COMMON COURSE DESCRIPTIONS, STUDENT LEARNING OUTCOMES, INSTITUTIONAL ACRONYMS AND NOTES

FOR THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

COURSE EQUIVALENCY PROJECT (CEP)

The following information was last updated (if applicable) in April 2026.

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NOTE: Common course descriptions for all foreign languages are found under World/Foreign Languages. In the CEP, however, specific languages (such as French) may have their own articulation tables and student learning outcomes.

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ACCOUNTING (AC)

Reviewed 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ACCOUNTING I AND ACCOUNTING II **AC 201**	A study of accounting theories and concepts involved in analyzing, processing, interpreting, and communicating decision-making information for internal and external uses. These courses are intended for majors and non-majors.	1. Analyze economic events. 2. Prepare journal entries. 3. Complete the corporate accounting cycle steps. 4. Value current and long-term assets. 5. Value current and long-term liabilities. 6. Prepare corporate financial statements. 7. Calculate stockholder's equity. 8. Utilize financial information for decision making. 9. Evaluate cost flows. 10. Develop managerial reports. 11. Analyze cost-volume-profit (CVP) effects. 12. Develop comprehensive budgets. 13. Evaluate operational performance utilizing various techniques. 14. Demonstrate capital budgeting techniques.

AMERICAN INDIAN STUDIES (AI)

Revised 11/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
AMERICAN INDIAN HISTORY **AI 000**	American Indian tribal, individual, federal, state, local histories, as well as analysis of American Indian histories.	1. Analyze the significance of American Indian histories for tribal communities and people. 2. Demonstrate the ability to communicate effectively about the complexities of American Indian histories. 3. Demonstrate knowledge of the diverse American Indian histories and experiences in North America. 4. Summarize Indigenous cultures, including languages, homelands, spiritual connections to land, ceremonies, and kinship systems, prior to European contact.
OKLAHOMA INDIAN HISTORY **AI 001**	Oklahoma Indian tribal, state, individual, and local histories and analysis of Oklahoma Indian histories.	None.
AMERICAN INDIAN LITERATURE **AI 002**	American Indian authors books, poetry, prose, and other American Indian focused literary compositions.	1. Demonstrate an understanding of the significance of American Indian literature, oral tradition, and poetry. 2. Apply an understanding of literary concepts, theories, major movements, themes, and contexts employed in the study of American Indian literature. 3. Interpret American Indian literary works within the structure of relevant religious, historical, political, and cultural contexts. 4. Demonstrate proficiency in reading of, and writing about, American Indian literature.
CONTEMPORARY AMERICAN INDIAN LITERATURE **AI 003**	Study of American Indian authors, books, prose, and other American Indian focused literary compositions since 1960.	None.
TRADITIONAL AMERICAN INDIAN LITERATURE **AI 004**	Study of American Indian authors, books, prose, and other American Indian focused literary compositions before 1960, including oral tradition.	None.
AMERICAN INDIAN LANGUAGE **AI 005**	Introduction, development, acquisition, practice, and maintenance of Oklahoma American Indian tribal languages.	1. Identify and reproduce core phonetic sounds. 2. Demonstrate basic competence and understanding. 3. Apply foundational grammar structure.
AMERICAN INDIAN CULTURE **AI 006**	Identification, exploration, comprehension, and analysis of American Indian ceremony, customs, values, social, political, and other areas of American Indian experiences.	1. Describe key cultural concepts, traditions, and belief systems among Indigenous cultures. 2. Demonstrate knowledge of Native American approaches to land, environment, and importance of place. 3. Explore differences in cultures across tribal nations.
AMERICAN INDIAN INTERCULTURAL COMMUNICATION **AI 007**	Study of cross-cultural communication as it pertains to American Indians (i.e. cultures, communication concepts, intercultural communication problems and approaches to their resolutions.)	None.
AMERICAN INDIAN HUMANITIES **AI 008**	American Indian art, music, dance, drama, design, film, and video.	1. Demonstrate an understanding of the concepts and contexts employed in the study of the humanities of Native North American cultures. 2. Demonstrate understanding of the historical significance of visual, textual, and material culture of Native North Americans.

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		3. Compare the various ways in which Native North American cultures are represented in today's society through customs, traditions, and ways of life. 4. Research varied Native North American cultures, values, diversity, and contributions of tribal histories and cultures and government.
AMERICAN INDIAN VISUAL ARTS **AI 009**	Study focuses upon artworks within their historical and social context and the aesthetic, cultural, and symbolic meanings of traditional and contemporary American Indian Art.	None.
AMERICAN INDIAN MUSIC **AI 010**	None.	None.
AMERICAN INDIAN DANCE **AI 011**	None.	None.
AMERICAN INDIAN EDUCATION **AI 012**	Courses with specific focus on the histories, developments, and philosophies, policies, methods, and practices of American Indian education.	None.
AMERICAN INDIAN CONTEMPORARY ISSUES **AI 013**	Current American Indian issues, concerns, communication, developments, and positions.-Relevant to federal, state, tribal, local, public, and private spheres.	1. Analyze contemporary economic, social and cultural tribal nation issues. 2. Assess the impact of contemporary policy debates from multiple Indigenous perspectives. 3. Demonstrate an understanding of tribal sovereignty.
AMERICAN INDIAN PUBLIC POLICY **AI 014**	None.	None.
AMERICAN INDIAN TRIBAL GOVERNMENTS **AI 015**	The study of American Indian tribal governments.	None.
AMERICAN INDIAN LEADERSHIP **AI 016**	None.	None.
AMERICAN INDIAN LAW **AI 017**	None.	1. Explain the basic history of Indian-U.S. relations and explain the fundamental legal decisions, treaties, executive orders, and actions that form U.S. federal Indian policy. 2. Examine the complexity of issues relative to Native American political sovereignty. 3. Evaluate the legal arguments for Native peoples' self-government and self-determination. 4. Explain the key terms, concepts, and academic theories associated with sovereignty and the scope of tribal sovereignty. 5. Evaluate the complex relationships between the federal government and Native peoples.
AMERICAN INDIAN PHILOSOPHIES **AI 018**	Courses with focus on systems of presentation, understanding, and explaining the relationships	1. Analyze the basic elements of Native American philosophies and explain the fundamental differences between Native and Western views.

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	between human beings and the natural world in American Indian cultures.	2. Examine the complexities of traditional Native philosophies, how knowledge is experiential, communally, and interrelated/interconnected. 3. Define the various contemporary Native philosophies and how they contribute to the resilience and rebuilding of Native America today, including sovereignty, political activism, and economic development. 4. Explain key concepts, terms, and theories associated with traditional tribal and contemporary philosophies.
AMERICAN INDIAN ANTHROPOLOGY **AI 019**	American Indian ethnology, archaeology, cultural, political, social, and other related anthropological areas.	None.
INTRODUCTION TO NATIVE AMERICAN STUDIES **AI 021**	Introductory to Native American Studies disciplines, related careers, personal and academic development for prospective and declared Native American Studies students.	1. Analyze the various issues and areas of study that comprise Native American-Native American Studies and Native American experiences. 2. Explain the complexity of issues (cultural, legal, racial, social, political, imperial, economic, colonial, health and wellness, philosophical, spiritual, environmental, tribal, and traditional) related to Native peoples before, during, and after contact with non-indigenous peoples. 3. Identify the unique relationship of the federal government with Native peoples and the complexity of that relationship manifested in treaties, laws, and court decisions, and be able to articulate and compare and contrast between the concepts of tribal sovereignty, inherent sovereignty, and cultural sovereignty. 4. Explain the key terms, academic philosophies (indigenous and non-indigenous), traditional ideologies, and concepts related to the study of Native American people. 5. Compare and contrast the differences between the complex cultural and world views of various American Indian groups and European peoples, and to demonstrate understanding of the complexities that formulate that cross-cultural relationship.
AMERICAN INDIAN SOVEREIGNTY **AI 022**	Examines the nature of political sovereignty and how it is exercised in American Indian Nations.	None.
AMERICAN INDIAN ECONOMIC DEVELOPMENT **AI 023**	Survey of the basic concepts of economic development of American Indian Nations.	None.

AMERICAN SIGN LANGUAGE (SL)

Revised 9/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
AMERICAN SIGN LANGUAGE I **SL 101**	An introduction to American Sign Language which includes the development of receptive and expressive skills in authentic situations and an introduction to Deaf culture.	1. Compose messages on familiar topics 2. Respond to brief messages on familiar topics 3. Use culturally-appropriate behaviors when interacting with mixed groups of Deaf and hearing people 4. Identify ASL linguistic features 5. Converse with members of the Deaf community
AMERICAN SIGN LANGUAGE II **SL 102**	Continuation of American Sign Language I. This course further develops receptive and expressive skills in American Sign Language in authentic situations and expands the study of Deaf cultures.	1. Construct a simple narrative with elements such as agreement verbs, classifiers, two person role-shift and cohesion 2. Express moderately complex (two-three syllable) fingerspelled words as well as commonly fingerspelled words 3. Coordinate moderately complex directions with turns and non-dominant referencing 4. Express numbers for time, money, and years 5. Examine Deaf cultural norms such as name signs, keeping others informed, Deaf artists, and ASL students/Deaf community interaction
AMERICAN SIGN LANGUAGE III **SL 103**	Continuation of American Sign Language II. This course emphasizes the receptive comprehension and expression of advanced ASL grammatical structures and use of expanded knowledge of Deaf cultural norms and numbers to be applied to the engagement with the Deaf community.	1. Create complex ASL Narratives with advanced grammar and production 2. Apply advanced ASL conversational strategies 3. Use advanced number concepts 4. Use advanced classifiers and depiction in a description 5. Explain and apply Deaf cultural norms and expectations of allies within the Deaf community.
AMERICAN SIGN LANGUAGE IV **SL 104**	Continuation of American Sign Language III. This course emphasizes the receptive comprehension and expression of advanced ASL grammatical structures and the use of expanded knowledge of Deaf Cultural norms and will be applied to engagement with the Deaf community.	1. Comprehend and create expressive narratives and stories in ASL. 2. Create contextually appropriate signed discourse by employing and adapting a variety of sign modes, including instructional, artistic, narrative, formal, and informal, across more advanced vocabulary such as human anatomy, medical terminology, and financial vocabulary, 3. Recognize and demonstrate comprehensive master of targeted vocabulary words drawn from class items, lectures, and videos. 4. Demonstrate and refine intermediate to advanced expressive and receptive skills in fingerspelling, including the ability to analyze clarity, pacing, and comprehension. 5. Analyze and critique competing perspectives of diverse Deaf Communities, ideas, aesthetic traditions, cultural practices and history, and synthesize these insights into culturally competent communication practices.

ANTHROPOLOGY (AN)

Revised 5/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
GENERAL ANTHROPOLOGY **AN 101**	An introduction to the anthropological way of thinking about human evolution, prehistory, cross-cultural variation and language.	1. Define the discipline of anthropology 2. Identify key characteristics of each sub-discipline within anthropology 3. Explain major methods and theoretical approaches used in each sub-discipline
INTRODUCTION TO CULTURAL ANTHROPOLOGY **AN 102**	An introduction to the cross-cultural study of human society.	1. Describe the cultural diversity of societies globally 2. Apply a culturally relative perspective to analysis of societies 3. Identify basic methods and theories central to the practice of cultural anthropology 4. Recognize the interactive of culture and social institutions
PHYSICAL ANTHROPOLOGY **AN 203**	Theories and methods of anthropology with emphasis on human biological development.	1. Explain fundamental concepts and areas of physical anthropology. 2. Describe evolutionary theory and the major milestones in human evolution. 3. Analyze factors influencing human biological diversity and adaptation. 4. Describe basic physical anthropology research methods. 5. Identify ethical issues in physical anthropology research.
INTRODUCTION TO ARCHEOLOGY **AN 204**	An introduction to method and theory in archaeology.	None.
INTRODUCTION TO NORTH AMERICAN INDIANS **AN 210**	An overview of Native society and culture north of Mexico from pre-Columbian time to present.	1. Describe pre-Columbian cultures of North America and their diversity. 2. Analyze the impact of European contact and colonization on Native American societies. 3. Outline key aspects of Native American social structures and belief systems. 4. Summarize historical and contemporary issues facing Native American communities. 5. Evaluate representations of Native Americans in popular culture and media.
INTRODUCTION TO THE ANTHROPOLOGY OF RELIGION **AN 220**	None.	None.
CULTURAL ANTHROPOLOGY **AN 302**	The cross-cultural study of the institutions of human society.	1. Demonstrate the ways humans construct and organize their material and symbolic worlds. 2. Explain the intellectual history, key concepts, and theories of cultural anthropology. 3. Demonstrate strengths, limitations, and ethical considerations of various research methods in cultural anthropology. 4. Analyze the interplay between culture, social institutions, and global processes 5. Explain the contribution of non-Western societies and peoples in the development of the modern world

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NORTH AMERICAN INDIAN CULTURES AN 310	An examination of the cultural diversity of selected indigenous peoples.	None.
ARCHEOLOGY OF NORTH AMERICA AN 315	Overview of the prehistory of North America.	None.
LANGUAGE AND CULTURE AN 371	Relationships between language and culture.	None.
ANTHROPOLOGY OF RELIGION AN 380	Anthropological approaches to the study of religion.	None.
COMPARATIVE CULTURES AN 402	Comparison of selected societies.	None.
CONTEMPORARY NATIVE AMERICAN ISSUES AN 410	Survey of contemporary social issue effecting Native Americans.	None.
MEDICAL ANTHROPOLOGY AN 470	A study of human biological development, culture, and evolution based on relationships to infectious disease; the examination of indigenous, traditional, and Western medical systems; and applied anthropology in clinical settings	None.
CULTURE AND PERSONALITY AN 490	Relationships between culture and personality.	None.

ART (AA)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ART APPRECIATION **AA 005**	The study of art from a variety of different backgrounds and cultures as both product and process. Aesthetic judgment making in evaluation of art from different times and places is stressed.	1. Describe art and aesthetics utilizing appropriate vocabulary. 2. Analyze how the elements of art and the principles of design are used to organize visual ideas. 3. Identify subject matter, form and content in works of art. 4. Classify artistic media and processes. 5. Identify works of art by their respective cultural periods.
ART HISTORY SURVEY I **AA 015**	Art History Survey I is a study of the arts, artists, and their cultures from Prehistory to the 15th Century. *(Revised February of 2021)*	1. Define and explain key artistic developments from prehistory to 15th 2. century. 3. Apply vocabulary (through quizzes, exams and writing) that relates to the time periods and geography of the art cultures and periods covered. 4. Analyze, interpret and explain cultural, historical and artistic relevance of works of art and architecture. 5. Identify and write about images, objects, and architecture through response papers, essays, and/or discussion, as appropriate. 6. Visually analyze a work of art.
ART HISTORY SURVEY II **AA 016**	Art History Survey II is a study of arts, artists, and their cultures from the 15th Century to present. *(Revised February of 2021)*	1. Define and explain key artistic developments from 15th century to present. 2. Apply vocabulary (through quizzes, exams and writing) that relates to the time periods and geography of the art cultures and periods covered. 3. Analyze, interpret and explain cultural, historical and artistic relevance of works of art and architecture. 4. Identify and write about images, objects, and architecture through response papers, essays, and/or discussion, and appropriate. 5. Visually analyze a work of art.
ART HISTORY SURVEY III **AA 017**	None.	None.
ART HISTORY SURVEY IV **AA 018**	None.	None.
BLACK AND WHITE PHOTOGRAPHY **AA 024**	Black and White Photography I will cover basic film camera operations as well as black and white film processing and printing.	None.
BLACK AND WHITE PHOTOGRAPHY II **AA 025**	None.	None.
BLACK AND WHITE PHOTOGRAPHY III **AA 026**	None.	None.
BLACK AND WHITE PHOTOGRAPHY IV **AA 027**	None.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CERAMICS I **AA 030**	Ceramics I covers a variety of building, techniques, glazing, and ceramics terminology.	None.
CERAMICS II **AA 031**	Ceramics II continues to develop the student's skills in a variety of ceramic techniques. Students will continue to develop their glazing, and knowledge of ceramics and its terminology.	None.
CERAMICS III **AA 032**	None.	None.
CERAMICS IV **AA 033**	None.	None.
COLOR **AA 040**	Exploration and analysis of the theories and application of color. *(Revised February of 2014)*	None.
COLOR PHOTOGRAPHY I **AA 043**	Color Photography I will cover color positive or slide exposure, processing and printing.	None.
COLOR PHOTOGRAPHY II **AA 044**	None.	None.
CRAFTS I **AA 048**	Crafts I is an introduction to the crafts and will cover a variety of projects, with emphasis on artistic merit.	None.
DIGITAL IMAGING AND PRINTING I **AA 053**	Exploration of methods and techniques used in creating and altering digital images. *(Revised February of 2014)*	None.
DIGITAL IMAGING AND PRINTING II **AA 054**	None.	None.
DRAWING I **AA 056**	Drawing I will develop the students understanding of the basic concepts of drawing and their powers of observation. Students will work with various media utilizing a variety of sources and environments.	1. Learners will demonstrate an understanding of the elements of art and principles of design through finished drawings from direct observation. 2. Learners will create drawings demonstrating the application of techniques and media using a variety of tools. 3. Learners will apply the vocabulary and terminology associated with drawing and analyze elements of design and principles of composition through critique of works created during the course.
DRAWING II **AA 057**	Drawing II will continue to develop the students understanding of the concepts of drawing. Students will continue to develop their skills in media by using a variety of sources and environments.	1. Learners build on foundational skills from Drawing I, continuing to develop techniques, accuracy, and compositional sophistication in drawing using a variety of tools and media. 2. Learners will generate and refine ideas by developing the ability to articulate concepts and artistic intent through finished drawings. 3. Learners will apply the vocabulary and terminology associated with drawing through critiques and discussion.
DRAWING III **AA 058**	None.	None.
DRAWING IV **AA 059**	None.	None.
ETCHING/INTAGLIO I **AA 062**	Introduces students to various intaglio processes.	None.
ETCHING/INTAGLIO II **AA 063**	None.	None.

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FIGURE DRAWING I **AA 066**	Figure Drawing I includes study in gesture and finished drawings of the model. Emphasis will be placed on pose, composition, and a variety of media.	None.
FIGURE DRAWING II **AA 067**	Figure Drawing II will continue to develop study in gesture and finished drawings of the model. Students will further their skills in use of media and papers.	None.
FUNDAMENTAL OF ART I **AA 080**	Fundamentals of Art I is a study of the principal elements of two-dimensional design. Those elements include color, perspective, fundamental drawing, concepts, and compositional elements. By using a variety of materials students will apply the information to a series of studio assignments.	None.
FUNDAMENTALS OF ART II **AA 081**	A continuation of Fundamentals of Art I. The course is a study and analysis of three-dimensional art forms by using, a variety of materials and processes. The student will complete a series of studio assignments.	None.
GRAPHIC DESIGN I **AA 086**	Graphic Design I will cover typography and graphic design. Students will work in a variety of media including the computer.	None.
JEWELRY I **AA 113**	Jewelry I will develop the student's skills in metal forming, casting, and fabrication. Emphasis will be on artistic design and craftsmanship.	None.
JEWELRY II **AA 114**	None.	None.
LITHOGRAPHY I **AA 117**	None.	None.
LITHOGRAPHY II **AA 118**	None.	None.
PAINTING I **AA 130**	Painting I will develop skills in opaque painting, stressing form and content, visual appreciation, and individual expression.	None.
PAINTING II **AA 131**	Painting II will continue to develop the student's skills in opaque painting. The course will continue to stress form and content, visual appreciation, and individual expression.	None.
PAINTING III **AA 132**	None.	None.
PAINTING IV **AA 133**	None.	None.
PERSPECTIVE I **AA 135**	Perspective is an introduction to the essentials of perspective and use of compositional principles for further instruction in drawing and painting. This course uses a variety of media.	None.
PRINTMAKING I **AA 139**	Printmaking I will cover basic media and processes involved in the relief and intaglio processes.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PRINTMAKING II **AA 140**	None.	None.
SERIGRAPHY I **AA 150**	Serigraphy I introduces the student to both hand and photo stencil and screen print methods. Each student will produce a body of work exploring the image making potential of screen-printing techniques. Strong emphasis will be placed on exploring color, design, and personal creativity.	None.
SERIGRAPHY II **AA 151**	Serigraphy II involves advanced studies in utilizing screen-printing techniques. Students will produce a body of work that emphasizes the exploration of color, design, and personal creativity.	None.
SCULPTURE I **AA 154**	Sculpture I is a creative approach to sculpture techniques and form exploration using a variety of media.	None.
SCULPTURE II **AA 155**	Sculpture II will continue to develop student skills in the methods and study of the sculptural form. The course will continue to stress methods, materials, concepts, and artistic style.	None.
WATERCOLOR I **AA 171**	Watercolor I will develop skills in watercolor painting, stressing form and composition, visual perception, and individual expression.	None.
WATER COLOR II **AA 172**	Watercolor II will continue to develop skills in watercolor painting. The course will continue to stress form and composition, visual perception, and individual expression.	None.
WATERCOLOR III **AA 173**	None.	None.
WATERCOLOR IV **AA 174**	None.	None.
WEAVING I **AA 176**	None.	None.
ART HISTORY OF NON-WESTERN CULTURE **AA 183**	A survey of global art from Prehistory to present.	None.

BIOLOGICAL SCIENCES (BI)
Revised 11/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
GENERAL BIOLOGY (NON-MAJORS) **BI 101**	Introductory non-majors biology course with lab. This course includes key concepts in biology (evolution, animals, plants and prokaryotes) plus emphasized material selected by individual institutions and faculty. Minimum of four semester hours (lecture plus lab) credit. No prerequisites.	1. Identify the properties of life. 2. Apply the scientific methodology to the study of life and natural phenomena. 3. Explain the biochemical processes of life. 4. Identify evolutionary processes and supporting evidence. 5. Categorize the hierarchy of life. 6. Apply biological concepts to societal issues.
GENERAL BIOLOGY (MAJORS) **BI 102**	Introductory majors biology course with lab. This course includes an overview of fundamental biological concepts including metabolism, homeostasis, heredity, evolution, and ecology at the cellular and organismal levels. It provides the foundation for other advanced courses in the biological sciences. Minimum of four semester hours (lecture plus lab) credit. No prerequisites.	1. Examine characteristics common to life. 2. Identify the chemical components of life. 3. Describe metabolic processes as they relate to homeostasis. 4. Analyze cell types and cellular reproduction. 5. Relate heredity and evolution to organisms and ecosystems. 6. Apply scientific inquiry to predict outcomes. 7. Classify and compare major groups of organisms.
GENERAL BIOLOGY I (MAJORS) **BI 103**	One of a two-semester sequence of introductory biology courses with labs designed specifically for Biology majors. This course sequence includes in-depth study of fundamental biological principles and concepts, including metabolism, homeostasis, heredity, evolution, and ecology at the subcellular, cellular, and organismal levels. Coverage includes animal, plant, and microbial biology. They provide the foundation for other advanced courses in the biological sciences. Since the distribution of topics may vary among programs, both courses must be taken from the same institution to meet equivalency approval (if this is not the case, single courses can transfer at the discretion of the receiving institution). Minimum of eight semester hours (lecture plus lab) credit. No pre-requisites.	1. Distinguish living organisms based on the characteristics of life. 2. Relate cell structure to function. 3. Apply the basic principles of molecular and Mendelian genetics. 4. Associate metabolic processes as they relate to cell function. 5. Identify the chemical components of life. 6. Test predictions from scientific hypotheses.

