>	<b>New Testament Survey</b>	A study of the New Testament covering the life of Jesus of Nazareth and the establishment of the early church as presented in the Gospels, Acts, and other New Testament books. (Course description change effective Fall 2009)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of the history and culture of the New Testament period</li> <li>B. Summarize the characteristics of New Testament literature</li> <li>C. Review the life and teachings of Jesus</li> </ul>

<b>PHI- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>PHI - 1153</b>	<b>Jesus and The Gospels</b>	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)	<ul style="list-style-type: none"> <li>A. Identify the basic geographical, historical, and cultural backgrounds necessary for understanding the life of Jesus</li> <li>B. Compare and contrast the four canonical gospels of the New Testament</li> </ul>
<b>PHI - 1163</b>	<b>Acts and The Epistles</b>	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)	<ul style="list-style-type: none"> <li>A. Recall the geography and customs of the 1<sup>st</sup> Century Mediterranean world</li> <li>B. Discuss the growth and expansion of 1<sup>st</sup> Century Christianity</li> <li>C. Recognize the literary styles and themes of the Epistles</li> </ul>
<b>PHI - 2113</b>	<b>Introduction to Philosophy I</b>	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)	<ul style="list-style-type: none"> <li>A. Identify contributions of major philosophers</li> <li>B. Distinguish major sub-disciplines of philosophy: epistemology, metaphysics, logic, socio-political, and ethics</li> <li>C. Apply knowledge of philosophy to selected issues</li> </ul>
<b>PHI - 2123</b>	<b>Introduction to Philosophy II</b>	A seminar for advanced students dealing with classic and contemporary problems of personal development from a philosophic perspective. (Course description change effective Fall 2009)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of advanced topics in philosophy</li> <li>B. Apply knowledge of philosophy to selected issues</li> </ul>
<b>PHI - 2143</b>	<b>Introduction to Ethics</b>	An introduction to moral philosophy with the investigation of selected moral problems. (Course description change effective Fall 2009) (Title change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Differentiate the major schools of moral philosophy</li> <li>B. Apply moral theory to contemporary issues</li> </ul>
<b>PHI - 2613</b>	<b>Introduction to World Religions</b>	An introduction to the beliefs and practices of Buddhism, Christianity, Hinduism, Islam, Judaism, and other religious traditions. (Course description change effective Fall 2009) (Course description changed effective Fall 2014) (Title and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Describe the origins, beliefs, and practices of major religions</li> <li>B. Investigate the cultural and historical contributions of major religious traditions</li> </ul>

PHI- No.	UCNS Title	Course & Description	Outcomes
PHI - 2623	World Religions II	Course deleted effective Fall 2019	
PHI - 2713	Introduction to 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) (Title change effective Fall 2019)	A. Demonstrate the principles of formal and informal reasoning
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. Identify significant philosophical questions, problems, and methods B. Analyze and assess the strengths and weaknesses of arguments concerning these issues

### Physics (PHY)

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 1111	Introduction to Astronomy, Laboratory	A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 1113 Introduction to Astronomy, Lecture.	A. Develop laboratory skills that allow a student to perform observations and/or experiments through the use of the scientific method B. Analyze data based on the concepts listed in PHY 1113
PHY - 1113	Introduction to Astronomy, Lecture	A lecture course that includes surveys of the solar system, our galaxy and the universe.	A. Identify contributions, theories, and laws related to the study and history of astronomy B. Explain how telescopes can be used to detect and study electromagnetic waves C. Identify and compare characteristics of solar system bodies including the Sun, planets, moons and smaller objects D. Describe the history and composition of stars and galaxies

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 1114	<b>Introduction to Astronomy, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Identify contributions, theories, and laws related to the study and history of astronomy</li> <li>B. Explain how telescopes can be used to detect and study electromagnetic waves</li> <li>C. Identify and compare characteristics of solar system bodies including the Sun, planets, moons and smaller objects</li> <li>D. Describe the history and composition of stars and galaxies</li> <li>E. Develop laboratory skills that allow a student to perform observations and/or experiments through the use of the scientific method</li> <li>F. Analyze data based on the concepts listed in the course</li> </ul>
PHY - 1211	<b>Survey of Physics, Laboratory</b>	A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 1213 Survey of Physics, Lecture.	<ul style="list-style-type: none"> <li>A. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory in PHY 1213</li> </ul>
PHY - 1213	<b>Survey of Physics, Lecture</b>	A lecture course covering the concepts of mechanics, sound, light, fluids, and waves. Non-calculus based.	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> </ul>

