

Outcomes Mapping

DIVISION						
Program:	ADJU	# Courses: (if applicable)	14	Updated:		Submitted by:

Institutional Level Outcomes (ILOs): *As a result of an educational experience with any aspect of the college, students will develop the following knowledge, skills, abilities, and attitudes:*

1. Communication	2. Critical Thinking	3. Information and Technology Literacy	4: Personal, Social, Civic, and Environmental Responsibility
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Connect PLOs with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated following the completion of the program or educational experience.		PLO to ILO Alignment			
PLO Name	PLO Defined: Upon successful completion of this program, students will be able to:	1	2	3	4
1. Communication	Demonstrate the principals involved in documenting the investigation of criminal activity.	P		P	
2. Critical Thinking	Identify and apply legal precedents in field work.		P	P	P
3. Social Responsibility	Demonstrate familiarity with the social factors related to police interaction with communities.		P		P
4. Information Literacy	Demonstrate understanding of how criminal codes are used and how statutory law is practically applied.		P	P	
5. Research in Society and Law	Demonstrate the ability to use technology and other resources to research social and legal aspects of the criminal justice system.		P	P	P
6. External Oral Communication	Demonstrate the ability to present information in diverse circumstances, with various cultures and communities, involving public and media issues.	P	P	P	P
7. Internal Oral Communication	Understand professional skills related to court testimony, interview, interrogation, and law enforcement nomenclature.	P			P
8.					
9.					
10.					

See the Outcomes Assessment website for definitions and examples of Mt. SAC's ILOs: <http://www.mtsac.edu/instruction/outcomes/ilos.html>

Key for Level of Learning

(Use for Mapping SLOs/MOs to PLOs to ILOs)

I = Knowledge/Skill Introduced

P = Knowledge/Skill Practiced/Applied

M = Knowledge/Skill Mastered

Outcomes Mapping

Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: ADJU1	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Describe the functions and components of the justice system.				I									I	I
Identify the legal responsibilities and restrictions of law enforcement, prosecutors, and the correctional system.		I	I	I									I	I
Identify the major differences between juvenile law procedures and adult law procedures.				I									I	I
Examine and discuss the different theories of crime causation.			I										I	I
Describe the various contemporary correctional philosophies.		I	I										I	I
SLOs														
Demonstrate understanding of the three components of the criminal justice system				I									I	I
Identify the concept and importance of Jurisdiction in the criminal justice system		I		I									I	I
Analyze the political issues associated with managing priorities within the criminal justice system		I	I		I								I	I
Analyze the impact of legislation on the criminal justice system		I	I	I	I								I	I

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Demonstrate understanding of how the police department conduct impacts their relationship with the community and the media	I		I			I					P	P		P
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Outcomes Mapping

Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: ADJU3	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Describe the goals, purposes, and nature of criminal law.				P								P	P	
Explain the adversary system and sources of criminal law.		P		P								P	P	P
Explain criminal law theories and how they help define legal concepts.		P		P								P	P	P
Distinguish actions that would constitute a criminal offense		P		P								P	P	P
Explain the capacity to commit crime		P		P								P	P	P
Identify elements of offenses against persons, property, public welfare and morals.		P		P								P	P	P
Describe the laws related to lesser included offenses and analyze the impact on criminal charging and jury verdicts.		P		P								P	P	P
SLOs														
Identify the elements of criminal codes		P		P								P	P	P
Detail the interview and investigation process that is used to identify evidence of a crime	P	P	P	P		P	P				P	P	P	P
Analyze the impact of appellate and supreme court decisions on statutes		P		P	P							P	P	P
Demonstrate an awareness of how to identify criminal codes and discriminate between them based on their elements		P		P								P	P	P

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: ADJU2	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Describe the stages of the trial process.		P										P	P	P
Analyze the concepts of due process as found in the 6th, 8th, and 14th Amendments.		P			P							P	P	P
Analyze the application of the exclusionary rule in shaping criminal procedure.		P		P								P	P	P
Compare and contrast the right to counsel in the 5th Amendment with the 6th Amendment.		P										P	P	P
Analyze the right to a jury trial in relation to plea bargaining.		P										P	P	P
Describe the relationship between probable cause and warrant searches.		P										P	P	P
Compare and contrast warrant and warrantless searches and seizures.		P										P	P	P
Describe the Miranda decision and how it impacts criminal investigations.		P										P	P	P
SLOs														
Identify the purpose and need for criminal procedures		P		P								P	P	P
Demonstrate understanding of the social contract theory & the role it plays in society		P	P									P	P	P
Identify statutory and constitutional law related to arraignments		P		P								P	P	P
Discuss parole and probation adjudications		P		P								P	P	P
Discuss legislative change to parole and probation in California		P		P								P	P	P