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GENERAL BIOLOGY II (MAJORS) **BI 104**	One of a two-semester sequence of introductory biology courses with labs designed specifically for Biology majors. This course sequence includes in-depth study of fundamental biological principles and concepts, including metabolism, homeostasis, heredity, evolution, and ecology at the subcellular, cellular, and organismal levels. Coverage includes animal, plant, and microbial biology. They provide the foundation for other advanced courses in the biological sciences. Since the distribution of topics may vary among programs, both courses must be taken from the same institution to meet equivalency approval (if this is not the case, single courses can transfer at the discretion of the receiving institution). Minimum of eight semester hours (lecture plus lab) credit. No pre-requisites.	1. Identify characteristics and evolutionary relationships among major groups within the three domains of life. 2. Relate structure to function for major groups of living organisms. 3. Identify the basic principles of ecology. 4. Recognize mechanisms and patterns of microevolution and macroevolution.
GENERAL BOTANY **BI 201**	Introductory majors course covering the study of plants and related organisms with lab. May include key concepts in biology. Minimum of four semester hours (lecture plus lab) credit. No prerequisites.	1. Identify the structures and functions of plant cells, tissues, and organs. 2. Analyze plant physiology, including photosynthesis, respiration, water transport, and reproduction. 3. Relate heredity and evolution to the diversity of plant species. 4. Utilize taxonomy and nomenclature in the identification of plants. 5. Describe the ecological significance of plants.
PLANT ANATOMY **BI 205**	Major course in plant anatomy with lab. Minimum of three semester hours (lecture plus lab) credit. Required prerequisites: introductory majors life science course.	None.
MICROBIOLOGY **BI 301**	Introductory majors course in microbiology with a minimum of three clock hours of laboratory per week. Minimum of four semester hours (lecture plus lab) credit. Required prerequisite: introductory general chemistry course or introductory biology for majors course.	1. Describe the fundamental similarities and differences between prokaryotic cells, eukaryotic cells, and viruses. 2. Identify interactions between microorganisms and hosts. 3. Analyze variations in metabolism, genetics, and ecology of microorganisms. 4. Apply appropriate laboratory techniques for identifying microorganisms.
COMPARATIVE VERTEBRATE ANATOMY **BI 401**	Major course that covers the anatomy, morphology, and evolution of vertebrates, including laboratory studies involving extensive vertebrate dissections. Minimum of three clock hours of laboratory per week. Minimum of four semester hours (lecture plus lab) credit. Recommended prerequisites: introductory majors course in life science.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
HUMAN ANATOMY **BI 406**	Single semester human anatomy majors course with lab. Minimum of four semester hours (lecture plus lab) credit. Lab materials include either human cadaver or other appropriate mammalian dissections. Recommended prerequisite: introductory majors course in life science. OR Both semesters of two-semester majors sequence in human anatomy and physiology with labs. Laboratory includes physiology, histology, and dissections of human cadavers or other appropriate mammalian dissections. Minimum of eight semester hours (lecture plus lab) credit (combined for both semesters). Required prerequisite: introductory general chemistry. Recommended prerequisite: introductory majors life science course.	1. Apply appropriate anatomical terminology. 2. Recognize all levels of organization of the body. 3. Identify structure and function of organ systems. 4. Identify anatomical structures on dissected specimens.
HUMAN ANATOMY AND PHYSIOLOGY **BI 425**	An introduction to the basic principles of the structure and function of the human body. No prerequisites.	1. Apply appropriate medical terminology. 2. Identify basic structure, function, and physiological processes of body systems. 3. Relate physiological processes to the anatomy of the human body.
HUMAN PHYSIOLOGY **BI 465**	Single semester human physiology majors course with lab. Minimum of four semester hour (lecture plus lab) credit. Required prerequisite: introductory general chemistry course. Recommended prerequisite: introductory majors life science course. OR Both semesters of two-semester majors sequence in human anatomy & physiology with labs. Laboratory includes physiology, histology, and dissections of human cadavers or other appropriate mammalian dissections. Minimum of eight semester hours (lecture plus lab) credit (combined for both semesters). Required prerequisite: introductory general chemistry. Recommended prerequisite: introductory majors life science course.	1. Recognize mechanisms and regulation of homeostasis. 2. Explain the basic physiological processes of all body systems. 3. Discuss the interdependence among the structural levels of organization in the body. 4. Analyze physiological scenarios and pathophysiology of common diseases. 5. Relate the physiological processes to the anatomy of the human body.
GENERAL ZOOLOGY **BI 701**	Introductory majors course covering the study of animals and related organisms with lab. Topics include such areas as taxonomy, systematics, anatomy, physiology, ecology, behavior, and evolution. Minimum of four semester hours (lecture plus lab) credit. No prerequisites.	1. Describe characteristics that define animals and distinguish them from other groups of organisms. 2. Identify key anatomical and physiological features of major animal phyla. 3. Explain how evolutionary processes contribute to animal diversity and adaptation. 4. Describe interrelationships between animal behaviors and environments. 5. Apply appropriate lab practices to the student and identification of animal specimens.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INVERTEBRATE ZOOLOGY BI 714	Major course in the study of non-vertebrate animals with lab. Minimum of four semester hours (lecture plus lab) credit. Required prerequisite: majors life science course.	1. None.
GENERAL ENTOMOLOGY BI 724	Major course in the study of insects. Minimum of three semester hours (lecture plus lab) credit. Required prerequisite: introductory majors life science course.	2. Describe the characteristics of insects. 3. Distinguish key anatomical and physiological features of major insect taxa. 4. Describe the unique ecological roles of insects. 5. Explain insect evolutionary adaptations and diversity. 6. Apply fundamental lab practices to the study and identification of insect specimens.
HUMAN GENETICS BI 851	Major course in the study of human heredity. Minimum of three semester hours credit. Required prerequisite: introductory level major course in life science.	None.
TERMINOLOGY AND WORD ORIGINS BI 903	Introductory course in the study of the origin, construction, meaning, and pronunciation of terms used in the life sciences and related fields. Minimum of two semester hours credit.	1. Describe the history and application of different words in biological terminology. 2. Explain the meaning or word roots, prefixes, and suffixes. 3. Analyze the structural organization of biological terms.
INTRODUCTION TO CELL BIOLOGY BI 905	Introductory majors course in the study of cellular structure, physiology, and concepts with lab. Minimum of four semester hours (lecture plus lab) credit. No prerequisites.	None.
INTRODUCTION TO WILDLIFE BI 907	Introductory major course in the study of wildlife. Minimum of three semester hours credit. Required prerequisite: introductory majors life science course.	None.

BUSINESS COMMUNICATIONS (BC)

Revised 3/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
BUSINESS COMMUNICATION **BC 001**	Business Communications is a survey course of communications skills in the business environment. Course content includes writing genres specific to business, delivering oral presentations, and developing interpersonal skills. Critical thinking and problem solving skills are emphasized. Development of these skills is integrated with the use of technology.	1. Demonstrate proper formatting in business writings. 2. Construct appropriate business writing in a variety of business situations. 3. Model professional and ethical communication and behaviors in various business settings 4. Apply business communication techniques in oral, written, and electronic presentations. 5. Make use of interpersonal strategies to address cultural differences and diversity in the workplace. 6. Utilize appropriate digital resources in oral and written communications.

CHILD DEVELOPMENT (CD)

Revised 9/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO CHILD DEVELOPMENT **CD 005**	Study of physical, social, emotional, and cognitive development of children from conception through adolescence.	1. Describe physical, cognitive, social and emotional development. 2. Describe biological and environmental influences on growth and development. 3. Compare and contrast development changes in diverse sociocultural settings. 4. Identify developmental milestones.
MARRIAGE AND FAMILY DEVELOPMENT **CD 010**	Building relationships, dating, engagement, and marriage in present day society.	None.
INFANCY AND EARLY CHILDHOOD DEVELOPMENT **CD 015**	Study of prenatal development through early childhood with an emphasis on developmental stages and behavior. Utilizes discussion and field experience.	None.
CHILD GUIDANCE (with lab) **CD 020**	Developmental needs and behavior of young children with emphasis on methods and principles of positive guidance. Supervised lab required.	None.
FAMILIES/CURRENT ISSUES **CD 025**	Study of critical issues affecting men, women, children and families. Focus is on causes as well as methods for coping with changes.	None.
FAMILY DEVELOPMENT **CD 030**	Centered around the family as it moves through the stages of the family life cycle, emphasizing development and relationship of family members.	None.
CHILD GROWTH AND DEVELOPMENT **CD 101**	This course will identify patterns of the physical, intellectual and emotional/psycho-social development of children. The course will recognize the major theories of human development as they apply to children.	1. Interpret the different principles and theories of child development. 2. Describe the different scientific methods used to study child development. 3. Identify the physical, cognitive, social and emotional changes that influence child development. 4. Explain the different cultural and environmental influences of child development. 5. Summarize relevant literature.
CHILD GUIDANCE **CD 102**	Developmental needs and behavior of young children with emphasis on methods and principles of positive guidance. No supervised lab required.	1. Demonstrate knowledge of the theoretical and philosophical foundations of guidance and be able to apply this knowledge in developmentally appropriate ways. 2. Explain the importance of the culture, family structure and family dynamics as influencing elements on a child's behavior. 3. Identify components of evidence-based guidance techniques. 4. Examine physical, biological and environmental factors that affect early childhood behavior.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CHILD AND FAMILY IN THE COMMUNITY **CD 103**	Course emphasis on promoting optimum development and support of families and children within programs and the larger community.	1. Examine how educational, political, and socioeconomic factors directly impact the lives of diverse children and families. 2. Analyze strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning. 3. Identify community support services and agencies that are available to community and families.
CHILDREN WITH SPECIAL NEEDS **CD 104**	Course focuses on children with special abilities and implementing practical strategies for inclusion.	1. Explain major developmental milestones (cognitive, physical, social-emotional, and language) and describe how these may differ for children with special needs. 2. Identify professional standards and competencies to inform decision making. 3. Use professional documents (e.g. federal laws, state laws, National Association for the Education of Young Children, Council for Exceptional Children) to inform decisions about instructional strategies. 4. Demonstrate understanding of inclusive practices to support diverse learners.
FOUNDATIONS AND PROFESSIONALISM IN PROGRAMS FOR CHILDREN **CD 105**	Course explores the early childhood profession and its multiple historical, philosophical, and social foundations, including how these foundations influence current thought and practice.	None.
CHILD HEALTH, SAFETY AND NUTRITION **CD 106**	The identification and implementation of best practices for health, safety, and nutrition in a variety of early childhood settings.	1. Analyze current wellness issues in early childhood settings and the roles of health, safety, including abuse and neglect, and nutrition standards and guidelines in teaching practices. 2. Demonstrate skills in developing policies, procedures and planning in relation to health, safety and nutrition practices for children. 3. Develop skills in planning for childrens' health, safety and nutrition education. 4. Create culturally responsive plans to partner with families and other educational constituents to promote children's wellness. 5. Identify how physical, mental health, nutritional and safety needs influence the growth and development of children.
LANGUAGE AND LITERACY DEVELOPMENT **CD 107**	The study of language development and emergent literacy theories and practices.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CREATIVE EXPRESSIONS **CD 108**	The study of creativity with appropriate experiences in play, music, art and motor skills.	1. Understand that the process is the most important part of creative expression. 2. Explain the role of creative activities (art, music, movement, drama, and play) in promoting children's cognitive, social, emotional, and physical development. 3. Define one's role in fostering creativity in the early childhood environment. 4. Discuss developmentally appropriate practice as a framework designed to promote young children's optimal learning and development. 5. Demonstrate a variety of techniques, materials, and strategies for fostering creativity in young children.
INTEGRATED CURRICULUM DEVELOPMENT **CD 109**	Course covers how to create, evaluate, and select developmentally appropriate materials, equipment, and environments that support children's early learning. Provides the opportunity to plan, implement, and evaluate an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.	None.
COGNITIVE DEVELOPMENT AND DEVELOPMENTALLY APPROPRIATE EXPERIENCES **CD 110**	This course focuses on cognitive development, cognitive theories, and developmentally appropriate learning experiences for young children birth to eight years. These courses include the study and planning of suitable activities in numeracy, physical science, natural science and the social sciences. Students learn about young children's cognitive development and reasoning processes.	None.
INFANT-TODDLER PROGRAMMING (lab 24 or more hours) **CD 111**	Course focuses on how to create, evaluate and select developmentally appropriate materials, equipment and environments that support the development and learning of children birth through 36 months. The course will include the student of developmental theories and the design and implementation of curriculum that is individually appropriate, age-stage appropriate and culturally appropriate.	None.
INFANT-TODDLER PROGRAMMING (lab 23 or less hours) **CD 112**	Course focuses on how to create, evaluate, and select developmentally appropriate materials, equipment and environments that support the development and learning of children birth through 36 months. The course will include the student of developmental theories and the design and implementation of curriculum that is individually appropriate, age-stage appropriate and culturally appropriate.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
SUPERVISOR MANAGEMENT **CD 114**	Focus on how to effectively manage child care programs. Relevant and current issues in the field are addressed. Licensing requirements, managing staff, and ethical professional issues are studied. How to implement developmentally appropriate practices and how to create a positive and safe learning environment are included.	None.

CHEMISTRY (CH)

Revised 11/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
DESCRIPTIVE CHEMISTRY **CH 100**	Descriptive Chemistry, a one semester course for non-science majors. This course is a survey of the fundamentals of inorganic and/or organic chemistry and may or may not include laboratory. Prerequisite: none.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Explain the scientific method and its application. 2. Make use of symbols for elements and ions and use them to name chemical compounds. 3. Demonstrate the ability to interpret measurements and apply basic unit conversions in chemistry. 4. Describe the organization of the periodic table and predict general trends of properties and reactivities. 5. Describe the nuclear model of the atom and the history of its development. 6. Identify applications of chemistry in everyday activities.
INTRODUCTION TO CHEMISTRY **CH 110**	Introductory Chemistry, a one-semester courses in preparation for the general chemistry sequence or for students with degree plan that has a one-semester chemistry requirement. This course includes fundamental knowledge of inorganic chemistry; with laboratory. Prerequisite: Elementary high school algebra skills.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Apply observations, safety and techniques to basic laboratory procedures. 2. Explain how the periodic table can be used to predict the structure and reactivity of the atom. 3. Classify and balance chemical equations. 4. Perform typical chemistry calculations including unit conversions, stoichiometry, concentrations, calorimetry, and gas laws. 5. Determine the chemical formula and the name for simple ionic and covalent compounds. 6. Apply qualitative models of acids and bases.
GENERAL ORGANIC AND BIOCHEMISTRY **CH 115**	A one semester course targeted toward allied health professionals with general chemistry, organic chemistry and biochemistry; with lab. Prerequisite: Elementary high school algebra skills.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Apply observations, safety and techniques to basic laboratory procedures, including a written component. 2. Analyze and solve problems, including clinical calculations, using proper precision and units. 3. Represent and analyze formation of molecular and ionic compounds and apply the rules of nomenclature to inorganic substances. 4. Identify and make use of quantitative relationships from chemical formulas and chemical equations. 5. Predict atomic structure and reactivity based on an element's position in the periodic table. 6. Qualitatively apply gas law relationships 7. Analyze the energy changes of physical and chemical processes 8. Describe the properties of functional groups in organic chemistry. 9. Classify biomolecules into macromolecular categories and describe their biological functions.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CHEMISTRY I **CH 120**	Chemistry I, a course recommended for students in applied sciences, including paramedical sciences. This course includes nomenclature; stoichiometry; atomic structure; chemical bonding; solutions; gas laws and thermochemistry with laboratory. Co-requisite: intermediate algebra or two units of high school algebra.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Apply observations, safety and techniques to basic laboratory procedures, including a written component. 2. Solve problems using proper precision and units. 3. Apply the rules of nomenclature to inorganic substances. 4. Utilize quantitative relationships from chemical formulas and chemical equations. 5. Classify reactions in aqueous solutions. 6. Identify energy changes associated with chemical reactions and physical processes. 7. Utilize the electronic structure of atoms and ions to explain observable periodic properties. 8. Relate compound formation to chemical bonding, molecular geometry and polarity to explain physical properties.
CHEMISTRY II **CH 130**	Chemistry II is a continuation of CH 120 and includes equilibrium, kinetics, thermodynamics, electrochemistry, qualitative analysis, and may include other selected topics, with laboratory. Prerequisite: CH 120.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Develop safe laboratory procedures using techniques including separation and titration including a written component with interpretation. 2. Identify redox reactions and explain the importance of electron transfer in processes. 3. Distinguish between homogeneous and heterogeneous equilibria and predict the shift in equilibrium when disturbed. 4. Apply the fundamentals of kinetics to chemical systems. 5. Classify aqueous equilibria utilizing pH and solubility rules.
GENERAL CHEMISTRY I **CH 140**	General Chemistry I is an algebra based course. This course includes nomenclature, atomic and molecular structure, stoichiometry, bonding, states of matter, thermochemistry, acids and bases, and gas laws; with laboratory. Co-requisite: College Algebra or equivalent.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Apply observations, safety and techniques to basic laboratory procedures, including a written component. 2. Analyze and solve problems using proper precision and units. 3. Apply the rules of nomenclature to inorganic substances. 4. Identify and make use of quantitative relationships from chemical formulas and chemical equations. 5. Prepare solutions as well as analyze reactions in aqueous solutions. 6. Analyze the energy changes of chemical reactions and physical processes. 7. Predict the electronic structure of atoms and ions and be able to explain observable periodic properties. 8. Demonstrate understanding of the formation of compounds including chemical bonding, molecular geometry and polarity in order to explain physical properties.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
GENERAL CHEMISTRY II **CH 150**	General Chemistry II is an algebra-based course. This course is a continuation of CH140 with emphasis on kinetics, equilibrium, thermodynamics, electrochemistry, qualitative analysis, organic chemistry, biochemistry, and nuclear chemistry; with laboratory. Prerequisite: CH140.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Develop safe laboratory procedures using techniques including filtration, spectroscopy, and titration. Communicate observations and data interpretation in written form. 2. Identify and describe the attractive forces that exist between components of condensed phases and solutions (or mixtures) and apply these concepts to physical properties. 3. Demonstrate understanding of redox reactions including quantitative relationships among free energy, equilibrium constant and electron transfer potential. 4. Use the principles of thermodynamics to predict the position and direction of chemical equilibria. 5. Explain chemical kinetics using collision theory and evaluate reaction orders using graphical analysis. 6. Demonstrate understanding of homogeneous and heterogeneous equilibria, determine and evaluate the relationship between the equilibrium constant and the reaction quotient, and predict how an equilibrium system responds to perturbations. 7. Apply the concepts of equilibria to pH calculations (acids, bases, salts, neutralization reactions and buffers) and to solubility calculations of slightly soluble salts.
ORGANIC / BIOCHEMISTRY **CH 160**	Organic/Biochemistry is a continuation course for students whose major does not require other chemistry courses. This course is an introduction to organic and biochemistry. Prerequisite: One semester of CH 110 or higher.	1. Use nomenclature to differentiate between organic structures with differing functional groups. 2. Describe the properties and reactions of organic molecules. 3. Recognize and identify the structures of the main classes of biomolecules. 4. Describe the functions of biomolecules such as proteins, lipids, carbohydrates, and nucleic acids. 5. Apply organic reactions to biochemical processes.
BRIEF ORGANIC **CH 200**	Brief Organic Chemistry, a one semester course in organic chemistry. This course includes general principles, methods of preparation, reactions, and uses of organic compounds. Prerequisite: CH 130 or CH 150.	1. Use nomenclature to differentiate between organic structures with differing functional groups and stereochemistry. 2. Recognize and identify the reactions of the main classes of organic molecules. 3. Propose valid mechanisms for organic reactions. 4. Recognize steric and electronic effects of organic molecules. 5. Identify structural features of organic molecules using spectroscopic methods.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ORGANIC CHEMISTRY I **CH 210**	Organic Chemistry I is the first course of a two-semester sequence. This course is intended for science majors and pre-professional students. This course includes aliphatic and aromatic nomenclature, structure, stereochemistry, selected mechanisms and reactions with an introduction to interpretive spectroscopy, with laboratory. Prerequisite: CH 150.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Describe and apply the concepts of hybridization, bonding, molecular and electronic geometry, resonance, and formal charge to the structure and reactivity of organic molecules. 2. Identify representative functional groups as well as name and draw structures of alkanes, alkenes, alkynes, and alkyl halides according to IUPAC rules. 3. Discuss the stereochemistry of organic compounds, identify their stereochemical relationships, and describe them using appropriate terms. 4. Analyze the structure, conformation and stability of organic molecules using drawings (*e.g.* Newman or Fischer projections), and describe molecules in terms of strain and relative energies. 5. Explain the effects of structure on acidity and basicity, and apply the concepts of Brønsted-Lowry acid-base equilibria to organic compounds and their reactions. Apply the Lewis definitions of acids and bases to electrophiles and nucleophiles. 6. Propose valid mechanisms for electrophilic addition, free-radical substitution and addition, nucleophilic substitution, and elimination reactions. Relate these mechanisms to reaction coordinate energy diagrams, comparing competing pathways when appropriate, using thermodynamic and kinetic principles. 7. Predict the products of, or identify the appropriate reagents for, the reactions of alkanes, alkenes, alkynes and alkyl halides. Describe the reactions in terms of stereochemistry and/or regiochemistry where applicable. Devise multi-step syntheses involving these functional groups. 8. Interpret IR spectra to identify or classify organic compounds.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ORGANIC CHEMISTRY II **CH 220**	Organic Chemistry II is the second course of the two-semester sequence. This course continues the development of the chemistry of functional groups with emphasis on aldehydes & ketones, carboxylic acids, amines, and phenols in both aliphatic and aromatic compounds then concludes with the introduction of biological molecules. Mechanisms and stereochemistry are emphasized in all reactions. The continued application of spectra is fundamental with laboratory time of 3-6 hours per week, with laboratory. Prerequisite: CH 210.	NOTE: Upon completion of this course, students will be able to meet 80% of the following outcomes: 1. Identify representative functional groups as well as name and draw structures of arenes, carbonyl compounds, ethers, nitriles, and amines according to IUPAC rules. 2. Propose valid mechanisms for reactions of arenes, carbonyl compounds (both the carbonyl carbon and the alpha-carbon to the carbonyl carbon), ethers, nitriles, and amines. 3. Predict the products of, or identify the appropriate reagents for, the reactions of arenes, carbonyl compounds (both the carbonyl carbon and the alpha-position to the carbonyl carbon), ethers, nitriles, and amines. 4. Describe the reactions of arenes, carbonyl compounds (both the carbonyl carbon and the alpha-position to the carbonyl carbon), ethers, nitriles, and amines in terms of stereochemistry and/or regiochemistry where applicable. 5. Devise multi-step syntheses involving arenes, carbonyl compounds (both the carbonyl carbon and the alpha-position to the carbonyl carbon), ethers, nitriles, and amines. 6. Safely apply techniques to organic laboratory procedures, including a written or oral component based on laboratory observations. 7. Perform synthetic transformations of compounds containing functional groups such as arenes, carbonyl compounds, ethers, nitriles, and amines. 8. Purify products of synthetic transformations utilizing common organic laboratory techniques. 9. Apply spectroscopic techniques to identify or classify organic compounds.