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 1214	<b>Survey of Physics, Lecture and Laboratory</b>	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.	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> <li>E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory</li> </ul>
PHY - 2213	<b>Physics of Sound</b>	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)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> </ul>

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 2241	Physical Science I, Laboratory	A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 2243 Physical Science Survey I, Lecture.	A. Collect, categorize, and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory in PHY 2243
PHY - 2243	Physical Science I, Lecture	A lecture course that includes studies of measurements and units, electricity, mechanics, heat, sound, light, and astronomy.	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics or astronomy</li> <li>B. Use appropriate mathematical techniques and physical concepts to obtain a quantitative solution to problems in physical science</li> <li>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</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> </ul>



PHY - No.	UCNS Title	Course & Description	Outcomes
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.	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics or astronomy</li> <li>B. Use appropriate mathematical techniques and physical concepts to obtain a quantitative solution to problems in physical science</li> <li>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</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> <li>E. Collect and analyze data for the experimental investigation of chemical phenomena and make meaningful comparisons between experiment and theory</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Collect and analyze data for the experimental investigation of chemistry and earth science in PHY 2253</li> </ul>
PHY - 2253	Physical Science II, Lecture	A lecture course that includes studies of chemistry and earth science. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry or earth science</li> <li>B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Understand how Periodic Law relates to the relationships between atomic structure, chemical names and symbols, and characteristics of inorganic chemicals</li> </ul>

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 2254	Physical Science II, Lecture and Laboratory	A combined lecture and laboratory course that includes studies of chemistry and earth science. Labs associated with this course contain experiments and exercises that reinforce the principles introduced in lecture classes. (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving chemistry or earth science</li> <li>B. Use appropriate mathematical techniques and chemistry concepts to obtain a quantitative solution to problems in chemistry</li> <li>C. Understand how Periodic Law relates to the relationships between atomic structure, chemical names and symbols, and characteristics of inorganic chemicals</li> <li>D. Collect and analyze data for the experimental investigation of chemical and earth science</li> </ul>
PHY - 2311	Physics I, Lab	Course deleted effective Fall 2017	
PHY - 2312	Physics I, Lecture	Course deleted effective Fall 2011	
PHY - 2313	Physics I, Lecture and Laboratory	A calculus-based combined lecture and laboratory course covering mechanics and conservation laws, 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques (calculus) and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> <li>E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory</li> </ul>
PHY - 2321	Physics II, Lab	Course deleted effective Fall 2017	
PHY - 2322	Physics II, Lecture	Course deleted effective Fall 2011	

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 2323	Physics II, Lecture and Laboratory	A calculus-based combined lecture and laboratory course covering electricity and magnetism, 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques (calculus) and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> <li>E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory</li> </ul>
PHY - 2331	Physics III, Lab	Course deleted effective Fall 2017	
PHY - 2332	Physics III, Lecture	Course deleted effective Fall 2011	

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 2333	Physics III, Lecture and Laboratory	A calculus-based combined lecture and laboratory course covering harmonic motion, waves, optics, and an introduction to modern physics, 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques (calculus) and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> <li>E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory in PHY 2413</li> </ul>
PHY - 2413	General Physics I, Lecture	A trigonometry-based lecture course covering mechanics and conservation laws, primarily for pre-professional majors. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> </ul>

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 2414	General Physics I, Lecture and Laboratory	A trigonometry-based combined lecture and laboratory course covering mechanics and conservation laws, 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> <li>E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory</li> </ul>
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.	<ul style="list-style-type: none"> <li>A. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory in PHY 2423</li> </ul>

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 2423	General Physics II, Lecture	A trigonometry-based lecture course covering electricity, magnetism, and optics, primarily for pre-professional majors. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> </ul>
PHY – 2424	General Physics II, Lecture and Laboratory	A trigonometry-based combined lecture and laboratory course covering electricity, magnetism, and optics, 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) (Course description change effective Fall 2022)	<ul style="list-style-type: none"> <li>A. Think critically and use appropriate concepts to analyze qualitatively a problem or situation involving physics</li> <li>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</li> <li>C. Use appropriate mathematical techniques (algebra and trigonometry) and physical concepts to obtain a quantitative solution to a problem in physics</li> <li>D. Represent physical systems in multiple representations: e.g., mathematically, pictorially, graphically, etc.</li> <li>E. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory</li> </ul>