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Course: ADJU4	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Define what the courts will accept as evidence		P		P								P	P	P
Utilize the vocabulary of rules of evidence		P		P			P				P	P	P	P
Apply the steps required for preservation of evidence	P	P		P							P	P	P	P
Explain burden of proof		P										P	P	P
Explain hearsay and privileged communications		P		P								P	P	P
Differentiate between direct and circumstantial evidence		P										P	P	P
Evaluate the competency of a witness		P		P								P	P	P
Apply search and seizure laws	P	P		P								P	P	P
Employ the strategies necessary for accurate testimony		P		P			P				P	P	P	P
SLOs														
Demonstrate the basic steps to crime scene investigations.	P	P									P	P	P	P
Understand the relationship between case law and constitutional rights		P		P								P	P	P
Document the probable cause for a search based on the 4 th Amendment	P	P		P							P	P	P	P
Compare can contrast lay witnesses testimony with expert testimony		P		P			P				P	P	P	P

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Course: ADJU5	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.			P									P		P
Analyze key issues that pose potential conflict between diverse communities and the courts, police and corrections		P	P									P	P	P
Analyze the strategies for the administration of justice in a multicultural society.		P	P									P	P	P
Compare and analyze a variety of public views on police authority and the abuse of authority.		P	P	P	P							P	P	P
Analyze the potential conflicts associated with demographic differences between criminal justice agencies and the communities they serve.		P	P									P	P	P
SLOs														
Identify the three Eras of policing in America			P									P		P
Demonstrate an understanding of the beginnings of the modern police force		P	P									P	P	P
Analyze strategies used to handle police misconduct	P	P	P	P	P	P	P				P	P	P	P
Demonstrate knowledge of the differences in needs between various multicultural and socio-economic communities.		P	P									P	P	P

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Course: ADJU6	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Understand basic procedures for riot control and disaster response including acts of terrorism.	P	P	P	P		P	P				P	P	P	P
Recognize basic field procedures.	P		P	P								P	P	P
Evaluate potentially dangerous situations during a routine call for service.		P	P									P	P	P
Demonstrate police communication techniques used in confrontational situations.	P		P			P					P	P		P
Recognize traffic direction and enforcement.	I	I	I	I		I	I				I	I	I	I
Employ basic interviewing techniques.	P	P					P				P	P	P	P
Describe procedures for arrest, custody, and use of force.	P	P	P	P		P					P	P	P	P
Demonstrate accurate reporting methods.	P			P							P	P	P	
Discuss strategies for officer safety			P			P					P	P	P	P
Explain the functions of a patrol officer	P	P	P	P	P	P	P				P	P	P	P
Identify the concepts of community policing.	P		P		P	P					P	P	P	P
SLOs														
Compare and contrast the role of the patrol officer as facilitator and enforcer			P									P		P
Describe the different tasks within general patrol functions	P	P	P	P	P	P	P				P	P	P	P
Describe the various types of patrols			P			P					P	P	P	P
Demonstrate understanding different types	P	P	P	P		P	P				P	P	P	P

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and levels of enforcement														
Demonstrate understanding laws related civil liberties, civil disobedience, and riots		P	P									P	P	P
Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: ADJU13	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Identify the traffic enforcement principles.		P	P	P								P	P	P
Analyze safety principles used in vehicle stops.				P		P	P				P	P	P	P
Describe pursuit-driving policy.		I	I	I	I							I	I	I
Demonstrate principles of enforcement for Driving Under the Influence (DUI) investigation stops.	P	P	P	P		P	P				P	P	P	P
Demonstrate an understanding of the traffic accident and hit and run investigation process	I	I		I			I				I	I	I	I
SLOs														
Demonstrate the ability to complete a traffic citation	P			P							P	P	P	
Demonstrate the ability to accurately diagram a traffic collision	P										P		P	
Demonstrate the knowledge associated with an accurate DUI report	P	P		P							P	P	P	P
Demonstrate Field Sobriety Test proficiency	P	P	P	P		P					P	P	P	P

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Course: ADJU20	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Compare and contrast search and seizure protocols of persons and locations		P		P		P					P	P	P	P
Examine pros and cons of case study reports where informants were used.		P		P	P							P	P	P
Compare current crime and suspect profiling techniques with past methods.		P	P	P	P							P	P	P
Analyze interview and interrogation techniques with proper Miranda admonition.	P	P		P			P				P	P	P	P
Identify and explain current rules of initial crime scene protection, proper evidence collection, handling, and storage.		P		P								P	P	P
SLOs														
Compare and contrast different interview and interrogation techniques	P	P		P			P				P	P	P	P
Define profiling and recognize where and how it is appropriately applied		P	P	P	P							P	P	P
Demonstrate an understanding of how to read body language during interrogations							P				P			P
Demonstrate knowledge of the constitutional limitations to search and seizure		P										P	P	P