COMMUNICATION (CM)

Reviewed 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CONFLICT MANAGEMENT **CM 001**	This course focuses on the role of communication in conflicts that occur in personal, professional, and cultural contexts. These contexts may include intrapersonal and interpersonal relations, family, inter-group, organizational, and cross-cultural conflicts. Emphasis is placed the analysis of conflict situations and the application of effective conflict management.	None.
FAMILY COMMUNICATION **CM 002**	This course is designed to introduce students to the basic concepts and theories regarding communication patterns in family settings. Topics may include power and control, parent-child communication, sibling communication, communication roles in the family, and current societal and historical considerations concerning gender and family relationships. The course will also examine the history of and changing nature of communication in the family.	None.
INTERVIEWING **CM 003**	This course is a study of the interviewing process as a technique for gathering information appropriate to a broad range of interviewing situations. These may include employment, appraisals, reprimand, sales, counseling, and media interviews. The course also may focus on interviewing as a strategy for research and a means for collecting information from mass media.	None.
LEADERSHIP **CM 004**	This course introduces the concepts that are central to effective leadership that is enacted in various communication environments. Topics may include a communication skills model for leadership, networking, the leader's role in decision making, promoting positive work relationships, the leader as visionary, characteristics of competent leadership, attributes of teams, and creation of effective work climates.	None.
ORGANIZATIONAL COMMUNICATION **CM 005**	This course will introduce students to organizational communication research and theory and require them to display both theoretical and practical knowledge of processes that individuals use to succeed in their careers. The types of organizations studied may include businesses, government organizations, hospitals, schools, industrial firms, media, community organizations, as well as professional, social, educational, and political groups.	1. Analyze the impact of communication on organizational culture, climate, and power dynamics within diverse organizational structures (i.e., businesses, government, healthcare, etc.). 2. Apply effective communication to common workplace scenarios that explain how individuals and groups interact within various types of organizations. 3. Identify key organizational communication theories and research frameworks.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PERSUASION **CM 006**	This course provides a survey of major theories of persuasion that explain how to change another person's attitudes and behavior as well as evaluate the persuasive appeals of other advocates. Students will enhance message construction skills as well as critical thinking skills. The course includes discussions of classical persuasion, theories of attitude change, and interpersonal compliance gaining strategies. The application of persuasion will be studied in a variety of contexts.	None.
POLITICAL COMMUNICATION **CM 007**	This course is a study of the rhetoric of social movements and political campaigns. Students employ principles and methods of critical analysis, both historical and contemporary, to interpret and evaluate political persuasion. It includes the analysis of speeches as well the impact of the mass media on political power.	None.

COMPUTER SCIENCE (CS)

Revised 10/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ELEMENTARY COMPUTER LITERACY **CS 000**	A course with no prerequisites intended for both CS majors and non-majors. This course involves training in spreadsheets, databases, word-processing, ethics, vocabulary, internet skills, and file system management.	1. The learner/student will construct word processing documents using a variety of advanced and automated formats. 2. The learner/student will construct spreadsheets to compute and analyze data. 3. The learner/student will build visually dynamic presentations.
PROG FUNDAMENTALS **CS 001**	A course with no prerequisites intended for both CS majors and non-majors. This course involves logic, pseudo-code, flow charts, statement sequencing, conditional statements, loop structures, and input/output. It may be in any programming language or language independent.	1. Describe problem solutions using flow charts and pseudocode 2. Identify elements of programming 3. Verify computer programs 4. Create computer programs 5. Validate computer programs
ELEMENTARY PROCEDURAL PROG IN C/ C++ **CS 005**	A course in procedural programming, taught in either the C or C++ language. This course includes basic control structures, files, input/output, single and multi-dimensional arrays, searching, and sorting. This course is distinguished from CS 008 by using a procedural design process.	1. Apply fundamental programming techniques and concepts in C/ C++ language (input/output, data types, control structures, operators, functions, and arrays). 2. Apply some high-level principles of program design, problem solving, and testing and debugging.
ELEMENTARY OBJECT ORIENTED PROG IN VISUAL BASIC **CS 007**	A first course in Visual Basic programming. This course includes graphical user interface design, event driven programming, tool box controls and properties, basic control structures, and dynamic arrays.	1. Apply fundamental programming techniques and concepts in Visual Basic (input/output, data types, control structures, operators, functions, and arrays). 2. Apply some high-level principles of program design, problem solving, and testing and debugging. 3. Apply object oriented programming concepts including encapsulation, inheritance, polymorphism, and abstraction.
ELEMENTARY OBJECT ORIENTED PROG IN C++ **CS 008**	A course in object oriented programming, taught in the C++ language. This course includes basic control structures, files, input/output, single and multi-dimensional arrays, searching, and sorting. This course is distinguished from CS 005 by using an object oriented design process.	1. Apply fundamental programming techniques and concepts in C++ (input/output, data types, control structures, operators, functions, and arrays). 2. Apply some high-level principles of program design, problem solving, and testing and debugging. 3. Apply object oriented programming concepts including encapsulation, inheritance, polymorphism, and abstraction.
ELEMENTARY OBJECT ORIENTED PROG IN JAVA **CS 009**	A course taught in the Java language in object oriented programming. This course includes basic control structures, files, input/output, single and multi-dimensional arrays, searching, and sorting.	1. Apply fundamental programming techniques and concepts in Java (input/output, data types, control structures, operators, functions, and arrays). 2. Apply some high-level principles of program design, problem solving, and testing and debugging. 3. Apply object oriented programming concepts including encapsulation, inheritance, polymorphism, and abstraction.
C PROG **CS 011**	A course in procedural programming in the C language, with a prerequisite of prior programming experience. This course includes dynamic memory allocation, linked lists, stacks, queues, and binary trees.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
C ++ PROG **CS 012**	A course in object oriented programming in the C++ language, with a prerequisite of prior programming experience. This course includes dynamic memory allocation, linked lists, stacks, queues, and binary trees, polymorphism, inheritance, and encapsulation. The design process used is object oriented.	1. Apply problem solving skills including: analysis, design, implementation, and testing. 2. Utilize stacks, queues, linked lists, and trees to solve problems. 3. Implement and apply basic searching and sorting algorithms. 4. Apply recursion to solve problems. 5. Demonstrate object-oriented programming skills and techniques to solve problems.
JAVA PROG **CS 013**	A course in object oriented programming in the Java language, with a prerequisite of prior programming experience. This course includes dynamic memory allocation, linked lists, stacks, queues, and binary trees, polymorphism, inheritance, and encapsulation. The design process used is object oriented.	None.
COBOL PROG II **CS 014**	A second course in programming, using the COBOL language. This course starts with multi-dimensional arrays, and covers advanced data access management.	None.
GRAPHICAL USER INTERFACE EVENT DRIVEN PROG **CS 015**	This course includes graphical user interface design, event driven programming, tool libraries, basic control structures, and dynamic arrays.	None.
WEB PROGRAMMING **CS 016**	Dynamic web pages, CGI, and client-server relations, not based on web page creation tools.	None.
RAPID APPLICATION DEVELOPMENT **CS 017**	Using graphical user interface to implement more sophisticated applications. These include multiple document interface (MDI), database access methods, client/server systems, concepts of operating system interface via application program interface (API) calls, active components or their equivalent on other platforms.	None.
DISCRETE MATHEMATICS FOR COMPUTER SCIENCE **CS 018**	An advanced, upper division, course in discrete mathematics. Theory and application of discrete mathematical models fundamental to analysis of problems in computer science. Set theory, formal logic and proof techniques, relations and functions, combinations and probability, undirected and directed graphs, Boolean algebra, switching logic.	1. Apply logical reasoning to solve basic problems. 2. Evaluate Formal Logic statements. 3. Apply standard techniques of discrete mathematics to solve problems from probability theory, combinatorics, and number theory. 4. Prove theorems using proof techniques. 5. Apply set theory techniques in solving problems. 6. Apply induction and recursion in solving problems. 7. Solve problems involving directed and undirected graphs. 8. Solve problems involving trees. 9. Apply Boolean Algebra in solving problems.
OBJECT ORIENTED PROG IN JAVA **CS 019**	A course in object oriented programming in Java. This course includes encapsulation, data abstraction, poly morphism and inheritance.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ELEMENTARY C# PROGRAMMING **CS 020**	A course in object oriented programming, taught in the C# language. This course includes basic control structures, files, input/output, single and multi-dimensional arrays, searching, and sorting. This course is distinguished from CS 005 by using an object oriented design process.	None.
C# PROGRAMMING **CS 021**	A course in object oriented programming in the C# language, with a prerequisite of prior programming experience. This course includes dynamic memory allocation, linked lists, stacks, queues, and binary trees, polymorphism, inheritance, and encapsulation. The design process used is object oriented.	None.
MOBILE APPLICATION DEVELOPMENT FOR iOS **CS 025**	A course focusing on the fundamentals of mobile application development, design, and architecture. This course focuses on iOS development using Swift and XCode.	None.
MOBILE APPLICATION DEVELOPMENT FOR Android **CS 026**	A course focusing on the fundamentals of mobile application development, design, and architecture. This course focuses on Android development using Java	None.
MOBILE APPLICATION DEVELOPMENT FOR BOTH iOS AND Android **CS 027**	A course focusing on the fundamentals of mobile application development, design, and architecture. This course focuses on iOS and Android OS. This course will utilize scripting, XCode, Java and other mobile development environment.	None.
DATA STRUCTURES **CS 028**	None.	1. Explain the purpose and value of developing efficient data structures for data storage, retrieval, and manipulation. 2. Implement data structures (arrays, sorting algorithms, lists, stacks, queues, search trees, heaps, graphs, and hashing). 3. Select the most appropriate data structure for an application. 4. Explain the efficiency of a chosen data structure and associated algorithms. 5. Use iteration and recursion where appropriate.

CRIMINAL JUSTICE (CJ)

Reviewed 3/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO CRIMINAL JUSTICE **CJ 101**	An overview of the criminal justice system, to include police, courts and corrections as they pertain to both adults and juveniles. An understanding of the participants and their roles, in accomplishing the missions of the criminal justice system.	1. Identify the components of the criminal justice system. 2. Describe the history and development of the criminal justice system. 3. Examine contemporary issues in criminal justice. 4. Identify criminal justice theories.
INTRODUCTION TO LAW ENFORCEMENT **CJ 102**	History, development, and philosophy of law enforcement in a democratic society; introduction to agencies involved in the administration of criminal justice; career orientation.	1. Explain history and development of policing. 2. Explain technology, practices, and training in policing. 3. Examine ethical issues, problems, and accountability in policing.
INTRODUCTION TO CORRECTIONS **CJ 103**	An overview of the historical development and a complete analysis of the entire adult corrections system.	1. Outline the historical development of corrections in America. 2. Compare the philosophical bases by which offenders are punished. 3. Identify the major components which make up a correctional system in the United States today.
INTRODUCTION TO JUVENILE JUSTICE AND DELINQUENCY **CJ 104**	An overview of the organization, function, and jurisdiction of the juvenile justice system; methods of handling, processing and detention of juveniles; case disposition, court procedures, and sociological perspectives.	1. Identify the history, development, functions and philosophy of the juvenile justice system in the United States. 2. Identify and explain the theories and causes of delinquency. 3. Compare differences in the juvenile justice system with the adult criminal justice system.
CRIMINAL LAW I **CJ 105**	The basic concepts of the theory of substantive criminal law including sources, classification of crimes, anticipatory offenses, parties to crime, uncompleted crimes, criminal liability, and defenses.	1. Explain the fundamental principles of criminal law. 2. Distinguish between different categories of crimes. 3. Explain the purpose and functions of criminal law within the justice system. 4. Examine the core purposes, constitutional framework, and scope of criminal law.
CRIMINAL LAW II **CJ 106**	An examination of the nature of the criminal acts of substantive criminal law defining the necessary elements and punishment of each act.	1. Analyze complex criminal cases by synthesizing facts, statutes, and case law. 2. Evaluate the effectiveness and limitations of criminal defenses in various situations. 3. Differentiate between degree of offenses using legal standards.
CRIMINAL PROCEDURES **CJ 108**	Rules, principles, and concepts governing the enforcement of arrest, search, and seizure primarily focusing on the 4th, 5th, and 6th Amendments to the U.S. Constitution.	None.
EVIDENCE **CJ 109**	An analysis of the rules of evidence with an emphasis on the conceptual and definitional issues of admissibility, relevancy, materiality, weight, burden of proof, presumptions, types of evidence, judicial notice, evidentiary privileges, best evidence, opinion evidence, and hearsay evidence and its exceptions.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
FUNDAMENTALS OF CRIMINAL INVESTIGATION **CJ 110**	An introduction to the fundamentals of criminal investigation, including theory and history, conduct at crime scenes, collection and preservation of evidence.	1. Describe the history and development of the criminal investigative process 2. Apply and explain practical understanding of investigative methodology 3. Describe the foundations and principles underlying the basic rules of evidence collection
POLICE COMMUNITY RELATIONS **CJ 111**	An examination of the relationships existing between the police and the communities they serve. Emphasis will be placed on the officer's role relative to the community, crime prevention, civil rights, and the elements of effective community relations.	None.
POLICE OPERATIONS PATROL **CJ 112**	A study of the police patrol operation, its organization and measurement of effectiveness, assignment of personnel, department policies, public relations, and the use of equipment in patrol operations.	None.
TRAFFIC **CJ 113**	Police responsibility in traffic control; organization of traffic and patrol division; routine traffic duties and accident reports.	None.
CULTURAL DIVERSITY **CJ 114**	The study of the differences and similarities of diverse groups and understanding of how these differences and similarities are interrelated to the Criminal Justice system components.	None.
POLICE ADMINISTRATION AND ORGANIZATION **CJ 115**	The administration of a police agency with special emphasis on organization, management, leadership, planning, training, budgeting, selecting and supervising of police personnel.	None.
ETHICS IN CRIMINAL JUSTICE **CJ 116**	None.	None.
CRIMINOLOGY **CJ 117**	None.	None.
PROBATION, PAROLE, AND COMMUNITY CORRECTIONS **CJ 118**	None.	None.

EARLY CHILDHOOD EDUCATION (CE)

Reviewed 9/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
FOUNDATIONS IN EARLY CHILDHOOD EDUCATION **CE 001**	Overview of early childhood education, birth through eight years of age, with emphasis given to: historical roots and development of childhood education; contributions of leaders in the field; a description of programs that meet the needs of young children; and career opportunities for early childhood educators.	1. Explain NAEYC Guidelines for Early Childhood Education to gain knowledge to advocate for children. 2. Apply the NAEYC Code of Ethical Conduct to gain Knowledge to advocate for children. 3. Recognize and utilize developmentally appropriate and effective practices in early childhood education. 4. Explain the historical, social, and ethical foundations of early childhood education which enables the teacher to articulate a philosophy and rationale for appropriate principles and practices. 5. Compare various theories and approaches to early childhood education. 6. Identify behaviors that recognize and respect diversity, how it influences learning, and builds connections among children's families, communities, and schools.
HOME, SCHOOL, COMMUNITY RELATIONS **CE 005**	Overview of the impact of home, school, and community relationships as they affect the total educational experience of children from diverse backgrounds from birth through age eight. Examines the importance of family involvement in the schools and a variety of community resources available to both educators and families that enhance the educational experiences of the child. Techniques to develop and maintain home, community, and school communications will be explored.	1. Analyze demographics of modern families and parenting patterns. 2. Define parent involvement and describe perspectives and history of parent involvement in early childhood programs and schools. 3. Demonstrate techniques and practices for developing effective parent partnerships. 4. Identify and explain advocacy roles of teachers, parents, community and government. 5. Examine and propose solutions to problems and issues confronting families with young children. 6. Assess the functions and services offered by social service agencies, support services, and clinics in the local community, the State of Oklahoma, and on the national level.
INFANT AND TODDLER DEVELOPMENT **CE 009**	Explore models, principles, curriculum, and practices of developmentally appropriate infant-toddler care and education; develop the knowledge base, skills, and dispositions necessary to plan and facilitate the development of young children ages birth through two in group care settings.	1. Describe developmentally appropriate practices for infants and toddlers. 2. Develop caregiving routines that maximize physical, psychosocial, and cognitive development for all infants and toddlers through respectful, responsive, and reciprocal practices. 3. Critique infant/toddler environments for quality care and education and consider the role of parents and communities in the learning environment.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CHILD DEVELOPMENT **CE 010**	A general study into the field of child development by examining the changes that occur in a child's cognitive abilities, emotional patterns, motor behavior, and social capacities from birth to age eight from the perspective of an early childhood educator.	1. Using current research, students will identify specific needs, characteristics, tasks, and problems corresponding to the various stages of child development. 2. Determine and analyze sociocultural factors of families for diverse family structures 3. Compare and contrast basic theories and information concerning human development and learning pertaining to the following stages of the lifecycle: prenatal, infancy, childhood, and adolescence.
CREATIVE ARTS **CE 015**	Study of basic elements in art, music, and movement and the relationship of the creative arts to the development of a culture. Appropriate methods, materials, and techniques for teaching art, music, and movement to children from birth through eight years of age are explored.	1. Describe the difference between the concepts of process art and product art. 2. Demonstrate the use of a variety of art media to create original works. 3. Identify developmentally meaningful and challenging curriculum using own knowledge, appropriate early learning standards and resources from the course. 4. Integrate art, music, and movement appropriately into the curriculum to demonstrate the importance of creative arts.
CREATIVE EXPRESSIONS **CE 017**	Explore stages of development of children from birth through age eight in the arts; develop techniques and materials to use in basic art media; develop skills and leadership in music activities; explore play, improvisation, and dramatization in creative dramatics.	1. Define the teacher's role in fostering creativity in the early childhood classroom. 2. Recognize the importance of self-discovery to learning. 3. Use knowledge of child development in facilitating developmentally appropriate activities in art, music and dramatic play. 4. Design creative experiences based on the observations of children participating in art, music and dramatic play activities. 5. Integrate art, music and dramatic play appropriately into the curriculum.
LANGUAGE AND LITERACY **CE 020**	After surveying language development and techniques for its development as it emerges from infancy through eight years of age, the candidate will plan and learn to provide opportunities that encourage the emergence of literacy. The candidate will also develop an understanding of respect for socio-cultural diversity of literacy development as well as the inter-relationships of culture, language thought and the function of the home language in the development of young children.	1. Assess and reflect on language development, both oral and written, and its expansion, including second language learning and how literacy develops in children birth-8. 2. Compare and contrast reading readiness and emergent literacy theories and plan instruction based on them. 3. Identify and demonstrate understanding of the essential areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. 4. Analyze the factors that contribute to language and literacy difficulties and the characteristics of children experiencing difficulty in language and literacy development.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
HEALTH, SAFETY, AND NUTRITION **CE 030**	Study of the approaches that recognize that direct relationships exist between health status, safety and nutrition. Emphasis is intended for candidates working in an educational setting and for adults and parents who desire additional information about current concepts in the fields of health, safety and nutrition as they relate to children from birth through eight years of age.	1. Examine the physical growth of children and practices that meet their changing needs. 2. Plan positive health routines for children within the framework of an early childhood program. 3. Plan appropriate snacks and meals for young children. 4. Identify common childhood diseases and plan appropriate responses to their onset. 5. Plan child-centered activities to promote young children's health, safety, and nutrition. 6. Identify symptoms of child abuse and describe appropriate responses when detected.
CHILD GUIDANCE WITH LAB **CE 035**	Study of developmental needs and behaviors of young children with emphasis on principles of guidance and methods of working with children from birth to age eight and families. Required observation and participation in early childhood settings.	1. Select positive child guidance strategies that promote children's social and emotional development. 2. Recognize diverse family and community characteristics and their influence on child development. 3. Utilize observation and other appropriate assessment tools for gaining understanding of children's needs. 4. Explore developmentally appropriate strategies for working with young children.

ECOLOGY (EC)

Reviewed 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ECOLOGY **EC 101**	The quantitative study of the interrelationships between organisms and their environments. Lab component required.	1. Differentiate among population, community and ecosystem-level characteristics 2. Compare and contrast ecosystem-level functions across aquatic and terrestrial systems 3. Explain how organisms interact with their biotic environment at individual, population, and community scales 4. Describe and contrast ecosystem-level processes including nutrient cycling and energy flow 5. Evaluate succession among communities and ecosystems 6. Interpret and analyze ecological data 7. Examine population dynamics across species
ENVIRONMENTAL PROBLEMS **EC 102**	The study of interrelationships between humans and their environment.	1. Interpret scientific information related to environmental issues 2. Explain environmental issues in scientific terms 3. Describe biotic and abiotic components of natural resources at multiple 4. scales 5. Describe ecological relationships among organisms (especially humans) 6. and their environments 7. Identify problems and evaluate solutions to anthropogenic environmental issues

ECONOMICS (BU)

Reviewed 2/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PRINCIPLES OF MACROECONOMICS BU 410	Macroeconomics focuses on the overall economy and aggregate economic measures. Topics include basic principles of demand and supply, national income accounting, business cycles, inflation and unemployment, determinants of the level of output, employment and prices, money and banking, fiscal policy, monetary policy, economic growth, international trade and finance.	1. Explain the concepts of scarcity, choice, and opportunity cost and how they relate to decision making. 2. Utilize the theory of supply and demand to explain market outcomes. 3. Interpret macroeconomic indicators, such as GDP, inflation, and unemployment. 4. Compare and contrast fiscal and monetary policy. 5. Identify factors affecting international trade and finance. 6. Explain macroeconomic forces that affect the level of economic activity in the short run and long run. 7. Identify the role of money and financial intermediaries in the macroeconomy.
PRINCIPLES OF MICROECONOMICS BU 420	Microeconomics focuses on individual markets and market participants. Topics include basic principles of demand and supply, elasticity, opportunity cost, utility analysis, production and costs, market structures, factor market, government regulations, and international trade.	1. Explain the concepts of scarcity, choice, and opportunity cost, and how they relate to decision making. 2. Utilize the theory of supply and demand to explain market outcomes. 3. Compare and contrast profit maximization under different market structures. 4. Calculate microeconomic measures. 5. Explain how government intervention affects market efficiency. 6. Identify the effects of international trade on the welfare of market participants.