PHY - No.	UCNS Title	Course & Description	Outcomes
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. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory in PHY 2513
PHY - 2513	General Physics I-A, Lecture	A calculus-based lecture course covering mechanics and conservation laws, primarily for students of engineering, science, or mathematics. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	A. Think critically and 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.
PHY - 2514	General Physics I-A, Lecture and Laboratory	A calculus-based combined lecture and laboratory course covering mechanics and conservation laws, 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) (Course description change effective Fall 2022)	A. Think critically and 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

PHY - No.	UCNS Title	Course & Description	Outcomes
PHY - 2521	General Physics II-A, Laboratory	A laboratory course that contains experiments and exercises that reinforce the principles introduced in PHY 2523 General Physics II-A, Lecture.	A. Collect and analyze data for the experimental investigation of physical phenomena and make meaningful comparisons between experiment and theory in PHY 2523
PHY - 2523	General Physics II-A, Lecture	A calculus-based lecture course covering electricity, magnetism, and optics, primarily for students of engineering, science, and mathematics. (Course description change effective Fall 2017) (Course description change effective Fall 2022)	A. Think critically and 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.
PHY - 2524	General Physics II-A, Lecture and Laboratory	A calculus-based combined lecture and laboratory course covering electricity, magnetism, and optics, 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) (Course description change effective Fall 2022)	A. Think critically and 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



### Political Science (PSC)

PSC- No.	UCNS Title	Course & Description	Outcomes
PSC - 1113	<b>American National Government</b>	Survey of the foundations, institutions, and political aspects of American national government. (Course description change effective Fall 2009) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify the foundations, institutions, and political aspects of American national government</li> <li>B. Analyze the functions and roles of American national government</li> <li>C. Interpret primary and secondary sources related to American national government</li> </ul>
PSC - 1123	<b>American State and Local Government</b>	Survey of the relationship among American local, state and national governments and the organization, function, and operation of different levels of government. (Course description change effective Fall 2009) (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify the foundations, institutions, and political aspects of American local, state, and national governments</li> <li>B. Analyze the relationship between American local, state, and national governments</li> <li>C. Interpret primary and secondary sources related to American local, state, and national governments</li> </ul>
PSC - 2113	<b>Comparative Government</b>	A survey of various governmental systems beyond the United States. (Course description change effective Fall 2009) (Course description change effective Fall 2014)	<ul style="list-style-type: none"> <li>A. Identify the foundations, institutions, and political aspects of various governmental systems beyond the United States</li> <li>B. Analyze the functions and roles of various governmental systems</li> <li>C. Interpret primary and secondary sources related to various governmental systems beyond the United States</li> </ul>

### Polymers (POS)

POS- No.	UCNS Title	Course & Description	Outcomes
POS -1112	<b>Introduction to Polymers</b>	An introduction to the history, recent developments, applications, and processing of polymers.	

POS- No.	UCNS Title	Course & Description	Outcomes
POS - 2112	Physical Aspects of Polymers	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.	

### Psychology (PSY)

PSY- No.	UCNS Title	Course & Description	Outcomes
PSY - 1513	General Psychology	An introduction to the scientific study of human behavior and mental processes. This includes history and theories of psychology, research methods, and biological bases of behavior, the principles of learning, personality and abnormal behavior. (Course description change effective Fall 2009) (Title change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify history and research methods</li> <li>B. Explain biological bases for behavior</li> <li>C. Apply learning processes</li> <li>D. Describe mental processes</li> <li>E. Identify aspects of personality</li> <li>F. Recognize psychological disorders and abnormal behaviors</li> </ul>
PSY - 1523	General Psychology II	Course deleted effective Fall 2019	
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.	<ul style="list-style-type: none"> <li>A. Applied scientific method</li> </ul>