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: ADJU38	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Compare and contrast the search and seizure issues involved in narcotic arrest.		P		P								P	P	P
Examine the various methods of investigation for narcotics violations.	P	P	P	P		P	P				P	P	P	P
Apply the laws that control the possession and use of narcotics.		P		P								P	P	P
Apply street forms, characteristics and pricing of narcotics.		P	P	P			P					P	P	P
Apply pharmacology and characteristics of dangerous drugs and poisons.		P		P								P	P	P
SLOs														
Demonstrate knowledge of safe handling and processing of evidence	P										P		P	
Describe the methods for incorporating search and seizure into a successful narcotics investigation	P	P		P		P	P				P	P	P	P
Demonstrate knowledge and understanding of controlled substances				P	P							P	P	P
Discuss the impact of drug related current events on various communities			P	P	P							P	P	P
Demonstrate understanding of objectives symptoms of drug use	P					P					P	P	P	P
Demonstrate knowledge of drug prevention and treatment programs				P		P					P	P	P	P

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Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: ADJU50	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Compare and contrast individual identification factors and patterns.					I							I	I	I
Compare and contrast crime scene processing and crime scene analysis.					I							I	I	I
Describe types of pattern evidence used in crime scene reconstruction.		I										I	I	I
Describe three methods of DNA typing.		I										I	I	I
Explain the types of evidence unique to arson and explosives investigations.		I										I	I	I
Explain procedures for collecting and preserving potential DNA sources.		I										I	I	I
Describe the differences between Central Nervous System (CNS) depressants, CNS stimulants, hallucinogens, and narcotics.					I							I	I	I
Describe the processing of questioned documents.		I		I								I	I	I
Describe the methods of obtaining evidence from firearms and tools.					I							I	I	I
Describe the functions taken in forensic identification and collection of evidence.		I			I							I	I	I
SLOs														
Describe the appropriate procedures involving the preservation and collection of evidence		I			I							I	I	I
Compare and contrast crime scene					I							I	I	I

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processing and crime analysis														
Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: ADJU59	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Describe and discuss how gangs have evolved in society.			P									P		P
Describe current gang problems, casual concepts of gang membership, and implications of gang activity on society.			P	P	P							P	P	P
Describe and discuss the principles and techniques of gang intervention.		P	P	P								P	P	P
Relate contemporary gang issues to law enforcement and corrections theory and practice.		P	P	P	P							P	P	P
Analyze intervention, suppression, and prevention modalities used to target community and prison-based gang activities.		P	P	P	P							P	P	P
Compare and contrast similarities and differences in street gang and prison gang value systems and ideologies.			P		P							P	P	P
SLOs														
Describe prevention techniques used to address community and prison gang activity			P		P							P	P	P
Describe suppression techniques used to address community and prison gang activity		P	P	P	P							P	P	P
Demonstrate how to identify and document a criminal street or prison gang member in compliance with federal and state law	P			P							P	P	P	P
Explain the difference between a criminal			P		P							P	P	P

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street gang member, a prison gang member, and a member of a disruptive group															
Student Learning Outcomes (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)															
Course: ADJU68		Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs															
Identify essential elements of report writing.		P			P							P	P	P	P
Examine and analyze reports for appropriate content.		P			P							P	P	P	P
Differentiate factual reports from fabrications.		P										P		P	
Correlate patterns in witness statements.		P										P		P	
Complete a crime and arrest report based on given facts.		P			P							P	P	P	P
Employ correct grammar and concise sentence structure in report writing.		P										P		P	
SLOs															
Discriminate relevant elements of a report narrative.		P			P							P		P	
Provide the necessary documentation and structure for a crime report.		P			P							P		P	
Demonstrate clarity when documenting witness statements		P										P		P	
Compare and contrast the use of facts and opinions in valid reports		P	P		P			P				P	P	P	P

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Course: ADJU74	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	ILO 1	ILO 2	ILO 3	ILO 4
MOs														
Understand the organization and operation of a vice unit.			P	P								P	P	P
Identify and define the various vice crimes.				P								P	P	
Describe how the presence of vice activity can impact the level of peace, safety, and order within a community.			P									P		P
Identify the Fourth Amendment concepts related to search and seizure that place limits on vice crime arrests and investigations.		P		P								P	P	P
Explain the significance and role of informants in vice crime suppression.		P	P									P	P	P
Evaluate the various methods of vice crime suppression.		P	P	P								P	P	P
Analyze the First Amendment		P			P							P	P	P
SLOs														
Identify the elements of vice crimes	P			P							P	P	P	
Compare undercover enforcement with uniform enforcement of vice crimes			P	P		P	P				P	P	P	P
Demonstrate knowledge of legal responsibilities of police officers in response to vice conditions			P	P								P	P	P
Demonstrate an understanding of how quality of life is affected by vice crimes			P									P		P

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Demonstrate job competence of assigned duties while at the job site.	I	I	I	I		I	I				I	I	I	I
Fulfill and exit contract detailing skills obtained and goals achieved.				I								I	I	
Experience field duties related to the job.	I	I	I	I		I						I	I	I
Experience office duties related to the job.	I	I	I	I		I						I	I	I
Experience communications related job duties.	I	I	I	I		I						I	I	I
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