ENGINEERING (EG)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
STATICS **EG 203**	Resultant's of vector force systems; moments about a line and of a force; static equilibrium of particles, rigid bodies and structures of particles, rigid bodies and structures involving point and distributed loads, two and three dimensional analysis of internal forces and systems of structural members, fluid statics, using integral calculus and parallel axis theorem to determine moments of inertia of complex geometries, shear and moment diagrams, friction, center of mass and centroid calculations. Vector calculations (DOT and CROSS products) and analysis of static systems. Prerequisite: Differential Integral Calculus and Calculus Based Physics of Mechanics	1. Apply equilibrium analysis to free body diagrams in two and three dimensions to determine unknown reactions, concentrated loadings, and distributed loadings. 2. Perform vector operations including dot products and cross products. 3. Calculate internal forces, including axial, shear, and bending moment in trusses (by method of sections and method of joints), frames and machines. 4. Determine centroids, center of mass, and moments of inertia using appropriate methods (including integral calculus, composite bodies, and/or parallel axis theorem).
DYNAMICS **EG 213**	Kinematics and kinetics of particles and systems of particles using Cartesian, Normal-Tangential, and Cylindrical coordinates, solutions obtained using integral and differential calculus, constraint equations for pulley systems, work-energy principles using vector dot products, power and efficiency, potential functions and conservative forces using the del operator, impulse-momentum principles using vector equations, central and oblique impact of particles and the use of the coefficient of restitution, angular momentum principles of particles, variable mass systems, kinematics and kinetics of planar rigid bodies using vector differentials and cross products, work energy principles for planar rigid bodies, linear and angular impulse momentum principles for planar rigid bodies using vector cross products, three dimensional rigid body kinematics using vector differentials and cross products, introductory vibrations of systems of masses using differential calculus. Prerequisite: Statics	1. Calculate the kinematics of particles using three-dimensional coordinate systems, including cartesian, tangential and normal, and polar. 2. Analyze the kinematics of particles using Newton's Laws, work & energy, and impulse & momentum. 3. Analyze the motion, both translational and rotational, of rigid bodies using Newton's Laws, work & energy, and impulse & momentum.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
RIGID BODY MECHANICS **EG 223**	Vector representation of forces and moments; general three dimensional theorems of statics; free bodies; two and three dimensional statically determinate frames; centroids and moments of inertia of areas. Absolute motion of a particle; motion of rigid bodies; rotating axes and the Coriolis component of acceleration; Newton's laws applied to translating and rotating rigid bodies; principles of work and energy and impulse and momentum in translation and rotation; moments of inertia of masses. Prerequisites: Differential Integral Calculus and Calculus based Physics of Mechanics	None.
STRENGTH OF MATERIALS **EG 233**	Tension, compression, shear, mechanical behavior of materials, Hooke's law; Poissons ratio, axially loaded members, torsion, shear force and bending moment diagrams, shear and bending stresses in beams, transformation of stress and strain, stress from direct loading and biaxial and triaxal stress, combined loadings, beam deflections, statically indeterminate problems, buckling of columns and structural members of two materials. Liberal use of both differential and integral calculus for problem solutions. A substantial knowledge of statics is assumed. Prerequisite: Statics	1. Analyze elastic deformations and calculate strains and stresses in structural components under axial, torsion, pure bending, buckling and combined loading conditions. 2. Identify the relationship between stress and strain as well as material's mechanical properties including yield strength and moduli. 3. Perform stress and strain transformations and calculate principal stresses, strains, and planes including the use of Mohr's circle. 4. Perform basic design of structural components for safe operation under a given loading condition.
THERMODYNAMICS **EG 243**	Properties of pure and ideal substances; principles governing changes in forms of energy; control volume energy analysis; development and application of the first and second laws of thermodynamics to a variety of engineering problems; vapor and gas power systems; heat pump systems and other cyclic systems. Use of partial differential calculus to interrelate thermodynamic properties to utilize equations of state. Prerequisites: Calculus including integration and partial derivatives calculus based physics of heat, college level chemistry	1. Determine state properties and relationships for pure substances, using methods such as steam tables and thermodynamic charts for various refrigerants and fluids. 2. Analyze and graph process paths on pressure-volume (Pv) and temperature-entropy (Ts) and/or other plots to visualize thermodynamic cycles and processes. 3. Apply fundamental laws (conservation of mass, 1st and 2nd laws of thermodynamics and equations of state) to solve problems involving closed and open systems, as well as steady state processes. 4. Explain and evaluate the performance/efficiency of power cycles, refrigeration, and heat pump systems by applying thermodynamic principles and identifying the differences between ideal and real-world systems.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ELECTRICAL SCIENCE **EG 253**	Electrical circuit components; AC and DC circuit analysis; mesh and nodal formulation of network equations; transient and steady state response to sinusoidal and step sources; Ohm's and Kirchoff's laws; Thevenin and Norton circuits; source transformations; energy, power, and power factors; the use of circuit simulation software for circuit analysis; Laplace Transform and matrix representations. Prerequisites: Differential and Integral Calculus of several variables and calculus based physics of electricity	None.
FLUID MECHANICS **EG 303**	Fluid properties; fluid statics and dynamics; conservation equations; dimensional analysis and similitude; formulations and applications of the Navier-Stokes, Euler, and Bernoulli equations, viscous and inviscous flow theories and applications; boundary layer theory; open channel and closed conduit flow; turbomachinery; and fluid measurement techniques. Differential and integral calculus are utilized extensively in this course. Prerequisites: Differential and Integral Calculus of several variables, differential equations, statics, and college level chemistry	None.

ENGINEERING TECHNOLOGY (ET)

Revised 10/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO TECHNOLOGY **ET 101**	An introductory course designed to orient students to the careers, industries, and critical skills within the Engineering Technology field. In addition, students may be exposed to fundamental production processes, methods, organizations, and ethics relevant to a career in Engineering Technology. College success discussions may be included. No prerequisite required.	1. Identify career paths in the Engineering Technology field. 2. Identify skills required for work in the Engineering field. 3. Explain ethics in Engineering Technology. 4. Describe the responsibilities of regulatory agencies relevant to the Engineering Technology field. 5. Identify the characteristics of a successful team.
INTRODUCTION **TO ELECTRICITY/ELECTRONICS** **ET 103**	Students apply fundamental concepts and demonstrate basic skills of electricity and electronics that involve direct current (DC), alternating current (SC), series and parallel resistive circuits, network analysis, magnetism, inductance, capacitance, transformers, electronic components, and basics of test equipment. Prerequisite: College Algebra	1. Explain the concepts of charge, voltage, current, resistance, energy, and power. 2. Analyze a resistive network. 3. Calculate and measure the voltages and currents of AC and DC networks. 4. Evaluate the power of a component in AC and DC networks. 5. Analyze RC and RL circuit responses in AC and DC networks. 6. Demonstrate the safe and effective use of basic test equipment.
INTRODUCTION **TO DESIGN/DRAFTING** **ET 113**	Study the basic concepts and techniques relating to providing geometric construction, multi-view drawing, dimensioning, tolerancing, lettering, as applied to design and development using computer-aided design (CAD) applications. No prerequisite required.	1. Demonstrate fundamental drawing techniques, as related to orthographic drawings. 2. Analyze and explain technical drawings. 3. Utilize computer aided design software to create a technical drawing. 4. Produce technical drawings as part of a design process. 5. Apply ANSI standards to produce technical drawings.

ENGLISH (E)

Revised 1/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ENGLISH COMPOSITION I **E 001**	This course provides an introduction to college-level writing.	1. Analyze rhetorical strategies 2. Evaluate diverse texts 3. Apply genre conventions 4. Adapt composing processes for a variety of rhetorical situations.
ENGLISH COMPOSITION II **E 002**	This course provides instruction in academic writing and research techniques and builds upon the skills developed in English Composition I.	1. Evaluate research materials. 2. Construct arguments for academic audiences. 3. Document sources according to conventions. 4. Compose and revise texts that synthesize source materials with original ideas.
INTRODUCTION TO LITERATURE **E 003**	This course provides an introduction to genres of literature, including poetry, prose, and drama, and to techniques of interpretation and critical analysis.	1. Explain characteristics of literary genres. 2. Support interpretations of literature with textual evidence. 3. Apply literary terms and concepts to diverse primary texts.
SURVEY OF AMERICAN LITERATURE I **E 004**	This course examines works of American literature written prior to the middle of the nineteenth century.	1. Identify and describe relevant figures, genres, and literary traditions of American literature from pre-colonial times through the mid-19th century. 2. Identify and describe key characteristics of the historical, social, and cultural influences of American literature from pre-colonial times through the mid-19th century. 3. Summarize and synthesize main ideas and themes of American literature from pre-colonial times through the mid-19th century. 4. Write critically about American literature from pre-colonial times through the mid-19th century.
SURVEY OF AMERICAN LITERATURE II **E 005**	This course examines works of American literature written since the middle of the nineteenth century.	1. Identify and describe relevant figures, genres, and literary traditions of American literature since the mid-19th century. 2. Identify and describe key characteristics of the historical, social, and cultural influences of American literature since the mid-19th century. 3. Summarize and synthesize main ideas and themes of American literature since the mid-19th century. 4. Write critically about American literature since the mid-19th century.
SURVEY OF BRITISH LITERATURE I **E 006**	This course examines works of British literature written prior to the nineteenth century.	1. Identify and describe relevant figures, genres, and literary traditions of British literature written prior to the 19th century. 2. Identify and describe key characteristics of the historical, social, and cultural influences of British literature written prior to the 19th century. 3. Summarize and synthesize main ideas and themes of British literature written prior to the 19th century. 4. Write critically about British literature written prior to the 19th century.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
SURVEY OF BRITISH LITERATURE II E 007	This course examines works of British literature written since the beginning of the nineteenth century.	1. Identify and describe relevant figures, genres, and literary traditions of British literature written since the beginning of the 19th century. 2. Identify and describe key characteristics of the historical, social, and cultural influences of British literature written since the beginning of 3. the 19th century. 4. Summarize and synthesize main ideas and themes of British literature written since the beginning of the 19th century.
SURVEY OF WORLD LITERATURE I E 008	This course examines works of world literature, focusing on texts from ancient world to the mid-17th century.	1. Identify and describe relevant figures, genres, and literary traditions of world literature from the ancient world to the mid-17th century. 2. Identify and describe key characteristics of the historical, social, and cultural influences of world literature from the ancient world to the mid-17th century. 3. Summarize and synthesize main ideas and themes of world literature from the ancient world to the mid-17th century. 4. Write critically about world literature from the ancient world to the mid-17th century.
SURVEY OF WORLD LITERATURE II E 009	This course examines works of world literature, focusing on texts written since the mid-17th century.	1. Identify and describe relevant figures, genres, and literary traditions of world literature since the mid-17th century. 2. Identify and describe key characteristics of the historical, social, and cultural influences of world literature since the mid-17th century. 3. Summarize and synthesize main ideas and themes of world literature since the mid-17th century. 4. Write critically about world literature since the mid-17th century.
CREATIVE WRITING I E 010	This course provides an introduction to the techniques of creative writing.	1. Identify genres, elements, and techniques of craft in creative writing. 2. Compose and revise creative texts in a variety of forms and genres. 3. Develop and receive constructive feedback in collaborative workshops.
INTRODUCTORY TECHNICAL WRITING I E 012	This course provides an introduction to the techniques of technical writing.	1. Utilize effective technical communication strategies by analyzing audiences, purposes, genres, and contexts. 2. Compose, revise, and evaluate clear, effective technical documents using appropriate organization, style, tone, and grammar conventions. 3. Explore and evaluate research responsibility and ethically. 4. Design professional documents for usability and impact.
INTRODUCTORY TECHNICAL WRITING II E 013	This course provides more advanced instruction in the techniques of technical writing and builds upon the skills developed in Introductory Technical Writing I.	1. Analyze rhetorical situations and audiences to make ethical and informed decisions about purpose, scope, tone, medium, and design. 2. Conduct and evaluate primary and secondary research, integrating technical information into professional workplace writing. 3. Compose, revise, and edit a variety of advanced technical and professional documents. 4. Collaborate in the design and production of effective technical documents.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
SURVEY OF BRITISH LITERATURE III E 014	This course examines works of British literature, focusing on texts written since 1900.	1. Identify and describe relevant figures, genres, and literary traditions of British literature written since 1900. 2. Identify and describe key characteristics of the historical, social, and cultural influences of British literature written since 1900. 3. Summarize and synthesize main ideas and themes of British literature written since 1900. 4. Write critically about British literature written since 1900.
SURVEY OF AFRICAN AMERICAN LITERATURE E 015	This course provides an overview of African American literary traditions.	1. Identify and discuss historical, social, and cultural contexts relevant to African American literature 2. Identify and discuss key figures, genres, and literary traditions of African American literature 3. Summarize and synthesize main ideas and themes of African American literature 4. Write critically about African American literature
SURVEY OF NATIVE AMERICAN LITERATURE E 016	This course provides an overview of Native American literary traditions.	1. Identify and discuss historical, social, and cultural contexts relevant to Native American literature 2. Identify and discuss key figures, genres, and literary traditions of Native American literature 3. Summarize and synthesize main ideas and themes of Native American literature 4. Write critically about Native American literature
POETRY WRITING E 020	None.	None.
FICTION WRITING E 021	None.	None.

ENVIRONMENTAL SCIENCES (ES)

Reviewed 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO ENVIRONMENTAL SCIENCES ES 101	Scientific study of interaction among organisms, including humankind, with each other and their physical environment including sustainable resource management and the impacts of human populations and activities. Minimum three hours lecture only. No prerequisites.	1. Interpret scientific information related to environmental issues 2. Explain environmental issues in scientific terms. 3. Describe biotic and abiotic components of natural resources at multiple scales. 4. Describe ecological relationships among organisms (especially humans) and their environments. 5. Identify problems and evaluate solutions to anthropogenic environmental issues.
INTRODUCTION TO ENVIRONMENTAL SCIENCES (WITH LAB) ES 102	Scientific study of interaction among organisms, including humankind, with each other and their physical environment including sustainable resource management and the impacts of human populations and activities. Minimum three hours lecture and one hour laboratory. No prerequisites.	1. Interpret scientific information related to environmental issues. 2. Explain environmental issues in scientific terms. 3. Describe biotic and abiotic components of natural resources at multiple scales. 4. Describe ecological relationships among organisms (especially humans) and their environments. 5. Identify problems and evaluate solutions to anthropogenic environmental issues

FILM AND VIDEO STUDIES (FV)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CRITICAL STUDIES GROUPINGS		
INTRODUCTION TO MOVING IMAGE STUDIES (with writing component) **FV 101**	This course provides students with an introduction to the history, criticism, and theory of the moving image (film and/or television) focusing on key terms and concepts, major figures and movements, and critical issues and debates which have shaped film and media studies. This course includes a significant writing component (10-15 pages).	1. Identify key developments in film and media history. 2. Define basic terms of cinema. 3. Compose a written film and media analysis.
INTRODUCTION TO MOVING IMAGE STUDIES (without writing component) **FV 104**	This course introduces students to basic issues of structure, aesthetics, and ideology in film, video, and other media forms. It does not contain a significant writing component.	None.
FILM HISTORY (in one semester—origins to present) **FV 201**	The principal eras in American film history, the key directors, and the main genres.	None.
FILM THEORY AND CRITICISM **FV 301**	Study of principal critical theories in film, including primary texts by major film theorists.	None.
GENRE(S) **FV 304**	This course provides an in-depth examination of a single film genre or an introduction to several different film genres, exploring the characteristics, functions, and themes of particular genres and providing students with a critical and theoretical understanding of genre-specific texts.	None.
FILM AND CULTURE **FV 307**	Analysis of the ways in which film has the ability to both lead and shape as well as reflect its cultural context.	None.
TV ANALYSIS **FV 310**	A critical investigation of commercial television as a medium of popular culture. Explores various genres of TV, the history of the medium and the forces that shape its techniques and direction.	None.
WOMEN AND FILM **FV 313**	This course examines the representation of women in mainstream and alternative cinema, and the roles of women behind the camera from the late 19th century to the present day.	None.
DOCUMENTARY FILM **FV 316**	This course covers the history and development of film as a documentary medium. Topics include major historical movements in documentary filmmaking as well as an investigation of the technical, ethical, and narrational challenges specific to the documentary film.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
FILM HISTORY I (origins to circa 1950) **FV 319**	This course surveys the history of film as an international medium from its origins in the late-19th century to the post-war 1950s.	None.
FILM HISTORY II (circa 1950 to present) **FV 322**	This course surveys the history of film as an international medium from the post-war 1950s to the present.	None.
FILMMAKER(S)/MAJOR FIGURES **FV 401**	This course examines one or several important figures in cinema history through close study of their films.	None.
FILM AND LITERATURE **FV 404**	Analysis of the ways in which literature is translated into moving images. Students will read selected works of literature and view films/videos based on the literature. Students will learn to speak and write critically about these two important narrative forms of art.	None.
FILM AESTHETICS **FV 407**	Study of the formal concerns peculiar to cinema, with an advanced look at film language. An examination of the ways in which film style produces meaning and value.	None.
NATIONAL CINEMAS **FV 410**	The principal eras in international film history, focusing on the moments when different national cinemas flourished.	None.
PRODUCTION GROUPINGS		
BROADCAST WRITING (commercials, PSAs, etc.) **FV 357**	Designed to cover the theories and practices of writing for radio and television. Emphasizes the writing of advertising commercial copy, public service announcements, and broadcast news.	None
MULTIPLE CAMERA VIDEO PRODUCTION **FV 251**	An introduction to the basic principles, procedures, and techniques of television production. Includes video control, special effects, operation of cameras, composition, lighting, staging, directing, on-camera announcing and interviewing.	None.
VIDEO PRODUCTION (single camera) **FV 254**	Focuses on the skills and principles of the single camera technique for capturing the necessary audio and video recorded elements to assemble a coherent narrative. Includes basic single camera usage, art direction, lighting, audio, and editing techniques. Detailed pre-production, production, and post-production activities analyzed.	1. Demonstrate knowledge and practical application of basic single-camera video production skills. 2. Apply principles of camera, lighting and audio techniques for a single-camera video production.
DIGITAL MEDIA PRODUCTION **FV 257**	Designed to cover the creation of media in the digital realm and for use over the Internet. Includes audio and video components, digital still, and editing components.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
BASIC AUDIO PRODUCTION **FV 260**	An introduction to the tools and techniques of audio recording, microphone placement, playback and manipulation of sound elements as needed in video and/or radio station operations.	None.
FILM AND VIDEO EDITING **FV 263**	Focuses on non-linear software based procedures and techniques for editing single camera productions. Emphasis on planning, organization, and execution of basic and advanced editing theories through hands-on assignments using non-linear digital equipment.	None.
INTRODUCTION TO SCREENWRITING (Short scripts) **FV 351**	Examines the basic mechanics and structure of the feature film narrative screenplay form. The three-act dialectic, character, plot, theme, and developmental arcs are analyzed through written and screened film examples. The student will demonstrate proficiency by writing a short project in the screenplay format designed to expand appreciation of the literary as well as the physical.	None.
BROADCAST NEWS WRITING **FV 354**	Focuses on the principles and practices of broadcast news-gathering, writing, and delivery to develop a professional attitude and skills in radio and television news.	None.
BROADCAST ANNOUNCING **FV 360**	Designed to meet specific needs of the radio-television announcer; includes activities to develop effective vocal communication as a means of improving radio-television presentation and delivery.	None.
NEWS REPORTING **FV 363**	The student will become familiar with and proficient in the use of various news gathering and news writing techniques common to both the print media and the broadcast media. The student will demonstrate mastery by writing acceptable news stories and interpretive reports. Typing skills are required.	None.
FEATURE SCREENWRITING (Long scripts) **FV 451**	In depth examination of the various mechanics and structures of feature film narrative screenplay forms. The three-act dialectic, seven-act TV structure and developmental arcs of characters, plot, theme, and other foundational construction elements are analyzed. The student will demonstrate proficiency by writing a long-form narrative film screenplay project designed to expand their appreciation of the literary as well as the physical production needs of filmed storytelling.	None.

FINANCE (FN)

Reviewed 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PERSONAL FINANCE **FN 001**	An introductory course covering the various problems of individual / consumer financial management. Recommended course content topics include: personal budgeting, consumer loans and installment loans, credit cards and charge accounts, personal insurance, savings accounts, investments, social security, housing options, commercial bank services, financial institution services, personal taxes, wills, estate planning, retirement planning, career planning, financial planning, and leasing arrangements.	1. Create personal financial statements and a budget. 2. Analyze factors to consider when using various types of consumer credit and financial institutions. 3. Compare appropriate insurance during different stages of life. 4. Justify major spending decisions, including housing and transportation. 5. Evaluate the various investing instruments including stocks, bonds, mutual funds, and real estate. 6. Develop a financial plan.
BUSINESS FINANCE **FN 002**	An introductory course covering the various problems involved in the financing of the business firm. Recommended course content topics include: financial planning and forecasting, capital budgeting, time value of money, cost of capital, financial statement analysis, security valuation, risk analysis, capital structure theory, working capital management, business taxation, asset mix, and sources of capital.	1. Analyze financial statements. 2. Make use of time value of money concepts. 3. Apply valuation models. 4. Evaluate cost of capital. 5. Evaluate projects using capital budgeting techniques. 6. Evaluate working capital. 7. Evaluate capital structure.
REAL ESTATE PRINCIPLES **FN 003**	An introductory course covering the fundamental concepts of real estate markets. This is not a licensing course. Recommended course topics include: urban economics, regional economics, highest and best use, real property rights, public and private controls, forms of ownership, legal descriptions, contracts, deeds, transfer of ownership, brokerage/agency concepts, mortgage forms/markets, real estate appraisal.	None.
REAL ESTATE PRACTICE **FN 004**	A course covering the operations of real estate markets. This course is geared towards professional licensing. Recommended course topics include: state statutes, commission rules and regulations, real property rights, public and private controls, forms of ownership, legal descriptions, contracts, deeds, transfer of ownership, brokerage/agency concepts, mortgage forms/markets, real estate appraisal.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INSURANCE PRINCIPLES **FN 005**	This course is an introduction to the fundamentals of insurance. Recommended course topics include: fire, casualty, life, and health insurance topics, insurance organizations, analysis of risk, probability, role of actuaries.	1. Identify, describe, and classify personal and commercial risks, pre-loss and post-loss objectives, risk control and risk financing strategies, types of captive insurers, application of the Risk Management Matrix. 2. Describe, compare, and contrast different types of insurers and their various departments, operations, and policies to perform their functions as legally required by state, federal, and international regulatory entities. 3. Characterize and discuss, in specific detail, contractual responsibilities relating to various forms of protection and indemnification to mitigate losses incurred by insureds and/or third-party claimants. 4. Explicate, analyze, and evaluate all legal aspects and applications of contracts relating to various types of term life insurance, whole life insurance, and group life insurance. 5. Understand, differentiate, and ascertain the complexities of different types of annuities and individual retirement accounts, employee benefits pertaining to group life and health insurance, retirement plans, and social insurance. **6.** Examine, evaluate, and critique the concepts and consequences of legal liability and negligence relating to various types of auto insurance, homeowners insurance, small business, and other property and liability insurance coverages.