<b>PSY- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>PSY/SOC/SWK 2223</b>	<b>Perspectives on Child Maltreatment and Child Advocacy</b>	This introductory child advocacy studies course covers the historical, legal framework, responses to child maltreatment, and current cultural controversies pertinent to child maltreatment and child advocacy. (New course effective Fall 2018) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Recognize definitions of child abuse and neglect</li> <li>B. Identify personal values and perceptions and recognize how they shape responses to child maltreatment</li> <li>C. Identify risk factors, including family dynamics and environmental and cultural factors</li> <li>D. Recall the requirements of mandated reporting and consequences for not reporting child maltreatment</li> <li>E. Construct and develop responses to different types and indicators of child abuse and neglect</li> </ul>
<b>PSY - 2323</b>	<b>Statistics for the Behavioral Sciences</b>	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)	<ul style="list-style-type: none"> <li>A. Interpret basic statistics</li> <li>B. Choose appropriate statistical tests based on research design</li> <li>C. Apply outcomes of statistical tests to research problems</li> <li>D. Evaluate statistics presented in research literature</li> </ul>
<b>PSY/EPY - 2513</b>	<b>Child Psychology</b>	A study of various aspects of human growth and development during childhood and emerging adolescence. Topics include biological, psychosocial and cognitive development. (New course effective Fall 2014) (Prefix and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Summarize conception and prenatal development</li> <li>B. Demonstrate knowledge of biological, psychosocial and cognitive development</li> <li>C. Compare and contrast heredity (nature) vs. environment (nurture)</li> </ul>
<b>PSY/EPY - 2523</b>	<b>Adolescent Psychology</b>	A study of various aspects of human growth and development during adolescence. Topics include biological, psychosocial and cognitive development. (New course effective Fall 2014) (Prefix and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Demonstrate knowledge of biological, psychosocial and cognitive development</li> <li>B. Compare and contrast heredity (nature) vs. environment (nurture)</li> </ul>
<b>PSY/EPY - 2533</b>	<b>Human Growth and Development</b>	A study of various aspects of human growth and development from conception through death. Topics include biological, psychosocial and cognitive development. (New course effective Fall 2014) (Prefix and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Summarize conception and prenatal development</li> <li>B. Demonstrate knowledge of biological, psychosocial, and cognitive development</li> <li>C. Demonstrate knowledge of the concepts of death, dying, and grief</li> </ul>

PSY- No.	UCNS Title	Course & Description	Outcomes
PSY – 2543	<b>Applied Behavior Analysis</b>	Application of the principles of applied behavior analysis to problems involving human behavior change. (New course effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Develop a general understanding of the history of behavior analysis and the scientific approach to studying behavior</li> <li>B. Identify the ethical requirements for practicing as a Registered Behavior Technician</li> <li>C. Define the basic principles of behavior analysis</li> <li>D. Recognize and practice the measurement of behavior, and how to report this measurement to peers or supervisors</li> <li>E. Develop a knowledge of potential interventions which could be used to address skill deficits or excesses in individuals with which you might work</li> <li>F. Explain how to read and execute a behavior plan effectively</li> </ul>
PSY – 2553	<b>Psychology of Personal Adjustment</b>	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)	<ul style="list-style-type: none"> <li>A. Identify personal issues through life</li> <li>B. Analyze love and relationships</li> <li>C. Assess wellness concepts</li> <li>D. Engage in career exploration</li> </ul>

### Reading (REA)

REA- No.	UCNS Title	Course & Description	Outcomes
REA - 0113	<b>Beginning Reading</b>	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)	<ul style="list-style-type: none"> <li>A. Vocabulary and Dictionary Use</li> <li>B. Main Ideas - Stated and Implied</li> <li>C. Supporting Details</li> <li>D. Relationships</li> <li>E. Inferences</li> </ul>

REA- No.	UCNS Title	Course & Description	Outcomes
REA - 0123	Intermediate Reading	A continuation of REA 0113. (Course number change effective Fall 2009) (Title change effective Fall 2010)	<ul style="list-style-type: none"> <li>A. To increase vocabulary through the use of context clues</li> <li>B. To identify an author's main ideas/central point, including the topic</li> <li>C. To locate supporting details in passages</li> <li>D. To identify transitional words and patterns of organization</li> <li>E. To utilize critical thinking skills to make valid inferences and sound conclusions</li> <li>F. To identify an author's purpose and tone</li> <li>G. To identify valid and relevant support for arguments</li> <li>H. To develop critical reading and thinking skills</li> <li>I. To develop effective oral communication skills</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. To increase vocabulary through the use of context clues</li> <li>B. To identify an author's main ideas/central point, including the topic</li> <li>C. To locate supporting details in passages</li> <li>D. To identify transitional words and patterns of organization</li> <li>E. To utilize critical thinking skills to make valid inferences and sound conclusions</li> <li>F. To identify an author's purpose and tone</li> <li>G. To distinguish between fact and opinion</li> <li>H. To identify valid and relevant support for arguments</li> <li>I. To identify bias and propaganda</li> <li>J. To develop critical reading and thinking skills by analyzing written passages and applying the above combined skills</li> <li>K. To acquire competence in written communication that reflects clear and concise language</li> </ul>

REA- No.	UCNS Title	Course & Description	Outcomes
REA - 1213	Reading Enhancement I	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.	<ul style="list-style-type: none"> <li>A. Students will comprehend the main ideas appropriate for grades 10-12</li> <li>B. Students will interpret context clues to infer the meanings of unfamiliar words appropriate for grades 10-12</li> <li>C. Students will identify argument and support for the point of given readings from the text</li> <li>D. Students will locate supporting details appropriate for grades 10-12</li> <li>E. Students will identify relationships and fact and opinion appropriate for grades 10-12</li> <li>F. Students will make inferences</li> <li>G. Students will determine tone and purpose</li> <li>H. Students will demonstrate a gain in overall reading skill level</li> </ul>
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)	<ul style="list-style-type: none"> <li>A. Students will comprehend the main ideas appropriate for grades 11-12</li> <li>B. Students will interpret context clues to infer the meanings of unfamiliar words appropriate for grades 11-12</li> <li>C. Students will identify argument and support for the point of given readings from the text</li> <li>D. Students will locate supporting details appropriate for grades 11-12</li> <li>E. Students will identify relationships and fact and opinion appropriate for grades 11-12</li> <li>F. Students will make inferences</li> <li>G. Students will determine tone and purpose</li> <li>H. Students will demonstrate a gain in overall reading skill level</li> </ul>
REA - 1233	Speed Reading I	Course deleted effective Fall 2010	

### Social Work (SWK)

SWK- No.	UCNS Title	Course & Description	Outcomes
SWK - 1113	<b>Social Work: A Helping Profession</b>	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)	<ul style="list-style-type: none"> <li>A. Understand the profession within the political, social, and economic context</li> <li>B. Appreciate the realities of human need and lived experiences</li> <li>C. Understand the roles, tasks, and functions of social workers</li> <li>D. Define student options for accessing professional social work education</li> </ul>
SWK/PSY/SOC – 2223	<b>Perspectives on Child Maltreatment and Child Advocacy</b>	This introductory child advocacy studies course covers the historical, legal framework, responses to child maltreatment, and current cultural controversies pertinent to child maltreatment and child advocacy. (New course effective Fall 2018) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Recognize definitions of child abuse and neglect</li> <li>B. Identify personal values and perceptions and how they shape responses to child maltreatment</li> <li>C. Identify risk factors, including family dynamics and environmental and cultural factors</li> <li>D. Recall the requirements of mandated reporting and consequences for not reporting child maltreatment</li> <li>E. Construct and develop responses to different types and indicators of child abuse and neglect</li> </ul>

### Sociology (SOC)

SOC- No.	UCNS Title	Course & Description	Outcomes
SOC - 1113	<b>Introduction to Social Science</b>	This course gives students insights into people’s behavior by examining ideas from various social sciences. (Course description change effective Fall 2009)	<ul style="list-style-type: none"> <li>A. Demonstrate a general knowledge of each field and what it entails</li> <li>B. Apply a basic understanding of each field and what it entails</li> <li>C. Compare the basic concepts involved in each field</li> <li>D. Demonstrate competency in both reading and writing</li> </ul>

<b>SOC- No.</b>	<b>UCNS Title</b>	<b>Course &amp; Description</b>	<b>Outcomes</b>
<b>SOC - 2113</b>	<b>Introduction to Sociology</b>	This course introduces the scientific study of human society and social interaction and examines social forces on individuals and groups. (Course description change effective Fall 2009) (Course Title change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Identify basic terms, theorists, and concepts</li> <li>B. Apply sociological perspectives, theories, and methodologies</li> <li>C. Understand social interaction and social structure</li> </ul>
<b>SOC - 2123</b>	<b>Introduction to Sociology II</b>	Course deleted effective Fall 2014	
<b>SOC - 2133</b>	<b>Social Problems</b>	This course is 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) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Define social problems</li> <li>B. Analyze policy issues relating to social problems</li> <li>C. Examine dynamic nature of social problems</li> <li>D. Explore possible solutions to social problems</li> </ul>
<b>SOC - 2143</b>	<b>Marriage and Family</b>	A study of the development of marriage and family as social institutions within society. (Course description change effective Fall 2014) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Explore emerging family systems</li> <li>B. Compare gender roles in families</li> <li>C. Examine various factors that contribute to dating and mate selection</li> <li>D. Identify the key components of communication within relationships</li> <li>E. Understand theoretical perspectives</li> </ul>
<b>SOC - 2153</b>	<b>The Family</b>	Course deleted effective Fall 2014	
<b>SOC - 2163</b>		Course code changed to SWK 1113, effective Fall 2009	