GEOGRAPHY (GG)

Revised 1/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
WORLD REGIONAL GEOGRAPHY **GG 101**	A study of the world's major geographic regions integrating the components of the political, historical, economic, social, and physical environment within and across regions.	1. Interpret maps and other geographic representations. 2. Analyze the spatial organization of people, places, and environments on the Earth's surface. 3. Explain how processes of social, economic and/or political institutions impact an area. 4. Examine the dynamic relationship between people and their physical environment.
HUMAN AND CULTURAL GEOGRAPHY **GG 102**	A study of the major concepts of human and cultural Geography, including people's geographic behavior in terms of their spatial organization within global patterns of culture.	1. Explain the discipline of human/cultural geography. 2. Compare and contrast population patterns and migration. 3. Explain the elements of culture within a spatial content. 4. Explain the cultural and economic dimensions of globalization.
PHYSICAL GEOGRAPHY **GG 103**	A study of the distribution and analysis of the natural environment, including landforms, soils, minerals, water, climate, flora and fauna, and the relationships between these phenomena.	1. Identify the processes responsible for features of the atmosphere, hydrosphere, lithosphere and biosphere. 2. Identify the major environmental hazards in the world today and the possible impacts these have on society. 3. Examine atmospheric weather and general climate patterns. 4. Examine the dynamic relationship between humans and the physical environment.
PHYSICAL GEOGRAPHY (Earth science plus lab) **GG 104**	A study of the distribution and analysis of the natural environment, including landforms, soils, minerals, water, climate, flora and fauna, and the relationships between these phenomena. * Includes laboratory sessions.	1. Identify the processes responsible for features of the atmosphere, hydrosphere, lithosphere, and biosphere. 2. Identify the major environmental hazards in the world today and the possible impacts these have on society. 3. Examine atmospheric weather and general climate patterns. 4. Examine the dynamic relationship between humans and the physical environmental. 5. Apply relevant tools to explore problems and issues in physical geography.
ECONOMIC GEOGRAPHY **GG 105**	A study of processes significant to the spatial structures of economic systems includes production, transportation, communication, consumption, spatial interaction patterns, and globalization.	1. Define key concepts in economic geography. 2. Examine basic location theory for primary, secondary, and tertiary industries. 3. Examine the nature of trade and economic globalization processes. 4. Explore major themes such as modernization, core-periphery, development, and trade.
INTRODUCTION TO GEOGRAPHY **GG 106**	A study of basic geographic concepts, including physical and cultural patterns at various spatial scales. (lower division)	1. Locate on a map major cities, countries, and landscape features. 2. Explore Earth's physical processes and cultural patterns. 3. Discuss interactions between humans and their biophysical environment.
INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS **GG 107**	A study of the concepts, principles, and theories behind Geographic Information Systems (GIS), with an emphasis on methods for data collection, data models for storing geographic information, techniques for data input and manipulation, and basic spatial analysis.	1. Define and explain fundamental GIS terminology, concepts, and principles such as data models (raster and vector), coordinate systems and map projections, and attribute data management. 2. Collect, analyze, and interpret spatial data to understand the purpose and role of spatial analysis in geographic problem-solving; and 3. Apply GIS software tools to create, manage, analyze, and visualize geographic information.

GEOSCIENCES (GE)

Revised 1/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO GEOLOGY **GE 000**	The study of the Earth and the modification of its surface by internal and external processes. Includes examination of the Earth's interior, magnetism, minerals, rocks, landform development, structure, a brief overview of Earth history, plate tectonics, and geological processes. Laboratory is an integral part of the course.	1. Utilize theory of plate tectonics to explain the internal structure of the Earth and key physiographic features of Earth's surface. 2. Use observations to interpret geological processes. 3. Utilize the physical properties of rocks and minerals in a laboratory setting to identify various specimens. 4. Identify the pivotal event on Earth history that define the geologic time scale. 5. Describe the scientific method.
PHYSICAL GEOLOGY **GE 100**	The study of the earth and the modification of its surface by internal and external processes. Includes examination of the Earth's interior, magnetism, minerals, rocks, landform development, structure, plate tectonics, and geological processes. Laboratory and field-based trip(s) are required parts of the course.	1. Utilize the theory of plate tectonics to explain the internal structure of the Earth and key physiographic features of Earth's surface. 2. Using observations interpret theoretical processes for formations by incorporating plate tectonics, depositional environments, and geologic structures. 3. Utilize the physical properties of rocks and minerals in a laboratory setting to identify various specimens.
HISTORICAL GEOLOGY (WITH LAB) **GE 101**	Physical history of the earth from its origin as a planet through the Great Ice Age. Methods of historical reconstruction of the Earth, the evolution of life recorded by the rock record, the geological evolution of North America, and prehistoric life on earth. Laboratories are required. Field-based trip(s) are encouraged.	1. List the major divisions of the geologic time scale. 2. Identify the pivotal events in Earth history that define the geologic time scale. 3. Identify key events that have shaped the geology of the North American continent. 4. Name important historical figures with their major contributions to the field of geology.
HISTORY OF LIFE **GE 102**	This course is an introduction to the basic processes and theories concerning the development of life on earth. Topics will include plate tectonics, radiometric age dating, relative age dating, stratigraphic principles, the organization of life, the development of prokaryotic and eukaryotic cells and organisms, taxonomic nomenclature, modern genetics and modern evolutionary theory. A lab component is required.	None.
METEOROLOGY **GE 110**	A descriptive study of both short-term and long-term atmospheric phenomena, including the structure and processes in the atmosphere that affect our every-day weather. It could include some information on climate and causes of climate change.	1. Identify the composition and structure of the atmosphere. 2. Define the fundamental processes and happenings of atmospheric phenomena. 3. Utilize meteorological tools for the analysis of weather phenomena.
GEOGRAPHIC INFORMATION SYSTEMS **GE 120**	This course introduces the concepts, principles, and theories of GIS, with emphasis on the nature of geographic information, methods for data collection, data models for storing geographic information, techniques for data input and manipulation, and basic spatial analysis.	1. Demonstrate knowledge of major geographical principles and concepts of patterns and processes of spatial data. 2. Retrieve, organize, integrate, and manipulate data in a GIS. 3. Apply geospatial analysis techniques to geospatial data. 4. Create a map using GIS that demonstrates appropriate elements & symbols.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
OCEANOGRAPHY **GE 130**	General survey of the scientific framework of the four specializations of oceanographic study—biological, chemical, geological/geophysical, and physical oceanography.	1. Describe the origin and evolution of the oceans on Earth. 2. Explain the physical and chemical structure of the oceans. 3. Correlate how humans have impacted the oceans and marine life over time.

HEALTH AND WELLNESS (HW)

Reviewed 11/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PERSONAL HEALTH AND WELLNESS **HW 1001**	In this course, students will understand basic health and wellness concepts to lead a healthy lifestyle. They will be able to assess their own personal heath, understand risky behaviors, and know the most prevalent diseases in the general population and contemporary findings related to health and wellness.	1. Define the dimensions of health and wellness. 2. Explore and implement alterative behavioral strategies that contribute to healthy lifestyle behaviors. 3. Develop the ability to assess one's level of personal health and wellness. 4. Discuss the implications of engaging in high risk or unhealthy behaviors as they relate to one's personal health. 5. Demonstrate a basic knowledge of the most prevalent diseases affecting the general population.
APPLIED ANATOMY AND PHYSIOLOGY **HW 1002**	In this course a student will understand the structure and functions of the skeletal, muscular, cardiovascular, respiratory, nervous, and endocrine systems. These concepts will be applied to human movement and activity.	1. Identify structure and function of the skeletal system, and representative bone and joint tissues including articulation, plans of movement. 2. Identify structure and function of muscular system tissues, principal muscles and muscular contractions in development of motor movement and effect on musculoskeletal tissue. 3. Identify structure and function of cardiovascular & respiratory systems. 4. Identify structure and function of nervous & endocrine systems. 5. Demonstrate application and understanding of the physiological relationships between the aforementioned bodily systems.
INTRODUCTION/FOUNDATIONS **HW 1003**	The purpose of this course is to explore the sub-disciplines within the field of Kinesiology/Movement Science. Students will be challenged to develop a personal career philosophy and explore career options within Kinesiology. Additional discussions will include the historical and philosophical foundations in movement sciences.	1. Identify and summarize the sub-disciplines in health-related professions in education, movement science, and/or health promotion. 2. Develop a personal philosophy in the career of their choice. 3. Demonstrate an understanding of the historical and philosophical bases of the movement sciences through the assessment measures utilized by their college/university. 4. Explore the career options in the field, identify requirements of professional organizations, and develop professional materials as required.
FIRST AID **HW 1004**	None.	1. Discuss the lifesaving interventions when managing a pt. airway, breathing, and circulation. 2. Explain steps in assessing a situation before, during, and after an emergency. 3. Recognize, assess, & apply basic first aid skills, including cardiopulmonary resuscitation/automated external defibrillator. Identify and discuss standards of care and laws relevant to provide first aid/cardiopulmonary resuscitation.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CARE AND PREVENTION OF ATHLETIC INJURY **HW 1005**	None.	1. Explain the principles and concepts underlying comprehensive Injury prevention and care programs. 2. Demonstrate and describe a fundamental athletic Injury assessment procedure. 3. Describe, develop, and Implement an Emergency Action Plan. 4. Perform appropriate taping and wrapping procedures. Describe the rules, regulations, and legal concepts that define and guide professional action.

HISTORY (HS)

Reviewed 5/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
EARLY WESTERN CIVILIZATION **HS 001**	A survey of the history of Europe and the Middle East from Antiquity to the Medieval/Renaissance Era.	1. Demonstrate specific content area knowledge in European and Middle Eastern civilization. 2. Effectively communicate historical knowledge. 3. Effectively analyze historical evidence for significance. 4. Develop knowledge and understanding of diverse perspectives and experiences.
MODERN WESTERN CIVILIZATION **HS 002**	A survey of the history of Europe and the Middle East from the Medieval/Renaissance Era to the present.	1. Demonstrate specific content area knowledge in European and Middle Eastern civilization. 2. Effectively communicate historical knowledge. 3. Effectively analyze historical evidence for significance. 4. Develop knowledge and understanding of diverse perspectives and experiences.
EARLY WORLD HISTORY **HS 003**	A survey of world history from Antiquity to the Medieval Era.	1. Demonstrate specific content area knowledge in early world history. 2. Effectively communicate historical knowledge. 3. Effectively analyze historical evidence for significance. 4. Develop knowledge and understanding of diverse perspectives and experiences.
MODERN WORLD HISTORY **HS 004**	A survey of world history from the Medieval Era to present.	1. Demonstrate specific content area knowledge in modern world history. 2. Effectively communicate historical knowledge. 3. Effectively analyze historical evidence for significance. 4. Develop knowledge and understanding of diverse perspectives and experiences.
AMERICAN HISTORY SURVEY TO 1877 **HS 005**	A survey of American history to 1877.	1. Demonstrate specific content area knowledge in United States history. 2. Effectively communicate historical knowledge. 3. Effectively analyze historical evidence for significance. 4. Develop knowledge and understanding of diverse perspectives and experiences.
AMERICAN HISTORY SURVEY SINCE 1877 **HS 006**	A survey of American history from 1877 to present.	1. Demonstrate specific content area knowledge in United States history. 2. Effectively communicate historical knowledge. 3. Effectively analyze historical evidence for significance. 4. Develop knowledge and understanding of diverse perspectives and experiences.
OKLAHOMA HISTORY **HS 007**	A survey of Oklahoma history pre-statehood to present.	1. Demonstrate specific content area knowledge in Oklahoma history. 2. Effectively communicate historical knowledge. 3. Effectively analyze historical evidence for significance. 4. Develop knowledge and understanding of diverse perspectives and experiences.
AFRICAN-AMERICAN HISTORY **HS 009**	None.	None.
NATIVE AMERICAN HISTORY **HS 010**	None.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
WOMEN IN HISTORY HS 013	None.	None.
THE AMERICAN WEST HS 014	None.	None.
THE AMERICAN SOUTH HS 015	None.	None.
AMERICAN MILITARY HISTORY HS 016	None.	None.
UNITED STATES CULTURAL HISTORY HS 017	None.	None.
ECONOMIC HISTORY HS 018	None.	None.
ASIAN HISTORY HS 027	None.	None.
HISTORY OF AFRICA HS 028	None.	None.
HISTORY OF GERMANY HS 034	None.	None.
HISTORY OF RUSSIA/SOVIET UNION HS 036	None.	None.
HISTORY OF FRANCE HS 037	None.	None.
WORLD WAR I HS 038	None.	None.
WORLD WAR II HS 039	None.	None.
ENGLAND/BRITAIN HS 040	None.	None.
EARLY EUROPEAN HISTORY HS 041	None.	None.
EARLY MODERN EUROPEAN HISTORY HS 042	None.	None.
MODERN EUROPEAN HISTORY HS 043	None.	None.
HISTORY OF EASTERN EUROPE HS 044	None.	None.
HISTORY OF GREECE HS 045	None.	None.
HISTORY OF ROME HS 046	None.	None.
HISTORY OF THE NEAR/MIDDLE EAST HS 047	None.	None.
ANCIENT CIVILIZATIONS; OTHER TOPICS HS 048	None.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
HISTORIOGRAPHY RESEARCH METHODS HS 052	None.	None.
LATIN AMERICAN HISTORY HS 053	None.	None.
WORLD HISTORY (COMPREHENSIVE) HS 056	A survey of world history to present.	None.
AMERICAN HISTORY (COMPREHENSIVE) HS 057	A survey of American history to present.	None.

WORLD CIVILIZATION OR WORLD HISTORY COURSE STUDENT LEARNING OUTCOMES

1. Students will evaluate the impact of geography and climate on civilizations.
2. Students will identify events and personalities and their impact on international relations as well as civil, regional and world conflict.
3. Students will identify and describe the major economic systems and the impact of technological revolutions.
4. Students will identify the origin and the development of major world religious, scientific, moral, political and philosophical ideals.
5. Students will recognize and identify major contributions to civilization by the humanities disciplines.
6. Students will identify and describe the characteristics contributing to the development of governmental systems.
7. Students will be able to recognize and identify contributions of ethnicity, religion, race, gender, and social class to civilization.

HUMANITIES (HH)

Revised 1/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
GENERAL HUMANITIES I **HH 001**	A multidisciplinary study of humanities from ancient times through the Medieval Era.	1. Identify shared human experiences and concerns. 2. Interpret cultural values and beliefs through artifacts created during this period. 3. Analyze cultural artifacts from ancient times through the late medieval period with reference to their aesthetic styles.
GENERAL HUMANITIES II **HH 002**	A multidisciplinary study of humanities from the Early Modern Period to the present.	1. Identify shared human experiences and concerns. 2. Interpret cultural values and beliefs through artifacts created during this period. 3. Analyze cultural artifacts from the Early Modern Period through the present with reference to their aesthetic styles.
GREAT BOOKS/HUMANITIES **HH 003**	This course will examine the historical, social and cultural contexts and dimensions of Great Books.	1. Describe selected literary and philosophical texts examined in the course. 2. Explain historical, social, and cultural contexts of selected works. 3. Compare key themes, ideas, and values across texts and traditions. 4. Analyze texts using critical or interpretive frameworks. 5. Construct evidence-based written or oral arguments about textual meaning significance.
GREAT IDEAS/HUMANITIES **HH 004**	This course will examine the historical, social and cultural contexts and dimensions of Great Ideas.	1. Describe intellectual, philosophical, or cultural ideas that have shaped human thought. 2. Compare differing philosophical, political, or cultural perspectives on fundamental questions. 3. Evaluate the impact of major ideas on societies and institutions. 4. Analyze how historical, social, and cultural context influenced the development of key ideas. 5. Apply conceptual frameworks from the humanities to various social, ethical, or cultural issues.
HUMANITIES AND SOCIAL SCIENCES **HH 005**	A study of diverse human cultures through the lens of both the humanities and the social sciences.	1. Describe key concepts and methods used in the humanities and social sciences. 2. Explain how historical, cultural, economic, political factors influence human experience. 3. Compare how different disciplines interpret human behavior, culture, and social systems. 4. Analyze human cultures and societies using interdisciplinary perspectives. 5. Synthesize and apply conceptual insights from multiple disciplines to interpret various global or cultural issues.
ARTS/HUMANITIES **HH 006**	This course will examine the historical, social and cultural contexts and dimensions of the arts.	1. Identify subject matter, form, and content in works of art. 2. Interpret works of art with reference to the human condition and their cultural and historical contexts. 3. Analyze the relationships between historical/social developments and art forms.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
MUSIC/HUMANITIES **HH 007**	This course will examine the historical, social and cultural contexts and dimensions of music.	1. Identify subject matter, form, and content in musical works. 2. Interpret musical works with reference to the human condition and their cultural and historical contexts. 3. Analyze the relationships between historical/social developments and musical works.
THEATRE/HUMANITIES **HH 008**	This course will examine the historical, social and cultural contexts and dimensions of theatre.	1. Identify subject matter, form, and content in theatrical works. 2. Interpret theatrical works with reference to the human condition and their cultural and historical contexts. 3. Analyze the relationships between historical/social developments and theatrical works.
FILM/HUMANITIES **HH 009**	This course will examine the historical, social and cultural contexts and dimensions of film.	None.

INFORMATION SYSTEMS (IS)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
COMPUTER CONCEPTS **IS 000**	This course has no prerequisites intended for both majors and non-majors. This course includes beginning level application software use, vocabulary, and introductory hardware and software concepts.	1. Recognize basic principles of computer literacy. 2. Identify the ethical and/or legal use of information technology. 3. Identify types of computer hardware and software. 4. Use business application software.
COMPUTER APPLICATIONS I **IS 001**	This is a course which would include intermediate level instruction in file management, word processing, spreadsheet, presentation, and database.	1. Utilize file management skills. 2. Construct word processing documents using a variety of advanced and automated formats. 3. Construct spreadsheets to compute and analyze data. 4. Construct databases using tables, queries, forms and reports. 5. Construct visually dynamic presentations.
PROGRAMMING I – VISUAL BASIC **IS 002**	A course in programming using the language Visual Basic that would include fundamental control structures, files, input/output, and a study of arrays.	None.
PROGRAMMING I – PASCAL **IS 003**	A course in programming using the language Pascal that would include fundamental control structures, files, input/output, and a study of arrays.	1. Develop programs using variables and input/output. 2. Develop programs with control structures. 3. Develop programs with user-defined functions. 4. Develop programs with arrays. 5. Develop programs with file processing.
PROGRAMMING I – C **IS 004**	A course in programming using the language C that would include fundamental control structures, files, input/output, and a study of arrays.	None.
PROGRAMMING I – C++ **IS 005**	A course in programming using the language C++ that would include fundamental control structures, files, input/output, and a study of arrays.	1. Develop programs using variables and input/output. 2. Develop programs with control structures. 3. Develop programs with user-defined functions. 4. Develop programs with arrays. 5. Develop programs with file processing.
PROGRAMMING I – JAVA **IS 006**	A course in programming using the language JAVA that would include fundamental control structures, files, input/output, and a study of arrays.	1. Develop programs using variables and input/output. 2. Develop programs with control structures. 3. Develop programs with user-defined functions. 4. Develop programs with arrays. 5. Develop programs with file processing.
PROGRAMMING I – COBOL **IS 007**	A course in programming using the language COBOL that would include fundamental control structures, files, input/output, and a study of arrays.	None.
PROGRAMMING I – BASIC **IS 010**	A course in programming using the language BASIC that would include fundamental control structures, files, input/output, and a study of arrays.	None.
PROGRAMMING II – VISUAL BASIC **IS 011**	Intermediate and advanced Visual Basic programming concepts.	None.
PROGRAMMING II – C **IS 012**	Intermediate and advanced C programming concepts.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PROGRAMMING II – C++ **IS 013**	Intermediate and advanced C++ programming concepts.	1. Develop programs using classes and object-oriented concepts including instantiation, encapsulation, inheritance and polymorphism. 2. Develop programs using structures, pointers, and indirect addressing. 3. Develop programs using advanced file processing. 4. Develop programs using recursion. 5. Develop programs using exception handling.
PROGRAMMING II – JAVA **IS 014**	Intermediate and advanced Java programming concepts.	1. Develop programs using classes and object-oriented concepts including instantiation, encapsulation, inheritance and polymorphism. 2. Develop programs using structures, pointers, and indirect addressing. 3. Develop programs using recursion. 4. Develop programs using exception handling.
PROGRAMMING II – COBOL **IS 015**	Intermediate and advanced Cobol programming concepts.	None.
PROGRAMMING LOGIC **IS 017**	Development of a systematic method for analyzing and designing computer algorithms.	None.
DATABASE THEORY **IS 018**	Course includes relational and other databases; normal forms, requiring a running project.	1. Define terms of relational database theory. 2. Define and develop entity relationship diagrams (ERDs). 3. Write SQL statements to define database structures (DDL) and perform data retrieval, storage, and manipulation (DML). 4. Use normalization techniques in evaluation of data models. 5. Design and implement a relational database in an RDBMS.
DATABASE **IS 019**	Mastery of an electronic database system in a business environment including planning, creating, managing, and manipulating the database.	1. Explain the structure and characteristics of relational databases. 2. Apply CRUD operations (Create, Read, Update and Delete) to modify databases, tables, and constraints. 3. Construct queries to retrieve and manipulate data from a database. 4. Construct code to create and execute database objects. 5. Explain the duties and responsibilities of a relational database administrator.
SYSTEMS ANALYSIS AND DESIGN **IS 020**	A first course in systems involving a case study, case tools, the System Development Life Cycle through design, but without implementation.	None.
COMPUTER CONCEPTS FOR SOLVING INFORMATION PROBLEMS **IS 021**	Provides an introduction to and overview of principles, tools, and practices for the design and use of computer-based information systems in organizations. To compliment lectures, students work on such projects as using a relational database engine, designing a personal web page and conducting a simple structured systems analysis. Topics include information systems theory and principles, system architecture, data modeling, web based systems, systems analysis and project management.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
NETWORK MANAGEMENT I **IS 022**	A study of the basic elements and functional aspects of the hardware and software required to establish and control data communications in a network environment.	1. Recall the definition of computer networks, types of networks and their purpose 2. Discuss TCP/IP and OSI reference models 3. Describe common hardware and software network components and their purpose 4. Utilize wired and wireless network technologies and standards
NETWORK MANAGEMENT II **IS 023**	A course in the installation and management of a local area network.	1. Recall network terminology and concepts 2. Apply and validate configurations on routers and switches using the command-line interface 3. Apply and validate protocols on switches 4. Apply and validate network addresses and protocols on routers 5. Apply and validate network services 6. Apply and validate security techniques used in networks
OPERATING SYSTEMS **IS 025**	Installation and configuration of Computer Operating Systems.	None.
A+ CERTIFICATION PREPARATION **IS 026**	Review of hardware and software in preparation for A+ certification.	None.
INTRO TO HTML AND WEB DESIGN **IS 027**	Web site creation focusing on web based design issues and HTML.	None.
WEB SITE ADMINISTRATION **IS 028**	The principles and methods underlying effective web site administration solutions.	None.
INFORMATION SECURITY **IS 029**	Concepts and tasks associated with successful information assurance. Includes protection of systems from security threats and attacks, legal statues and implications, risk controls, contingency planning, incident reaction and recovery, intrusion detection and prevention, and related security issues.	None.
ADVANCED SPREADSHEET APPLICATIONS **IS 030**	Topics covered include embedding and linking worksheets and graphs, integration of spreadsheets with other programs and the Web, data tables, pivot tables, importing data and enhancing worksheets with macros and object oriented or event driven language modules.	None.
GUI DESIGN/HUMAN COMPUTER INTERFACES **IS 031**	Graphical user interface design utilizing event driven programming, toolbox controls and properties, basic control structures, dynamic arrays, and related interface design concepts.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
COMPUTER BASED INFORMATION SYSTEMS **IS 032***	This course has an application component which would include intermediate level instruction in the following: word processing, spreadsheet, and data base. It also provides an introduction to an overview of principles, tools, and practices for the design and use of computer-based information systems in organizations. To compliment lectures, students work on such projects as using a relational database engine, designing a personal web page and conducting a simple structured systems analysis. Topics include information systems theory and principles, system architecture, data modeling, web based systems, systems analysis and project management. ***IS 001 AND IS 021 would be equivalent to IS 032.**	None.
PROGRAMMING I – C# **IS 033**	A course in programming using C# that would include fundamental control structures, files, input/output and a study of arrays.	1. Develop programs using variables and input/output. 2. Develop programs with control structures. 3. Develop programs with user-defined functions. 4. Develop programs with arrays. 5. Develop programs with file processing.