SOC- No.	UCNS Title	Course & Description	Outcomes
<b>SOC - 2173</b>	<b>Introduction to Urban Studies</b>	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)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of social stratification, social class, and urban and suburban class</li> <li>B. Demonstrate an understanding of race, ethnicity and gender by gaining knowledge about immigrants, racial and ethnic minorities, and women and urban life</li> <li>C. Gain knowledge about the urban problems like housing, education and crime and how they impact upon the welfare of our society</li> <li>D. 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.</li> <li>E. Demonstrate an understanding of current trends of sprawl, edge cities and gated communities that are now shaping cities and suburbs in the U. S.</li> </ul>
<b>SOC/ANR–2213</b>	<b>Introduction to Anthropology</b>	A survey of the four fields and applied anthropology in the comparative study of humanity. (Prefix, title, and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Understand cultural anthropology</li> <li>B. Explain biological anthropology</li> <li>C. Examine archeology</li> <li>D. Discuss linguistic anthropology</li> <li>E. Review professional application</li> </ul>
<b>SOC/PSY/SWK - 2223</b>	<b>Perspectives on Child Maltreatment and Child Advocacy</b>	This introductory child advocacy studies course covers the historical, legal framework, responses to child maltreatment, and current cultural controversies pertinent to child maltreatment and child advocacy. (New course effective Fall 2018) (Course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Recognize definitions of child abuse and neglect</li> <li>B. Identify personal values and perceptions and recognize how they shape responses to child maltreatment</li> <li>C. Identify risk factors, including family dynamics and environmental and cultural favors</li> <li>D. Recall the requirements of mandated reporting and consequences for not reporting child maltreatment</li> <li>E. Construct and develop responses to different types and indicators of child abuse and neglect</li> </ul>

SOC- No.	UCNS Title	Course & Description	Outcomes
<b>SOC/ANR – 2243</b>	<b>Cultural Anthropology</b>	This course examines human cultural and cultural diversity. The student will explore techniques employed by the anthropologist. (Course description change effective Fall 2009) (Prefix and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Understand and apply the concept of culture and enculturation</li> <li>B. Examine the history of anthropology and apply anthropological theories</li> <li>C. Apply anthropological knowledge</li> </ul>
<b>SOC – 2313</b>	<b>Community Involvement</b>	This course provides students with experience in a public or non-profit organization, or other appropriate work environment, to encourage them to recognize the value of their active participation in the service/learning process. This course requires up to 16 hours of seminar, 40-60 hours of field experience and reflective work. (Prefix title, and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Completes service learning requirement</li> <li>B. Reflects on service learning opportunities as it relates to academic experience</li> <li>C. Documents and evaluates their service learning opportunity</li> </ul>
<b>SOC – 2513</b>	<b>Race and Ethnic Relations</b>	This course examines social and economic conditions among racial and ethnic groups. (Prefix, title, and course description change effective Fall 2019)	<ul style="list-style-type: none"> <li>A. Analyze patterns of social stratification</li> <li>B. Understand and apply theories of racial and ethnic relations</li> <li>C. Assess current issues in ethnic relations</li> </ul>
<b>SOC/BAD/CSC - 2993</b>	<b>Data Science Literacy</b>	The goal of this course is to allow students from any academic discipline to become literate in the field of data science by understanding the role data scientists and data-science-literate professionals play in improving the performance of institutions, organizations, business, and society. (New course effective Spring 2022)	<ul style="list-style-type: none"> <li>A. Identify key elements and concepts of data science as a field of inquiry</li> <li>B. Outline the data science life cycle, including the source and types of data, datafication, visualization, methods of data analysis, and machine learning</li> <li>C. Explain the data science industry sector, including supporting technologies such as computing and storage; concepts of privacy, confidentiality, and security; and supporting disciplines such as cybersecurity and data governance</li> <li>D. Demonstrate the ways that practitioners and data-science-literate professionals use data science to transform the modern economy in many fields</li> </ul>