JOURNALISM (AD and JR)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
WRITING FOR MASS MEDIA **JR 001**	Introduction to media writing: expository and persuasive formats; supervised practice in writing that informs, entertains, and/or persuades across all media platforms; study of professional demands of organizing and presenting information in the various media with an emphasis on grammar usage and mechanics.	1. Demonstrate a variety of writing styles based on different media and purpose. 2. Apply the foundational principles of media law and ethics. 3. Identify techniques used for information gathering and verification. 4. Create writing for diverse audiences.
REPORTING I **JR 002**	Principles and practices in evaluating and writing news for media, including interviewing techniques. Practical application in writing through reporting assignments and/or laboratory experience for media.	1. Apply Associated Press Style in writing news stories. 2. Execute news writing across media platforms. 3. Select, evaluate and organize source information accurately, fairly, and objectively. 4. Apply rules of libel, copyright, and ethical standards. 5. Conduct accurate, fair, and objective interviews.
REPORTING II **JR 003**	Analyzing, researching and writing news features and interpretive articles, including interviewing techniques. Critical analysis of news articles. Practical application in writing articles through reporting assignments and/or laboratory experience for media.	None.
EDITING I **JR 030**	Theory and practice in editing, layout and design of text-based media. Critical thinking skills and ethics are emphasized.	1. Students will demonstrate various editing techniques, including copywriting, proofreading, & rewriting to improve journalistic content in text-based media. 2. Apply appropriate typefaces, spacing & typographic hierarchy to enhance readability & visual appeal. 3. Demonstrate critical thinking skills & ethical considerations in the writing & editing processes.
BEGINNING PHOTOGRAPHY: DARKROOM **JR 049**	Basic photographic techniques; darkroom applications.	None.
PHOTOGRAPHY (BEGINNING) **JR 050**	Basic photographic techniques with applied digital applications.	1. Demonstrate proficiency in camera settings & operations. 2. Apply compositional techniques. 3. Practice basic lighting techniques. 4. Edit photos using digital tools.
PHOTOGRAPHY (ADVANCED) **JR 052**	Intermediate photographic techniques; darkroom and/or digital applications.	None.
PHOTOJOURNALISM I **JR 056**	Chemical and/or digital imaging for journalistic media, with emphasis on legal and ethical considerations.	1. Demonstrate competency of foundational photography techniques. 2. Write clear, concise, & informative captions that provide context for images. 3. Differentiate between traditional visual purposes & the development of newsworthy content. 4. Analyze legal & ethical considerations for publishing journalistic photography & imagery.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PUBLIC RELATIONS PRINCIPLES **JR 070**	A historical survey of the scope, ethics and functions of public relations.	1. Identify public relations concepts and theories, including the public of public relations. 2. Discuss public relations in corporate, non-profit, and agency organizations. 3. Identify legal and ethical standards of the public relations profession. 4. Apply key processes in public relations such as research, planning, strategy, and evaluation.
RADIO AND TV NEWS I **JR 093**	Emphasis on news writing for radio and television.	None.
INTRODUCTION TO BROADCASTING **JR 097**	Survey of the history and development of the broadcast industry.	None.
RADIO PRODUCTION I **JR 110**	Study and practice of audio and / or radio production technology for media.	None.
RADIO ANNOUNCING I **JR 111**	Interpretive analysis and practical application of broadcast announcing.	None.
TV PRODUCTION I **JR 113**	Study and practice of television studio and / or field production.	None.
TV PRODUCTION II **JR 114**	Advanced study and practice of television studio and / or field production.	None.
INTRODUCTION TO MASS COMMUNICATION **JR 130**	Survey and history of mass communication theories and practices, including economic, social and political evolution of interrelationships of media with society.	1. Define specific areas of mass communication. 2. Compare and contrast the major developments in mass communication. 3. Explain the role of media in and on a diverse society. 4. Identify the concepts of media freedom, regulations, and ethics. 5. Explain how diverse audiences and users select, use, and react to media messages.
HISTORY OF MASS COMMUNICATION **JR 131**	An in-depth historical perspective of the development of American media.	None.
MEDIA LAW **JR 132**	A study of legal and ethical issues likely to confront media professionals.	None.
ADVERTISING PRINCIPLES **AD 001**	Survey of advertising strategies and careers with emphasis on the relationships among marketing, advertising media, and audiences.	1. Apply market segmentation techniques to create different target audiences. 2. Apply persuasion techniques/appeals to design creative materials. 3. Compare and contrast media options in the context of media planning and buying. 4. Recognize and describe the structure of advertising agencies and the various career options within them. 5. Identify the history, regulations and ethical concerns of advertising in the United States and globally. 6. Apply research methods to create advertising plans.
ADVERTISING COPY / LAYOUT **AD 002**	Principles and applications of advertising design and copy writing.	None.
UPPER DIVISION ADVERTISING PRINCIPLES **AD 301**	Study of advertising principles and practices as a marketing tool.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
UPPER DIVISION ADVERTISING COPY / LAYOUT 1 **AD 302**	Exploration of the creative process of advertising copy writing and design based upon marketing principles.	None.
UPPER DIVISION GRAPHIC ARTS **AD 304**	An introduction to graphic communication and desktop publishing.	None.
UPPER DIVISION ADVERTISING CAMPAIGNS **AD 310**	The research, development, execution and evaluation of advertising campaigns.	None.

MANAGEMENT (MG)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PRINCIPLES OF MANAGEMENT **MG 001**	An introductory management course dealing with the fundamental principles of management such as planning, organizing, leading, and controlling the basic processes.	1. Apply the basic functions of management (planning, organizing, leading, and controlling). 2. Explain the skills necessary to become a manager (e.g., technical, human relations, administrative, communications and problem solving). 3. Analyze and describe the changing nature of a manager's environment.
HUMAN RESOURCE MANAGEMENT **MG 002**	An introduction to the development, application, and evaluation of policies, procedures, and programs for the recruitment, selection, development, and utilization of human resources in an organization.	1. Recommend HRM strategies to maximize human capital within different business industries and environments. 2. Evaluate how employment law and judicial rulings (governance) apply to different HR practices 3. Develop and evaluate organizational talent acquisition and employee engagement plans. 4. Analyze and design training development programs to meet organizational objectives. 5. Identify the impact of employee and union relationships on different HR practices. 6. Evaluate current HR best practices regarding recruitment, on-boarding, compensation, performance appraisals, employee motivation, and risk management.
ORGANIZATIONAL BEHAVIOR **MG 003**	Behavioral science concepts such as leadership, motivation, personality, decision-making, interpersonal and intergroup behavior, that are relevant to the study of organizational and managerial behavior. Provides an understanding of the components and dynamics of organizational behavior essential to any manager.	1. Analyze organizational behavior in terms of individual, team/group, and organizational processes. 2. Synthesize theories and concepts related to organizational behavior (e.g., motivation, attitudes, group dynamics, decision-making, communication, conflict management, leadership, influence, and power). 3. Apply theories and concepts related to organizational behavior to diagnose problems and develop solutions.
PRODUCTION / OPERATIONS MANAGEMENT **MG 004**	A study of the principles and practices related to production and operations in both manufacturing and service firms. Includes the study of project decisions, process and project planning, work measurement, facility location, faculties, layout, scheduling, and inventory control.	1. Analyze major quantitative techniques to improve managerial decisions, production, and operations strategies aligning with organizational objectives. 2. Evaluate alternatives graphically, through use of technology. 3. Implement various models to compare managerial decisions including manufacturing organizational approaches, inventory planning and control, capacity planning, and supply-chain management. 4. Assess the importance of product and service design decisions and its impact on other design decisions and operations.
SMALL BUSINESS MANAGEMENT **MG 005**	Problems faced in the creation and early growth stages of business enterprises. Accounting, finance, opportunity recognition, legal constraints, management, marketing, and taxation and procedural problems. To solidify the concepts covered, students are asked to create a plan for implementation and operation of a new business venture.	1. Determine the value of a business utilizing appropriate techniques. 2. Interpret basic financial statements. 3. Construct a business plan utilizing business principles.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
STRATEGIC MANAGEMENT / POLICY MG 006	A capstone class. Administrative decision-making with emphasis on analyzing business problems, formulating policies and implementing plans for action; comprehensive cases provide the opportunity to study the proper interrelationships among production, finance, marketing and the many other functions involved in managing a business.	1. Formulate a strategic plan. 2. Analyze factors relevant to strategic decision-making. 3. Integrate concepts from multiple disciplines.

MARKETING (MK)

Revised 5/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
MARKETING PRINCIPLES **MK 003**	A survey course for students who have prior coursework and understanding in business, includes a survey of all aspects of marketing: consumer behavior issues, products, pricing, distribution, promotion, research, strategy, and trends.	1. Identify the roles and importance of marketing. 2. Analyze the marketing environment. 3. Explain marketing principles and strategies. 4. Apply the elements of the marketing mix.
INTRODUCTION TO CONSUMER BEHAVIOR **MK 023**	None.	None.
INTRODUCTION TO GLOBAL MARKETING **MK 033**	This course studies the cultural, legal, political, and regulatory aspects of marketing across international borders, including MNCs, exporting, importing, and other approaches to global marketing strategies.	None.
INTRODUCTION TO SALES **MK 043**	None.	None.
INTRODUCTION TO RETAILING **MK 053**	None.	None.
INTRODUCTION TO ADVERTISING **MK 063**	None.	None.
INTRODUCTION TO E-MARKETING **MK 073**	An overview of electronic marketing concepts in marketing products, including web sites, data collection, and electronic communications and interfaces.	None.
INTRODUCTORY DIGITAL MARKETING **MK 083**	None.	None.
APPLIED DIGITAL MARKETING **MK 093**	None.	None.
CONSUMER BEHAVIOR **MK 103**	This course teaches students to identify customer and stakeholder wants, needs, and satisfaction in order to understand the decision-making process.	1. Describe theories and practices within consumer behavior. 2. Identify factors that influence decision-making and consumption. 3. Evaluate how buying behavior principles apply in marketing contexts.
PRINCIPLES OF PROMOTIONS **MK 113**	This course focuses on all aspects of marketing communications.	1. Explain the various marketing communications tools available. 2. Evaluate the appropriate use of marketing communications tools. 3. Evaluate marketing communication plans.
SALES MANAGEMENT **MK 123**	A course on managerial issues related to a sales force: selection, territory management, compensation, motivation, and training.	1. Identify the multi-faceted nature of the sales manager's job, and sales management process. 2. Demonstrate awareness of current sales management practices and relevant managerial issues. 3. Define the concept of ethics and demonstrate how this concept relates to sales.
PROFESSIONAL SELLING **MK 133**	A course covering communication, territory analysis, and methods of approaching a variety of sales situations as well as follow-up activities.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
RETAIL MANAGEMENT **MK 143**	Fundamentals of managing a retail outlet including analysis of customer demand; buying; model stock; retail merchandise investments; and, legislation affecting retailing. May address related topics as necessary.	1. Identify different retail formats, merchandising methods, and competitive factors in the retail industry. 2. Analyze retail shopping behaviors and factors that influence purchasing decisions. 3. Apply key principles of retail operations, including retail financial strategies.
PRINCIPLES OF ADVERTISING **MK 153**	A course covering advertising approaches, campaign strategies, and media planning as well as issues of copy, layout, and presentation.	None.
MATERIALS MANAGEMENT / PURCHASING **MK 263**	A course including the systems of supply, including vendor selection and analysis, materials analysis techniques, methods of inventory control, and legal and environmental issues in purchasing.	None.
MARKETING RESEARCH **MK 413**	A course covering theoretical and practical issues of research, including techniques of gathering primary and secondary data, analyzing the data using appropriate statistical and qualitative techniques, and drawing appropriate conclusions from the research.	1. Explain marketing research and key elements. 2. Demonstrate analytical thinking about marketing and business problems. 3. Apply appropriate and ethical research steps to solve marketing problems.
DISTRIBUTION LOGISTICS **MK 423**	A course covering all the activities related to the physical movement of products from idea to end user, using a systems orientation to transportation, inventory management, packaging, order management, warehousing and materials handling, and systems audit and control.	None.
INTERNATIONAL MARKETING **MK 433**	This course covers all aspects of marketing in global settings, focused on global differences and legal, ethical and practical aspects of marketing across international borders.	1. Identify environmental and strategic approaches in the global business environment. 2. Evaluate the cultures of home and host countries. 3. Apply international marketing theories to real-world business scenarios.
E-MARKETING **MK 463**	A course applying digital and electronic tools in marketing strategies, including internet communication and transaction management, data management, and electronic interfaces in commercial communication networks.	None.

MATHEMATICS (MA)

Revised 2/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
GENERAL EDUCATION **MA 201**	Exploration of various topics designed to give the student an appreciation of mathematics and to expose the student to mathematical problems within numerous disciplines. Not intended for students majoring in science, mathematics, computer science, and business.	1. Apply concepts from multiple mathematical disciplines to real world problems (e.g. statistics, probability, geometry, mathematical finance, logic, set theory, graph theory). 2. Interpret data in multiple representations (graph, tables, visual, etc.). 3. Communicate mathematical ideas using valid terminology.
ALGEBRA FOR STEM **MA 203**	Study of equations and functions (polynomial, rational, radical, exponential, logarithmic), systems of equations. Suitable for students planning on taking calculus.	1. Identify quantities and changes in quantities in mathematical representations, and distinguish constants from variables. 2. Compute and interpret constant and average rates of change of quantities in multiple representations. 3. Create models for real-world situations through appropriate mathematical strategies. 4. Interpret functions and convert between their representations, including symbols, tables, graphs, and words. 5. Algebraically solve equations including linear, quadratic, polynomial, rational, radical, absolute value, exponential, and logarithmic. 6. Algebraically solve inequalities including linear, quadratic, polynomial, rational, and absolute value. 7. Solve systems of linear and non-linear equations. 8. Perform operations on functions and identify the properties and characteristics of functions. Such properties and characteristics include domain and range, increasing and decreasing, one-to-one, inverses, even and odd, end behavior, relative extrema, and vertical and horizontal asymptotes. 9. Identify and sketch graphs of functions including linear, polynomial, absolute value, rational, radical, piecewise functions, exponential, logarithmic, and use transformations of basic graphs.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
TRIGONOMETRY **MA 204**	Study of trigonometric functions and their inverses, trigonometric identities, solutions of triangles, and applications. Suitable for students planning on taking calculus.	1. Describe angle measure using radians and degrees. 2. Construct and interpret graphs of trigonometric functions and their transformations. 3. Solve equations involving trigonometric functions and their inverses. 4. Identify properties of trigonometric functions. Such properties include, but are not limited to, domain, range, increasing, decreasing, one-to-one, even, odd, end behavior, extrema, asymptotic behavior, amplitude, and periodicity. 5. Apply trigonometric functions to model real world situations. 6. Solve both right and oblique triangles. 7. Verify and apply trigonometric identities including, but not limited to, Pythagorean sum and difference, double and half angle, reciprocal, and quotient identities.
FUNCTIONS AND MODELING **MA 205**	Study of equations and functions (linear, polynomial, rational, exponential, logarithmic) from various perspectives (symbolic, verbal, numerical, graphical); digital techniques for graphing functions, solving equations, and modeling data using regressions. This course is designed for students in agricultural, business, life/health science, or social science majors.	1. Interpret functions using real-world contexts by translating across multiple representations, including symbols, tables, graphs, and words. 2. Identify and analyze families of functions, including linear, polynomial, rational, exponential, and logarithmic functions. 3. Determine key characteristics of functions, including global properties and local patterns of change, and interpret their meanings in context, including asymptotes, concavity, end behavior, extrema, increasing/decreasing intervals, and turning points. 4. Combine and modify existing functions to create new functions, including composition of functions, cost, revenue, and profit functions, transformation of functions, and regression analysis. 5. Apply algebraic techniques and digital resources to create, analyze, and interpret appropriate models (either functions or systems of equations) of real-life phenomena.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
COLLEGE ALGEBRA & TRIGONOMETRY MA 214	Combination of topics in MA 203 and MA 204, but offered for more than three credit hours. Intended for students planning on taking calculus.	1. Identify quantities and changes in quantities in mathematical representations, and distinguish constants from variables. 2. Compute and interpret constant and average rates of change of quantities in multiple representations. 3. Create models for real-world situations through appropriate mathematical strategies. 4. Interpret functions and convert between their representations, including symbols, tables, graphs, and words. 5. Algebraically solve equations including linear, quadratic, polynomial, rational, radical, absolute value, exponential, and logarithmic. 6. Algebraically solve inequalities including linear, quadratic, polynomial, rational, and absolute value. 7. Solve systems of linear and non-linear equations. 8. Perform operations on functions and identify the properties and characteristics of functions. Such properties and characteristics include domain and range, increasing and decreasing, one-to-one, inverses, even and odd, end behavior, relative extrema, and vertical and horizontal asymptotes. 9. Identify and sketch graphs of functions including linear, polynomial, absolute value, rational, radical, piecewise functions, exponential, logarithmic, and use transformations of basic graphs. 10. Describe angle measure using radians and degrees. 11. Construct and interpret graphs of trigonometric functions and their transformations. 12. Solve equations involving trigonometric functions and their inverses. 13. Identify properties of trigonometric functions. Such properties include, but are not limited to, domain, range, increasing, decreasing, one-to-one, even, odd, end behavior, extrema, asymptotic behavior, amplitude, and periodicity. 14. Apply trigonometric functions to model real world situations. 15. Solve both right and oblique triangles. 16. Verify and apply trigonometric identities including, but not limited to, Pythagorean sum and difference, double and half angle, reciprocal, and quotient identities.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
GEOMETRY FOR ELEMENTARY TEACHERS **MA 301**	Introduction to geometric notation, and the study of constructions, measurements, similarity, congruence, translations, rotations, and reflections. Intended for elementary education majors.	1. Use appropriate terminology and notation of geometry. 2. Classify, analyze, and categorize shapes in two and three dimensions. 3. Define and apply units of measure, including the creation and use of nonstandard units. 4. Apply and construct algebraic formulas relating linear measurements of geometric shapes to the two and three dimensional measurements of perimeter, area, and volume. 5. Apply basic concepts of congruence and similarity to applications of geometry. 6. Select and use appropriate geometric tools to construct and measure basic Euclidean shapes. 7. Perform and apply geometric transformations in problem solving. 8. Create and evaluate inferences, conjectures, and mathematical arguments based upon patterns and investigations.
NUMBER THEORY FOR ELEMENTARY TEACHERS **MA 302**	Study of number sense and numeration, sets, relations, patterns, whole numbers, and integers. Intended for elementary education majors.	1. Demonstrate and explain arithmetic operations using standard and non-standard algorithms with various models, interpretations, manipulatives, and representations for whole numbers and integers. 2. Utilize mental math, estimation, set theory, other base numeration systems, factoring, and divisibility to solve problems. 3. Identify patterns and real-world relationships to solve problems. 4. Represent relationships graphically, numerically, analytically, and verbally. 5. Identify and apply the properties associated with whole numbers and integers. 6. Create and evaluate inferences, conjectures, and mathematical arguments based upon patterns and investigations.
RATIOS, PROBABILITY, AND STATISTICS FOR ELEMENTARY TEACHERS **MA 303**	Study of rational numbers, decimal notation, real numbers, probability, and statistics. Intended for elementary education majors.	1. Demonstrate and distinguish between standard and non-standard algorithms, interpretations, and representations of rational and real numbers. 2. Use ratios, proportions, drawings, and/or manipulatives to represent, explain, and solve problems incorporating fractions, decimals, and percentages. 3. Identify and apply the properties of the real number systems. 4. Select and apply basic concepts of probability including the use of lists, tables, and/or tree diagrams to analyze events and determine probabilities. 5. Formulate and answer questions by collecting, organizing, and displaying relevant data. 6. Organize, analyze, and interpret a set of data by forming frequency distributions and creating various graphs. 7. Calculate and provide conceptual explanations of measures of central tendency, relative position, and dispersion of data. 8. Create and evaluate inferences, conjectures, and mathematical arguments based upon patterns, investigations, and data.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
BUSINESS CALCULUS I **MA 602**	Informal study of differentiation and integration as applied primarily to polynomial, exponential, and logarithmic functions. Intended for students planning to major in business, life science, and social science.	1. Find the derivative of functions (involving powers, exponents, logarithms, and combinations of these functions) by identifying and applying derivative formulas/rules. 2. Interpret derivative information in the context of a model including units for (instantaneous) rate of change. 3. Utilize characteristics of the derivative to interpret behaviors of functions (increasing/decreasing). 4. Apply the derivative to areas of problem solving including optimization and related rates.
BUSINESS CALCULUS II **MA 612**	Continuation of topics in MA 602, including applications of integration, multivariable functions, optimization of 2 and 3 variable functions & partial derivatives.	1. Analyze and solve applications in economics, finance, and probability/statistics using definitive integrals or partial derivatives. 2. Find anti-derivative of functions (involving powers, exponents, logarithms, and combinations of the functions) by identifying and applying the appropriate derivative formula/rule. 3. Find partial derivatives of the multi-variable functions by identifying and applying the appropriate derivative formulas/rule. 4. Apply partial derivatives to areas of problem solving including optimization, LaGrange multipliers, and/or least squares.
CALCULUS FOR TECHNOLOGY I **MA 622**	Differentiation and integration of elementary functions with applications. Intended for students in Technology.	None.
CALCULUS FOR TECHNOLOGY II **MA 632**	Differentiation and integration of trigonometric, exponential, and logarithmic functions with applications. Intended for students in Technology.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CALCULUS SEQUENCE (SINGLE VARIABLE, MULTIVARIABLE, AND VECTOR) MA 671	Study of fundamental concepts and applications of limits, derivatives, and integrals as applied to a wide class of functions that includes vector-valued functions and functions of multiple variables. Suitable for students majoring in mathematics, engineering, and the physical sciences.	1. Compute limits of functions both graphically and algebraically, including indeterminate forms and limits involving infinity. 2. Determine whether a function is continuous at a point via the limit definition of continuity. 3. Calculate derivatives using the definition of a derivative. 4. Calculate derivatives of a variety of functions (including transcendental functions) using appropriate derivative rules and implicit differentiation. 5. Utilize derivatives to solve applied problems, which include optimization and related rates. 6. Apply the Fundamental Theorem of Calculus to evaluate definite integrals. 7. Evaluate definite, indefinite, and improper integrals using appropriate techniques including u-substitution, integration by parts, partial fractions, and trigonometric substitution. 8. Utilize integration to solve applied problems (e.g., arc length, area, volume, work, or fluid force). 9. Perform calculus operations on polar and parametric equations. 10. Determine the convergence or divergence of series, including sequences of partial sums and tests of convergence. 11. Represent a given function using a Taylor series. 12. Perform calculus operations on vector-valued functions. 13. Find the tangent plane and normal line to a surface in space. 14. Perform vector operations and interpret the results geometrically. 15. Identify surfaces in space and their properties. 16. Determine where a function of several variables is continuous using appropriate techniques (e.g., using limits along different paths). 17. Calculate partial derivatives 18. Utilize partial derivatives to solve applied problems, including optimization. 19. Evaluate multiple integrals in different coordinate systems (e.g., Cartesian, polar, cylindrical, or spherical coordinates). 20. Calculate potentials for conservative vector fields. 21. Calculate line integrals. 22. Calculate the divergence and curl of a vector field.
MATHEMATICS FOR TECHNOLOGY I MA 801	Study of basic arithmetic and algebra, right triangles, functions, graphs, systems of linear equations, exponents, radicals, logarithms, vectors, complex numbers, matrices, and English and metric systems. Intended for students in Technology.	None.
MATHEMATICS FOR TECHNOLOGY II MA 811	Study of angles, complex numbers, vectors, trigonometric equations and graphs, Law of Sines, Law of Cosines, trigonometric identities, and plane analytic geometry. Intended for students in Technology.	None.