## Speech and Theatre (SPT)

SPT- No.	UCNS Title	Course & Description	Outcomes
SPT – 0113	Basic Speaking	Course deleted effective Fall 2014	
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)	<ul style="list-style-type: none"> <li>A. Demonstrate an understanding of the basic factors involved in the communication process</li> <li>B. Select speech materials to appeal to a particular audience</li> <li>C. Integrate effective oral citations</li> <li>D. Arrange speech materials to appeal to a particular audience and to increase speaker effectiveness</li> <li>E. Employ appropriate verbal and non-verbal communication to the audience and context</li> <li>F. Incorporate effective presentation aids in public speaking</li> </ul>
SPT/COM - 1123	Public Speaking II	A continuation in the study of public speaking with emphasis on research, organization and delivery techniques. (Prefix change effective Fall 2016)	<ul style="list-style-type: none"> <li>A. Analyze significant historical and contemporary speeches</li> <li>B. Evaluate the effectiveness of performances by peers and outside speakers</li> <li>C. Demonstrate an advanced understanding of argumentation in a delivered speech</li> <li>D. Demonstrate an understanding of rhetorical style in a delivered speech</li> <li>E. Utilize small group communication concepts in a group presentation</li> </ul>
SPT - 1131	Forensics I	Forensics in an activity course which includes: public speaking, oral interpretation and debate. Students participate in intercollegiate or community forensic contests and debate tournaments.	<p>Successfully perform at least one of the following:</p> <ul style="list-style-type: none"> <li>A. Prose interpretation</li> <li>B. Dramatic interpretation</li> <li>C. Program interpretation</li> <li>D. Classroom or intercollegiate debate</li> </ul>
SPT - 1141	Forensics II	A continuation of SPT 1131.	<p>Successfully perform at least one of the following:</p> <ul style="list-style-type: none"> <li>A. Prose interpretation</li> <li>B. Dramatic interpretation</li> <li>C. Program interpretation</li> <li>D. Classroom or intercollegiate debate</li> </ul>

<b>SPT - 1153</b>	<b>Voice, Diction and Phonetics</b>	A study of the International Phonetic Alphabet and training in the phonetic transcription of speech for improvement of voice and diction. Includes physical characteristics and production of sounds in American English, auditory training, articulation and standard pronunciations, and voice production.	<ul style="list-style-type: none"> <li>A. Transcribe dictated words using IPA (International Phonetic Alphabet) phonetic symbols</li> <li>B. Pronounce words written in IPA symbols</li> <li>C. Compare the sounds that he/she produces while speaking with Standard American English sounds</li> <li>D. Change his/her own sound production through practice and drills</li> <li>E. Use the various characteristics of voice to increase vocal expressiveness</li> <li>F. Define terminology used in the study of phonetics</li> </ul>
<b>SPT - 1163</b>	<b>Argumentation and Debate</b>	The study and application of basic argumentative techniques; integration of speech techniques through class debates.	<ul style="list-style-type: none"> <li>A. Recognize the components of an argument and evaluate its strengths and weaknesses</li> <li>B. Identify and analyze issues, cases, and propositions</li> <li>C. Conduct effective and credible library and on-line research</li> <li>D. Organize evidence</li> <li>E. Build logical and well supported cases</li> <li>F. Identify fallacies within arguments</li> <li>G. Participate in academic debate</li> </ul>
<b>SPT - 1213</b>	<b>Fundamentals of Theatre Production</b>	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.	<ul style="list-style-type: none"> <li>A. Select a season</li> <li>B. Demonstrate a knowledge of the elements of performance</li> <li>C. Summarize marketing and production</li> <li>D. Develop and design technical concepts</li> </ul>
<b>SPT - 1223</b>	<b>Movement for The Actor</b>	Techniques for stage movement for the actor.	<ul style="list-style-type: none"> <li>A. Integrate into their process movement techniques</li> <li>B. Evaluate movement techniques through written communication</li> </ul>

<b>SPT - 1233</b>	<b>Acting I</b>	An introduction to the basic techniques of acting for the stage. (Course description change effective Fall 2013) (Course description change effective Fall 2018)	<ul style="list-style-type: none"> <li>A. Develop a character through the expressive use of mind, body and voice</li> <li>B. Articulate a working vocabulary required of an actor to participate in a staged performance</li> <li>C. Analyze dramatic texts for the purpose of character development through written communication</li> </ul>
<b>SPT - 1241</b>	<b>Drama Production I</b>	Participation in college drama. Required for theatre majors.	<ul style="list-style-type: none"> <li>A. Complete a successful performance</li> <li>B. Participate in one or more of the following: <ul style="list-style-type: none"> <li>1. Theatre management</li> <li>2. Design</li> <li>3. Acting</li> <li>4. Technical theatre</li> <li>5. Maintenance of theatre space and equipment</li> </ul> </li> </ul>
<b>SPT - 1251</b>	<b>Drama Production II</b>	Participation in college drama. Required for theatre majors.	<ul style="list-style-type: none"> <li>A. Complete a successful performance</li> <li>B. Participate in one or more of the following: <ul style="list-style-type: none"> <li>1. Theatre management</li> <li>2. Design</li> <li>3. Acting</li> <li>4. Technical theatre</li> <li>5. Maintenance of theatre space and equipment</li> </ul> </li> </ul>
<b>SPT - 1273</b>	<b>Theatrical Makeup</b>	Techniques in the application of makeup for the stage.	Students will demonstrate techniques regarding: <ul style="list-style-type: none"> <li>1. Color</li> <li>2. Contour</li> <li>3. Style</li> <li>4. Shape</li> <li>5. Texture</li> </ul>
<b>SPT - 2111</b>	<b>Forensics III</b>	A continuation of SPT 1141.	Successfully perform at least one of the following: <ul style="list-style-type: none"> <li>A. Prose interpretation</li> <li>B. Dramatic interpretation</li> <li>C. Program interpretation</li> <li>D. Classroom or intercollegiate debate</li> </ul>

<b>SPT - 2121</b>	<b>Forensics IV</b>	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
<b>SPT - 2143</b>	<b>Oral Interpretation</b>	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
<b>SPT/COM - 2173</b>	<b>Interpersonal Communication</b>	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
<b>SPT - 2223</b>	<b>Stagecraft</b>	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
<b>SPT - 2233</b>	<b>Theatre Appreciation</b>	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

<b>SPT - 2241</b>	<b>Drama Production III</b>	Participation in college drama. Required for theatre majors.	<ul style="list-style-type: none"> <li>A. Complete a successful performance</li> <li>B. Participate in one or more of the following: <ul style="list-style-type: none"> <li>1. Theatre management</li> <li>2. Design</li> <li>3. Acting</li> <li>4. Technical theatre</li> <li>5. Maintenance of theatre space and equipment</li> </ul> </li> </ul>
<b>SPT - 2251</b>	<b>Drama Production IV</b>	Participation in college drama. Required for theatre majors.	<ul style="list-style-type: none"> <li>A. Complete a successful performance</li> <li>B. Participate in one or more of the following: <ul style="list-style-type: none"> <li>1. Theatre management</li> <li>2. Design</li> <li>3. Acting</li> <li>4. Technical theatre</li> <li>5. Maintenance of theatre space and equipment</li> </ul> </li> </ul>
<b>SPT - 2263</b>	<b>Directing</b>	The student will learn the fundamentals of directing such as script analysis, conceptualization, staging scheduling and communication.	<ul style="list-style-type: none"> <li>A. Analyze scripts</li> <li>B. Integrate blocking techniques</li> <li>C. Utilize technical collaboration</li> <li>D. Coordinate all aspects of production</li> </ul>
<b>SPT - 2283</b>	<b>Acting II</b>	Continued training in the techniques of role preparation and character development through concentrated monologue and scene work.	<ul style="list-style-type: none"> <li>A. Integrate techniques and practices mastered in Acting I</li> <li>B. Further examine acting techniques</li> <li>C. Compile a written analysis of presentations and/or performances</li> </ul>
<b>SPT - 2313</b>	<b>Playwriting</b>	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)	<ul style="list-style-type: none"> <li>A. Analyze a previously written play</li> <li>B. Write a play scrip with realistic characters and plot development</li> </ul>
<b>SPT - 2323</b>	<b>The History of Theatre</b>	Course deleted effective Fall 2018	
<b>SPT - 2333</b>	<b>Introduction to Dramatic Arts</b>	Course deleted effective Fall 2013	