MUSIC (MU)

Revised 9/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO MUSIC/ MUSIC APPRECIATION **MU 001**	Designed for the non-music major. Credit is not applicable to a music degree. A course in the exploration of music, covering important musical styles.	1. Discuss the influences that social and cultural environments have on music. 2. Articulate the role music plays in their lives. 3. Explain the fundamental structure of music necessary for the development of music listening skills. 4. Identify styles and composers of each major historical period in the development of Western art music. 5. Compare and contrast different styles of music from the United States and around the world. 6. Describe the difference between vernacular and art music.
FUNDAMENTALS OF MUSIC **MU 003**	Designed for any major, including those music majors who are deficient in theory. Introduction to the signs and symbols in the theory of music. Credit is not applicable to music majors.	1. Define basic musical terms and symbols. 2. Demonstrate an understanding of western music notation. 3. Construct major and minor scales and key signatures in treble and bass clefs. 4. Demonstrate an understanding of rhythm and meter. 5. Identify diatonic intervals and triads. 6. Analyze diatonic chords when used as a basis for a simple melody.
MUSIC THEORY I (HARMONY) **MU 004**	A required course for music majors. Open to non-music majors. A study of the basic materials of music through music analysis, composition and associated skills. Taken concurrently with Music Theory I – Aural.	1. Illustrate the fundamentals of music theory, such as notation, rhythm, scales, tonality, key, intervals, triads, and seventh chords. 2. Analyze and discuss the tonality, harmony, and melody of common practice style of diatonic phrases. 3. Compose phrases in a functional tonal style using diatonic harmonies. 4. Realize diatonic figured bass.
MUSIC THEORY II (HARMONY) **MU 005**	A required course for music majors. Open to non-music majors. A continuation of the concepts established in Music Theory I, covering diatonic practice with an expansion of harmonic vocabulary. Taken concurrently with Music Theory II – Aural.	1. Identify musical texture and form. 2. Part-write in four voices. 3. Analyze prototypical harmonic progressions according to stylistic norms. 4. Analyze diatonic and secondary/applied chords. 5. Analyze stylistic norms of melody, harmony, phrasing, notation, and rhythm.
APPLIED MUSIC **MU 006**	Private applied instruction in keyboard, voice, strings, woodwind, or percussion instruments for non-music majors.	None.
MUSIC THEORY I (Aural) **MU 027**	A required course for music majors. Open to non-music majors. Development of basic aural skills related to sight-reading, rhythmic and melodic dictation, and harmonic dictation, using examples from the common practice period. Taken concurrently with Music Theory I.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
MUSIC THEORY II (Aural) **MU 028**	A required course for music majors. Open to non-music majors. A continuation of Music Theory I (Aural). Prerequisite: Music Theory I. Taken concurrently with Music Theory II.	None.
MUSIC APPLIED KEYBOARD I **MU 030**	Private instruction on keyboard instrument and is primarily for music majors, but open to all students as an elective.	1. Perform scales, arpeggios, chord progressions, and technical exercises at an appropriate level. 2. Sight-read at an appropriate level. 3. Perform solo repertoire at an appropriate level. 4. Perform sound expressive and communicative decisions. 5. Demonstrate progress through personal practice.
MUSIC APPLIED KEYBOARD II **MU 031**	Private instruction on keyboard instrument and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Keyboard I	1. Perform scales, arpeggios, chord progressions, and technical exercises at an appropriate level. 2. Sight-read at an appropriate level. 3. Perform solo repertoire at an appropriate level. 4. Perform sound expressive and communicative decisions. 5. Demonstrate progress through personal practice.
MUSIC APPLIED KEYBOARD III **MU 032**	Private instruction on keyboard instrument and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Keyboard II	1. Perform scales, arpeggios, chord progressions, and technical exercises at an appropriate level. 2. Sight-read at an appropriate level. 3. Perform solo repertoire at an appropriate level. 4. Perform sound expressive and communicative decisions. 5. Demonstrate progress through personal practice.
MUSIC APPLIED KEYBOARD IV **MU 033**	Private instruction on keyboard instrument and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Keyboard III	1. Perform scales, arpeggios, chord progressions, and technical exercises at an appropriate level. 2. Sight-read at an appropriate level. 3. Perform solo repertoire at an appropriate level. 4. Perform sound expressive and communicative decisions. 5. Demonstrate progress through personal practice.
MUSIC CLASS PIANO I **MU 040**	Classroom instruction on keyboard instrument and is primarily for music majors, but open to all students as elective (Can be taken for one or two hours credit.)	None.
MUSIC CLASS PIANO II **MU 041**	Classroom instruction on keyboard instrument and is primarily for music majors, but open to all students as elective, Prerequisite: CLASS PIANO I (Can be taken for one or two hours credit.)	None.
MUSIC CLASS PIANO III **MU 042**	Classroom instruction on keyboard instrument and is primarily for music majors, but open to all students as elective, Prerequisite: CLASS PIANO II (Can be taken for one or two hours credit.)	None.
MUSIC CLASS PIANO IV **MU 043**	Classroom instruction on keyboard instrument and is primarily for music majors, but open to all students as elective, Prerequisite: CLASS PIANO III (Can be taken for one or two hours credit.)	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
MUSIC APPLIED VOICE I MU 050	Private instruction in voice and is primarily for music majors, but open to all students as an elective.	1. Demonstrate healthy and sustainable vocal production. 2. Demonstrate assigned vocal literature with technical accuracy, clear and idiomatic diction, and expressive musicality. 3. Perform solo repertoire at an appropriate level from memory. 4. Demonstrate progress through personal practice.
MUSIC APPLIED VOICE II MU 051	Private instruction in voice and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Voice I	1. Demonstrate healthy and sustainable vocal production. 2. Demonstrate assigned vocal literature with technical accuracy, clear and idiomatic diction, and expressive musicality. 3. Perform solo repertoire at an appropriate level from memory. 4. Demonstrate progress through personal practice.
MUSIC APPLIED VOICE III MU 052	Private instruction in voice and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Voice II	1. Demonstrate healthy and sustainable vocal production. 2. Demonstrate assigned vocal literature with technical accuracy, clear and idiomatic diction, and expressive musicality. 3. Perform solo repertoire at an appropriate level from memory. 4. Demonstrate progress through personal practice.
MUSIC APPLIED VOICE IV MU 053	Private instruction in voice and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Voice III	1. Demonstrate healthy and sustainable vocal production 2. Demonstrate assigned vocal literature with technical accuracy, clear and idiomatic diction, and expressive musicality. 3. Perform solo repertoire at an appropriate level from memory. 4. Demonstrate progress through personal practice.
MUSIC APPLIED STRINGS I MU 070	Private instruction on string instrument and is primarily for music majors, but open to all students as an elective.	None.
MUSIC APPLIED STRINGS II MU 071	Private instruction on string instrument and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied String I	None.
MUSIC APPLIED STRINGS III MU 072	Private instruction on string instrument and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied String II	None.
MUSIC APPLIED STRINGS IV MU 073	Private instruction on string instrument and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied String III	None.
MUSIC APPLIED WOODWINDS I MU 090	Private instruction on woodwind instrument and is primarily for music majors, but open to all students as an elective.	None.
MUSIC APPLIED WOODWINDS II MU 091	Private instruction on woodwind instrument and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Woodwinds I	None.
MUSIC APPLIED WOODWINDS III MU 092	Private instruction on woodwind instrument and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Woodwinds II	None.
MUSIC APPLIED WOODWINDS IV MU 093	Private instruction on woodwind instruments and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Woodwinds III	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
MUSIC APPLIED PERCUSSION I MU 110	Private instruction on percussion instruments and is primarily for music majors, but open to all students as an elective.	None.
MUSIC APPLIED PERCUSSION II MU 111	Private instruction on percussion instruments and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Percussion I	None.
MUSIC APPLIED PERSUSSION III MU 112	Private instruction on percussion instruments and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Percussion II	None.
MUSIC APPLIED PERCUSSION IV MU 113	Private instruction on percussion instruments and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Percussion III	None.
MUSIC APPLIED BRASS I MU 130	Private instruction on brass instruments and is primarily for music majors, but open to all students as an elective.	None.
MUSIC APPLIED BRASS II MU 131	Private instruction on brass instruments and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Brass I	None.
MUSIC APPLIED BRASS III MU 132	Private instruction on brass instruments and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Brass II	None.
MUSIC APPLIED BRASS IV MU 133	Private instruction on brass instruments and is primarily for music majors, but open to all students as an elective. Prerequisite Music Applied Brass III	None.
MUSIC SECONDARY VOCAL ENSEMBLE I MU 150	Secondary vocal performance ensemble.	None.
MUSIC SECONDARY VOCAL ENSEMBLE II MU 151	Secondary vocal performance ensemble. Minor vocal performance ensemble. Prerequisite MUSIC SECONDARY VOCAL ENSEMBLE I.	None.
MUSIC SECONDARY VOCAL ENSEMBLE III MU 152	Secondary vocal performance ensemble. Minor vocal performance ensemble. Prerequisite MUSIC SECONDARY VOCAL ENSEMBLE II.	None.
MUSIC SECONDARY VOCAL ENSEMBLE IV MU 153	Secondary vocal performance ensemble. Prerequisite MUSIC SECONDARY VOCAL ENSEMBLE III.	None.
MUSIC PRIMARY VOCAL ENSEMBLE I MU 170	Primary vocal performance ensemble.	None.
MUSIC PRIMARY VOCAL ENSEMBLE II MU 171	Primary vocal performance ensemble. Prerequisite MUSIC PRIMARY VOCAL ENSEMBLE I.	None.
MUSIC PRIMARY VOCAL ENSEMBLE III MU 172	Primary vocal performance ensemble. Prerequisite MUSIC PRIMARY VOCAL ENSEMBLE II.	None.
MUSIC PRIMARY VOCAL ENSEMBLE IV MU 173	Primary vocal performance ensemble. Prerequisite MUSIC PRIMARY VOCAL ENSEMBLE III.	None.
MUSIC SECONDARY ORCHESTRAL ENSEMBLE I MU 190	Secondary orchestral performance ensemble.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
MUSIC SECONDARY ORCHESTRAL ENSEMBLE II MU 191	Secondary orchestral performance ensemble. Prerequisite MUSIC SECONDARY ORCHESTRAL ENSEMBLE I.	None.
MUSIC SECONDARY ORCHESTRAL ENSEMBLE III MU 192	Secondary orchestral performance ensemble. Prerequisite MUSIC SECONDARY ORCHESTRAL ENSEMBLE II.	None.
MUSIC SECONDARY ORCHESTRAL ENSEMBLE IV MU 193	Secondary orchestral performance ensemble. Prerequisite MUSIC SECONDARY ORCHESTRAL ENSEMBLE III.	None.
MUSIC PRIMARY ORCHESTRAL ENSEMBLE I MU 210	Primary orchestral performance ensemble.	None.
MUSIC PRIMARY ORCHESTRAL ENSEMBLE II MU 211	Primary orchestral performance ensemble. Prerequisite MUSIC PRIMARY ORCHESTRAL ENSEMBLE I.	None.
MUSIC PRIMARY ORCHESTRAL ENSEMBLE III MU 212	Major orchestral performance ensemble. Prerequisite MUSIC PRIMARY ORCHESTAL ENSEMBLE II.	None.
MUSIC PRIMARY ORCHESTRAL ENSEMBLE IV MU 213	Primary orchestral performance ensemble. Prerequisite MUSIC PRIMARY ORCHESTRAL ENSEMBLE III.	None.
MUSIC SECONDARY INSTRUMENTAL ENSEMBLE I MU 230	Secondary instrumental performance ensemble.	None.
MUSIC SECONDARY INSTRUMENTAL ENSEMBLE II MU 231	Secondary instrumental performance ensemble. Prerequisite MUSIC SECONDARY INSTRUMENTAL ENSEMBLE I.	None.
MUSIC SECONDARY INSTRUMENTAL ENSEMBLE III MU 232	Secondary instrumental performance ensemble. Prerequisite MUSIC SECONDARY INSTRUMENTAL ENSEMBLE II.	None.
MUSIC SECONDARY INSTRUMENTAL ENSEMBLE IV MU 233	Secondary instrumental performance ensemble. Prerequisite MUSIC SECONDARY INSTRUMENTAL ENSEMBLE III.	None.
MUSIC PRIMARY INSTRUMENTAL ENSEMBLE I MU 250	Primary instrumental performance ensemble.	None.
MUSIC PRIMARY INSTRUMENTAL ENSEMBLE II MU 251	Primary instrumental performance ensemble. Prerequisite MUSIC PRIMARY INSTRUMENTAL ENSEMBLE I.	None.
MUSIC PRIMARY INSTRUMENTAL ENSEMBLE III MU 252	Primary instrumental performance ensemble. Prerequisite MUSIC PRIMARY INSTRUMENTAL ENSEMBLE II	None.
MUSIC PRIMARY INSTRUMENTAL ENSEMBLE IV MU 253	Primary instrumental performance ensemble. Prerequisite MUSIC PRIMARY INSTRUMENTAL ENSEMBLE III.	None.

NUTRITION (NT)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
NUTRITION **NT 101**	Nutrition is the study of the functions of the nutrients in human life processes. Nutrients and their relationship to health will be considered as a basis for food choices.	1. Define common terminology used in nutrition. 2. Identify factors surrounding availability and consumption of food. 3. Identify evidence-based resources of nutritional information. 4. Identify the basic processes of human digestion. 5. Identify nutrients as they relate to food groups and their functions, toxicities, and deficiencies. 6. Identify the basic processes of energy metabolism. 7. Identify evidence-based dietary plans that include balanced nutritional intake.
LIFE SPAN NUTRITION **NT 102**	This course is the study of the normal nutritional needs of healthy individuals at all stages throughout the human life cycle.	1. Identify nutrient needs and recommendations relevant to normal nutrition during the preconception life stage. 2. Identify nutrient needs and recommendations relevant to normal nutrition during pregnancy. 3. Identify nutrient needs and recommendations relevant to normal nutrition during lactation. 4. Identify nutrient needs and recommendations relevant to normal nutrition during infancy. 5. Identify nutrient needs and recommendations relevant to normal nutrition during childhood. 6. Identify nutrient needs and recommendations relevant to normal nutrition during adolescence. 7. Identify nutrient needs and recommendations relevant to normal nutrition during adulthood. 8. Identify nutrient needs and recommendations relevant to normal nutrition during the aging life stage.
FOOD AND CULTURE **NT 103**	This course is the study of global food and food practices from a cultural perspective.	1. Define basic terms related to culture. 2. Discuss food patterns and food customs from various ethnic, regional, and religious backgrounds. 3. Distinguish social factors that are relevant to a variety of cultures. 4. Identify the various aspects of culture as they relate to food, such as religion, socioeconomic status, and race/ethnicity. 5. Demonstrate and understanding of culturally specific foods.
COMMUNITY NUTRITION **NT 104**	This course will provide an introduction to the practice of public health nutrition, discussion of public health problems of today, and an overview of food and nutrition programs available to the community.	1. Explain the characteristics and processes of a community with awareness of cultural diversity. 2. Identify the role of nutrition in health promotion and outcomes. 3. Differentiate between local, state and federal food and nutrition programs, their objectives, and the services provided. 4. Assess the impact of public policy on nutrition programs and health professions. 5. Examine how a community needs assessment can be conducted using relevant data.
CAREERS IN NUTRITION **NT 105**	This course is an overview of careers in nutrition/dietetics, including the various roles and employment opportunities as well as the process to become a registered dietitian (RD).	1. Define the interdisciplinary care team and the role of the nutrition/dietetics professional. 2. Identify career opportunities for nutrition/dietetics professionals. 3. Differentiate the process to become registered dietitians nutritionists (RDN) or diet technicians registered (DTR), including credentials and licensure. 4. Define professionalism and ethics in nutrition/dietetics careers. 5. Identify nutrition/dietetics career resources.

PHILOSOPHY (PI)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO PHILOSOPHY PI 101	A general introduction to major areas of philosophical studies, including, but not limited to, metaphysics, epistemology, and ethics.	1. Identify the major branches of philosophical inquiry, schools of thought, and terminology 2. Describe the views of influential philosophers and schools of thought 3. Evaluate philosophical positions, arguments, and problems
INTRODUCTION TO LOGIC AND CRITICAL THINKING PI 102	An introduction to logic and critical thinking, including traditional and contemporary methods of argument analysis and formulation.	1. Translate sentences and arguments from natural into formal language 2. Identify common mistakes in reasoning 3. Evaluate inductive and deductive logical arguments
INTRODUCTION TO ETHICS PI 103	Basic issues in moral philosophy examined through a consideration of selected philosophers, including a sampling of ethical theories.	1. Articulate major ethical theories and terminology 2. Apply ethical theories to classic and / or contemporary moral questions 3. Evaluate ethical arguments
INTRODUCTION TO ASIAN PHILOSOPHY PI 104	An introduction to the foundational texts of the major philosophical schools from India and China, with emphasis on Hinduism, Buddhism, Confucianism, and Daoism.	None.
HISTORY AND PHILOSOPHY I: ANCIENT AND MEDIEVAL PI 201	A survey of ancient and medieval philosophy of the West, including a look at the work of philosophers from the time of Thales to the late middle ages.	None.
HISTORY OF PHILOSOPHY II: MODERN PI 202	A survey of major philosophical thinkers in the West from the Renaissance to Kant.	None.
PHILOSOPHY OF RELIGION PI 210	Exploration of religion from a philosophical perspective. Study includes topics selected from such issues as the definition of religion, the existence of deities and the human soul, immortality, determinism and free will, the role of rationality in a religious context, among others.	1. Articulate the primary philosophical responses to the important arguments in the philosophy of religion. 2. Appraise arguments for and objections to positions in the philosophy of religion.
SOCIAL AND POLITICAL PHILOSOPHY PI 211	A study of theories of social justice and their implications for selected areas of public policy and personal conduct. Attention will be paid to such topics as theories of natural law, social contract, and related subjects.	1. Assess various approaches to social and political philosophy.
PHILOSOPHY OF SCIENCE PI 212	An introductory survey of the development of Western science, and some of the philosophical issues involved in its development. Such issues include the scientific method, the nature of theories, and scientific truth.	None.

PHYSICAL SCIENCE (GS)

Reviewed 2/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PHYSICAL SCIENCE **GS 100**	General Physical Science, a lecture/demonstration course for non-science majors. This course presents concepts from two or more of the fields of astronomy, chemistry, geology, meteorology and physics. Prerequisites: none.	1. Solve physical science application problems. 2. Apply laws and rules in physical science. 3. Distinguish between science and pseudoscience.
PHYSICAL SCIENCE + LAB **GS 101**	General Physical Science, a lecture/demonstration course with laboratory for non-science majors. This course presents concepts from two or more of the fields of astronomy, chemistry, geology, meteorology and physics. Prerequisite: none.	1. Solve physical science application problems. 2. Apply laws and rules in physical science. 3. Distinguish between science and pseudoscience. 4. Apply the scientific method in a lab setting as it applies to the physical sciences.
EARTH SCIENCE **GS 110**	Earth Science, a lecture/demonstration course with or without laboratory. This course presents basic concepts for non-science majors in a combination of at least three of the following: geology, astronomy, meteorology, and oceanography. Prerequisite: none.	1. Solve Earth science application problems. 2. Apply laws and rules in Earth science. 3. Distinguish between science and pseudoscience. 4. Identify interactions between human activities and Earth systems.
GENERAL ASTRONOMY **GS 120**	A lecture/demonstration course for non-science majors that uses concepts from physics to describe the origin, current state, and evolution of the solar system, stars, galaxies and the universe. Prerequisite: none.	1. Describe the fundamental tenets of scientific rational inquiry and how they are applied to the discipline of Astronomy. 2. Identify methods used by astronomers to study astronomical bodies. 3. Describe how stars, galaxies, and the cosmos as a whole evolve over time. 4. Describe the composition and motion of bodies in the solar system, including the role of gravity.
GENERAL ASTRONOMY + LAB **GS 121**	A lecture/demonstration course with laboratory for non-science majors that uses concepts from physics to describe the origin, current state, and evolution of the solar system, stars, galaxies, and the universe. Prerequisites: none.	1. Describe the fundamental tenets of scientific rational inquiry and how they are applied to the discipline of Astronomy. 2. Identify methods used by astronomers to study astronomical bodies. 3. Describe how stars, galaxies, and the cosmos as a whole evolve over time. 4. Describe the composition and motion of bodies in the solar system, including the role of gravity. 5. Apply scientific methodology in a lab setting as it applies to astronomy.

PHYSICS (PH)

Revised 3/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
DESCRIPTIVE PHYSICS **PH 100**	Descriptive Physics is a survey course for non-science majors, which emphasizes developing conceptual understanding rather than quantitative problem-solving skills. Prerequisite: none.	1. Interpret basic physics concepts including but not limited to motion/kinematics, dynamics, energy, matter, waves, electricity, optics, and magnetism. 2. Qualitatively analyze problems or physical situations using physics, including interpretation of graphical information by applying logic and critical thinking. 3. Apply physics concepts to everyday experiences and real-world scenarios. 4. Communicate the contributions and benefits of physics to society and other fields of study.
INTRODUCTION TO PHYSICS **PH 110**	Introduction to Physics, a survey course intended for non-science majors. This course emphasizes both quantitative problem solving and conceptual understanding. Prerequisite: elementary high school algebra skills.	1. Identify various fundamental definitions, laws, and principles of physics as they apply to commonly encountered physical phenomena. 2. Demonstrate critical thinking skills using logic and simple mathematics to solve problems based upon realistic applications of physical principles in the areas including but not limited to: kinematics, forces, energy, physics of matter, waves, electricity, and optics. 3. Demonstrate basic experimental skills by setting up and conducting experiments demonstrating illustrating the physical concepts covered.
GENERAL PHYSICS I **PH 120 (Algebra based)**	General Physics I is an algebra based course with a laboratory. This course includes classical mechanics in one and two dimensions. This course may also include thermodynamics, fluids, oscillations, and/or waves. Prerequisite: College Algebra or equivalent.	1. Utilize concepts to qualitatively analyze problems or situations involving topics in classical mechanics. 2. Apply appropriate mathematical techniques including vectors, algebra, and trigonometry to obtain quantitative solutions to problems in classical mechanics. Problem topics include kinematics, Newton's Laws, the universal law of gravity, conservation principles (energy, momentum, angular momentum), and rotational motion. 3. Set up and conduct experiments in classical mechanics. Analyze experimental results using algebraic and graphical methods of error analysis.
GENERAL PHYSICS II **PH 130 (Algebra based)**	General Physics II is an algebra based course with a laboratory. This course is a continuation of PH120 and includes electricity, magnetism, circuits, and optics. This course may also include thermodynamics, fluids, modern physics, oscillations, and/or waves. Prerequisite: PH 120.	1. Utilize concepts to qualitatively analyze problems or situations involving topics in electricity, magnetism, circuits, and optics. 2. Apply appropriate mathematical techniques including vectors, algebra, and trigonometry to obtain quantitative solutions to problems in electricity, magnetism, circuits, and optics. 3. Set up and conduct experiments in electricity, magnetism, circuits, and optics. Analyze experimental results using algebraic and graphical methods of error analysis.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
PHYSICS I **PH 240 (Calculus based)**	Physics I is a calculus based course for science and engineering majors. This course includes mechanics, heat, thermodynamics; with laboratory. Prerequisite: Calculus.	1. Demonstrate the ability to think critically and utilize concepts to qualitatively analyze problems or situations involving topics in classical mechanics. 2. Demonstrate the ability to use conceptual reasoning and appropriate mathematical techniques including vectors and calculus where applicable to obtain quantitative solutions to problems in classical mechanics. The quantitative problems will include, but are not necessarily limited to, linear motion and kinematics, forces including Newton's Laws, Hooke's Law, and Newton's Law of Gravity, conservation principles (energy, momentum, angular momentum, and collisions), rotational kinematics and dynamics, and oscillations. 3. Demonstrate basic experimental skills by setting up and conducting experiments in classical mechanics with due regard to minimizing measurement error while obtaining reproducible and justifiable results.
PHYSICS II **PH 250 (Calculus based)**	Physics II is a calculus based course. This course is a continuation of PH 240, topics include electricity, magnetism, geometrical and physical optics; with laboratory. Prerequisite: PH240.	1. Demonstrate the ability to think critically and utilize concepts to qualitatively analyze problems or situations involving topics in electricity and magnetism 2. Demonstrate the ability to use conceptual reasoning and appropriate mathematical techniques including vectors and calculus where applicable to obtain quantitative solutions to problems in electricity and magnetism. The quantitative problems will include but are not necessarily limited to, Coulomb's Law, Gauss' Law, Ampere's Law, Faraday's Law, Maxwell's equations, DC/AC Circuits, and electromagnetic waves. 3. Demonstrate basic experimental skills by setting up and conducting experiments in the topical areas with due regard to minimizing measurement error while obtaining reproducible and justifiable results.
PHYSICS III **PH 260 (Calculus based)**	Introduction to Modern Physics, including topics in Atomic Physics, Statistics Mechanics, Special Relativity, Nuclear and Quantum Mechanics. Lab Optional. Prerequisite: PH 240 and PH 250	1. Demonstrate the ability to think critically and utilize concepts to qualitatively analyze problems or situations involving topics in modern physics. 2. Explain the physical significance or relevant equations relations to modern physics. 3. Demonstrate the ability to use conceptual reasoning and appropriate mathematical techniques including vectors and calculus where applicable to obtain quantitative solutions to problems in modern physics. The quantitative problems will include, but are not necessarily limited to, special relativity, the wave-particle duality of light and particles, atomic structure, quantum mechanics, statistical mechanics, and nuclear physics.

POLITICAL SCIENCE (PS)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
AMERICAN FEDERAL GOVERNMENT **PS 101**	Studies of the principles, structure, processes and functions of the United States federal government.	1. Apply principles of American government to individual lives 2. Examine the interrelationships of the institutions of government. 3. Examine the contribution of individual and group participation in the American political process. 4. Relate principles of government to the U.S. constitutional system.
PUBLIC ADMINISTRATION **PS 201**	An introduction to principles and problems of public administration, organizational theory, budgeting, human resource management, and the branches of Federal government.	1. Explain the different between politics and administration. 2. Analyze the opportunities and challenges public administrators face in carrying out and influencing public policy. 3. Summarize key theories or organization, and decision making in public administration. 4. Examine processes related to budgeting, finance, and personnel management.
POLITICAL THEORY **PS 202**	An introduction to the history and tradition of political thinking and thought. This course may be taught alternatively as an introduction to the tradition of Western political thought or as an introduction to the tradition of political philosophy.	1. Explain the significant persons, events, issues, and trends in the conflicting intellectual traditions of Western-American intellectual and social history and their impact on the organization and role of government. 2. Identify and explain underlying ideas that shape the political discourse surrounding current policy issues. 3. Describe the historical foundations and scholarly evolution of ideas that shape political discourse which include the State, Freedom, Equality, and Justice. 4. Evaluate the role of political theory within political science. 5. Deploy key philosophical and moral concepts from thinkers and philosophical movements to various theoretical and real-world situations involving governance and politics.
INTERNATIONAL RELATIONS **PS 203**	An introduction to the analysis of the structures and functions of international relations, and sources of international influence, conflict, and cooperation, and power among nation-states, non-state actors, and intergovernmental organizations.	1. Describe the dynamic and complex nature of the international system. 2. Define and apply basic IR theories and units of analysis to historical and current situations. 3. Discuss the structures and functions of international organizations. 4. Analyze the role of security of humans, states, and the international system.
COMPARATIVE POLITICS **PS 204**	An introduction to the comparative political, economic, and social dynamics of countries and regions applying theory and methods.	1. Recall core concepts in comparative politics, including but not limited to states, regimes, and political identities. 2. Identify key distinctions across typologies of political systems. 3. Examine the opportunities for and challenges of socio-economic relationships and development. 4. Apply comparative methods to study causes and effects of political phenomena.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
LAW **PS 205**	An introduction to legal subjects such as criminal law and procedure, civil law and procedure, torts, contracts, sources of American law, the judicial system and the courts, and judicial decision making and remedies.	None.
AMERICAN POLITICS **PS 206**	An introductory study of the policy-making process and of American political institutions.	None.
STATE AND LOCAL GOVERNMENT **PS 207**	An introduction to the organization, structure, functions, and administration of state, and local, and tribal governments.	1. Describe the political institutions of state and local government. 2. Analyze the political processes of state and local government. 3. Evaluate the administration of state and local government. 4. Critique the operation and effectiveness of relationships between Federal, state, local, and tribal governments.
SCOPE **PS 208**	An introduction to the discipline of political science, and its major subfields.	1. Explain the purpose and key characteristics of theories in political science 2. Identify the principal sub-disciplines of political science and their respective research concerns. 3. Explain how different approaches to Political Science apply to different political behaviors 4. Analyze how political science contributes to understanding human behavior.

PSYCHOLOGY (PY)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO PSYCHOLOGY **PY 101**	A survey of the major areas of study in psychology such as motivation, learning, physiology, personality, social psychology, industrial-organizational psychology, perception, cognition, abnormal behavior and treatment.	1. Define and explain basic psychological concepts. 2. Interpret research findings related to psychological concepts. 3. Apply psychological principles to personal growth and other aspects of everyday life. 4. Draw logical and objective conclusions about behavior and mental processes from empirical evidence. 5. Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.
SOCIAL PSYCHOLOGY **PY 102**	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover topics such as: conformity, social influence, social cognition, prosocial behavior, prejudice, group processes, interpersonal attraction and social comparison.	1. Examine the influence of social and cultural factors on individual behavior and cognition. 2. Apply social psychological principles to real-world situations, including issues such as conformity, prejudice, and prosocial behavior. 3. Identify and discuss major social psychology theories and research findings. 4. Identify social influence, the nature of conformity, persuasion, group influence, and cultural sources of our attitudes.
DEVELOPMENTAL PSYCHOLOGY **PY 103**	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover biopsychosocial aspects of human development throughout the lifespan.	1. Identify key concepts and goals of human development. 2. Compare, contrast, and evaluate the various philosophies and theories of human development. 3. Synthesize principles, information, and research of biopsychosocial development.
PERSONALITY THEORIES **PY 104**	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover personality processes and the various theoretical approaches to the study of personality such as: psychodynamic, behavioral, phenomenological, trait, and social learning theories.	1. Analyze the historical and cultural contexts that influenced the development of personality theories. 2. Evaluate the strengths, limitations, and empirical support for various personality theories. 3. Identify the major theoretical approaches, research methods, and assessment instruments used in personality psychology.
PSYCHOLOGY STATISTICS **PY 105**	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover an introduction to descriptive and inferential, parametric, and non-parametric statistical techniques used in behavioral research. These techniques should include measures of central tendency, variability, correlation, regression analysis, hypothesis testing, t-tests, Chi square, and ANOVA. A student finishing this course will be able to use computers for statistical analyses and will be prepared for advanced laboratory classes.	None.
SOCIAL PSYCHOLOGY (SOCIOLOGICAL PERSPECTIVESS) **PY 106**	None.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY PY 107	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover an introduction to psychological principles, methods, and findings applied to people at work. Topics will be covered such as personnel recruitment and selection, employee training and development, performance appraisal, work attitudes, work motivation, and leadership and group processes.	None.
PSYCHOLOGY OF ADJUSTMENT PY 108	A psychology course focused on personal adjustment that will cover topics such as stress and coping, personal growth, communication, inter/intrapersonal processes, and the utilization of resources to maximize personal functioning.	None.
INTRODUCTION TO COUNSELING PY 109	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover an introduction to the theories, methods, and techniques of the major forms of psychotherapy.	None.
CHILDHOOD PY 123	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover biopsychosocial aspects of human development from conception through early adolescence.	None.
ADOLESCENCE PY 133	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover biopsychosocial aspects of human development from early adolescence through emerging adulthood.	None.
CHILD AND ADOLESCENT PSYCHOLOGY PY 143	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover biopsychosocial aspects of human development from conception through emerging adulthood.	None.
AGING PY 163	A psychology course offered at the 2000 level or above with a prerequisite of Introduction to Psychology. The course will cover biopsychosocial aspects of human development from emerging adulthood to death.	None.

RELIGION (RL)

Revised 10/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO THE HEBREW BIBLE RL 101	Survey of Old Testament literature, with special attention given to literary form, historical background, and religious message.	1. Analyze the historical, political, literary, and religious contexts of the Hebrew Bible. 2. Explain the development of the principal themes within the Hebrew Bible. 3. Apply academic methods of biblical criticism to the Hebrew Bible. 4. Examine the genres of literature within the Hebrew Bible.
INTRODUCTION TO THE NEW TESTAMENT RL 102	Survey of New Testament literature, with special attention given to literary form, historical background, and religious message.	1. Analyze the historical, political, literary, and religious contexts of the New Testament. 2. Explain the development of the principal themes within the New Testament. 3. Apply academic methods of biblical criticism to the New Testament. 4. Examine the genres of literature within the New Testament.
COMPARATIVE OR WORLD RELIGIONS RL 201	Presents a historical and analytical approach to the major religions of the world.	1. Identify fundamental terms and principles of at least five religious traditions. 2. Compare beliefs and practices of at least five religious traditions. 3. Analyze primary texts from at least five religious traditions.
THE LIFE AND TEACHINGS OF JESUS RL 210	An examination of the life and teachings of Jesus of Nazareth.	1. Analyze the biographical and chronological events and cultural context for the life of Jesus through the canonical Gospels and additional sources. 2. Apply historical-critical and literary-critical methods to the study of the Gospels. 3. Explain the development of the principal themes within the Gospels.
THE LIFE AND TEACHINGS OF PAUL RL 211	An examination of the life and teachings of the Apostle Paul.	1. Analyze the biographical and chronological events and cultural context for the life of Paul through the Pauline Epistles and additional sources. 2. Apply historical-critical and literary-critical methods to the study of the Pauline Epistles. 3. Explain the development of the principal themes within the Pauline Epistles.
RELIGION AND SOCIETY RL 212	None.	None.
INTRODUCTION TO RELIGIOUS STUDIES RL 213	None.	None.

SOCIOLOGY (SS)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO SOCIOLOGY **SS 001**	A general survey of the field of sociology, the origin and development of social institutions, and social processes.	1. Compare and contrast major theoretical perspectives. 2. Summarize the various sociological research methods. 3. Apply sociological concepts, terms, and principles.
MARRIAGE AND FAMILY **SS 008**	An exploration of the patterns and purposes of courtship and insight into marriage and the development of family life.	1. Describe trends in marriage and family structures. 2. Explain differences in marriage and family structures by social class, race/ethnicity, and gender. 3. Apply sociological concepts, terms, and principles to understanding marriage and the family.
CULTURAL DIVERSITIES **SS 014**	An investigation of the sociological processes of a racially and culturally heterogeneous society.	1. Describe how marginalized groups are created and how inequality is maintained within society. 2. Explain how cultural diversity is created, maintained, and changes in various societal structures. 3. Apply sociological concepts, terms, and principles to understand culturally heterogeneous societies.
INTRODUCTION TO SOCIAL GERONTOLOGY **SS 017**	A general look at aging from a social perspective, including the relationship between society and the aged population.	None.
SOCIAL PROBLEMS **SS 031**	Exploration of selected social issues in contemporary society.	1. Explain how social problems affect us both as individuals and from a global perspective. 2. Evaluate the strengths and weaknesses of proposed solutions for social problems. 3. Describe social research perspectives and theories regarding social problems.
CRIME AND DELINQUENCY **SS 033**	A study of the nature and causes of various forms of illegal behavior.	1. Apply social scientific perspectives to understanding causes and consequences of crime. 2. Identify categories of crime and their impacts on society and individuals. 3. Demonstrate the impacts of social differences (e.g. gender, class, and race) on crime rates and the justice system's response.
JUVENILE DELINQUENCY **SS 035**	A study of the causes of juvenile delinquency, their theoretical explanations, and an overview of the juvenile justice system.	1. Identify the history, development, functions and philosophy of the juvenile justice system in the United States. 2. Identify and explain the theories and causes of delinquency. 3. Compare differences in the juvenile justice system with the adult criminal justice system.
SOCIOLOGY OF GENDER **SS 043**	A study of the development and impact of gender.	None.
HUMAN SEXUALITY **SS 044**	An introduction to the various components of human sexual behavior.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
SOCIAL PSYCHOLOGY SS 045	A study of the social psychological basis of social interaction and change.	1. Explain the basic tenets of social psychology from a sociological perspective. 2. Apply the concepts, theories, and methods of social psychology to their own lives. 3. Identify how social settings can shape one's attitudes, behaviors, relationships, and feelings.
APPLIED SOCIOLOGY SS 046	Application of sociological theory and methods to social situations.	None.
SOCIAL STATISTICS SS 048	Presentation and application of descriptive and inferential statistics commonly used in the social sciences.	None.
SOCIAL THEORIES SS 053	An introduction to classical and contemporary social theories.	None.
POPULATION SS 054	Studies of population composition and problems.	None.
POLITICAL SOCIOLOGY SS 055	Analysis of power, authority, political conflict and the social influences of human political behavior.	None.
SOCIAL ECOLOGY SS 056	Human interdependencies with the social and physical environments, with special focus on the mutual impact of human values, human environment and life phases.	None.
SOCIAL STRATIFICATION SS 057	An examination of theories of class and caste: status, power, occupation, wealth and other elements of stratification.	None.
FORMAL ORGANIZATION SS 058	A systematic study of organization life concepts, techniques, methodologies, and theory from a sociological perspective. Both formal and informal structure and function will be considered.	None.
INDUSTRIAL SOCIOLOGY SS 059	A study of the world of work. This course examines types of occupations, motivations for work, reasons for job dissatisfaction, and the relationships that develop in a work situation.	None.
DEATH AND DYING SS 060	The study of death and dying as a social phenomenon including a focus on occupations and professions that deal with terminal patients in hospitals and with funerals.	None.
MEDICAL SOCIOLOGY SS 061	Understanding cultural and social factors in health and disease, including application of sociological concepts, theories, and research to health, illness, and delivery systems.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
THE SOCIOLOGY OF MENTAL ILLNESS SS 063	A societal approach to understanding personal and behavioral aspects of mental health, by focusing on cross-cultural regularities and differences, and focus on therapies.	None.
COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS SS 064	A study of social, political, and industrial group behavior patterns, including crowds, fads, fashions, mobs, public opinion, social movements.	None.
URBAN SOCIOLOGY SS 065	The cause and consequences of the rise of cities. Topics include comparative world urbanization, the social and cultural correlates of urban life.	None.
RURAL SOCIOLOGY SS 066	None.	None.
SOCIOLOGY OF RELIGION SS 067	A study of the functional significance of religion in society, focusing on beliefs and practices as they relate to other social institutions and the society as a whole.	None.
SOCIAL NETWORKS SS 068	An overview of theories and research on social network formation, dynamics, and impacts.	None.

SPEECH (SP)

Revised 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTION TO COMMUNICATION (THEORY) **SP 010**	Overview of the human communication process as it occurs in intrapersonal, interpersonal, small group, and mass contexts.	None.
INTRODUCTION TO COMMUNICATION (PERFORMANCE) **SP 020**	Principles and techniques of preparing for, participating in, and evaluating at the interpersonal and public levels, or exclusively oral communication (e.g., public speaking).	1. Evaluate the strategies of communication. 2. Apply the principles of effective speech preparation. 3. Demonstrate the elements of effective speech delivery.
INTERPERSONAL COMMUNICATION **SP 030**	A study of the principles and theories of communication in dyadic interaction. Emphasis will be on increasing student awareness of verbal and nonverbal communication behavior in one-on-one contexts.	1. Evaluate one's own interpersonal relationships and the impact on sense of self. 2. Explain how interpersonal concepts influence interpersonal relationships. 3. Apply interpersonal concepts to interpersonal relationships.
SMALL GROUP COMMUNICATION **SP 040**	Focuses on enhancing student understanding of, and skills for, participation in small group interaction. Addresses various aspects of task and social dimensions of group processes, such as group development, leadership, and verbal and nonverbal communication strategies.	1. Explain theories of small group communication. 2. Contribute to the task and socio=emotional activities in a group setting in an ethical manner. 3. Identify norm, roles, and processes in group activities. 4. Apply small group concepts to group activities and projects. 5. Demonstrate problem-solving skills during group decision making.
MASS COMMUNICATION **SP 050**	Overview of print and electronic media. Attention will be given to aspects of public relations, advertising, recording and film industries. Also may include career preparation issues.	None.
VOICE AND DICTION **SP 060**	Study of the physiology of speech, including concepts as improvement of vocal control, expansion of vocabulary, and introduction to the international phonetic alphabet.	1. Demonstrate basic knowledge of the human vocal mechanism. 2. Utilize articulate speech in various professional settings. 3. Develop effective breath control, loudness, resonance, pitch variation, pauses, rate. 4. Develop awareness of your own vocal attributes. 5. Classify word sounds into their constituent parts using the International Phonetic Alphabet.
ORAL INTERPRETATION **SP 070**	Theory and practice of the art of interpreting to an audience from the printed page, works of literature in their intellectual, emotional, and aesthetic entirety.	1. Analyze a variety of literature, oral and traditional texts. 2. Apply critical thinking and listening skills in audience and presentation evaluation. 3. Prepare material for performance. 4. Deliver a clear performance through the use of vocal variety (vocalics).
PRINCIPLES OF LISTENING **SP 080**	Acquaints the student with the components of the listening process; identifies common obstacles to listening; and promotes effective listening strategies in a variety of personal and professional contexts.	None.
DEBATE **SP 090**	The study and application of logic and argumentation in persuasion. Includes theories of argumentation and practical debate experience.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
BUSINESS AND PROFESSIONAL COMMUNICATION SP 110	Designed to assist students in applying skills to situations typical of business environments. Students will develop skills in preparing and presenting informative and persuasive speeches.	1. Analyze the communication dynamics in diverse professional scenarios. 2. Create research-based presentations for professional settings. 3. Deliver effective presentations for professional settings. 4. Apply principles of persuasion to achieve communication goals in professional settings.
BASIC RADIO PRODUCTION SP 120	An introduction to the tools and techniques of audio recording and radio station operation.	None.
TELEVISION PRODUCTION SP 130	An introduction to the basic principles, procedures, and techniques of television production. Includes video control, special effects, operation of cameras, editing equipment, composition, lighting, staging, directing, on-camera announcing and interviewing.	None.
BROADCAST ANNOUNCING SP 140	Designed to meet specific needs of the radio-television announcer; includes activities to develop effective vocal communication as a means of improving radio-television presentation and delivery.	None.
FUNDAMENTALS OF BROADCASTING (THEORY) SP 150	Survey of the components of broadcasting and other electronic media systems in American, including technical aspects, history, legal and social issues.	None.
INTERCOLLEGIATE FORENSICS SP 160	Participation in competitive speech activities.	None.
INTERCULTURAL COMMUNICATION SP 170	This course identifies and delineates the communications skills needed for effective interaction in a global society.	None.
NONVERBAL COMMUNICATION SP 180	Focuses on the nonverbal behaviors and relevant contextual cues associated with human communication including, for example, physical behavior, distance, facial expression and eye contact, paralanguage, the physical environment, touch, and cultural variables.	None.
COMMUNICATION THEORY SP 190	Survey of theories designed to explain how humans interact. Includes verbal, nonverbal, interpersonal, group, organizational, political, intercultural, and mass communication.	None.

STATISTICS (ST)

Reviewed 4/2025

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
ELEMENTARY STATISTICS **ST 001**	Includes descriptive statistics (histograms, pie charts, pictograms, graphs, etc); summary statistics (central tendency – mean, median, mode; variability – variance, standard deviation, range); basic probability concepts; statistical distributions; Binomial Distribution; Normal Distribution; distribution of the sample mean (proportion); confidence intervals; hypothesis testing (generally one population Normal & binomial, and difference in means or proportions situations). Prerequisite: NONE	1. Identify statistical terminology, such as types of data and research designs. 2. Organize, display, and interpret data visually using tables, graphs, and frequency distributions. 3. Calculate and interpret measures of central tendency and variability, such as mean, median, mode, variance, standard deviation, and quartiles. 4. Apply elementary laws and principles to compute probabilities from sample spaces, including the rule of complements, the general addition rule, and the independent event multiplication rule. 5. Apply the binomial and normal distributions to compute probabilities in appropriate situations. 6. Construct and interpret appropriate confidence intervals to estimate one population mean and population proportion. 7. Construct and interpret appropriate confidence intervals to estimate the difference between two population means and the difference between two population proportions. 8. Conduct and interpret appropriate hypothesis tests for a population mean and a population proportion. 9. Conduct and interpret appropriate hypothesis tests for the difference between two population means and the difference between two population proportions.
BUSINESS STATISTICS **ST 002**	Includes descriptive statistics (histograms, pie charts, pictograms, graphs, etc); summary statistics (central tendency – mean, median, mode; variability – variance, standard deviation, range); basic probability concepts; statistical distributions; Binomial Distribution; Normal Distribution; distribution of the sample mean (proportion); confidence intervals; hypothesis testing (generally one population Normal & binomial, and difference in means or proportions situations). Emphasis on business applications. Prerequisite: Algebra for STEM <u>or</u> Functions and Modeling	1. Identify statistical terminology, such as types of data and research designs. 2. Organize, display, and interpret data visually using tables, graphs, and frequency distributions. 3. Calculate and interpret measures of central tendency and variability, such as mean, median, mode, variance, standard deviation, and quartiles. 4. Apply elementary laws and principles to compute probabilities from sample spaces, including the rule of complements, the general addition rule, and the independent event multiplication rule. 5. Apply the binomial and normal distributions to compute probabilities in appropriate situations. 6. Construct and interpret appropriate confidence intervals to estimate one population mean and population proportion. 7. Construct and interpret appropriate confidence intervals to estimate the difference between two population means and the difference between two population proportions. 8. Conduct and interpret appropriate hypothesis tests for a population mean and a population proportion. 9. Conduct and interpret appropriate hypothesis tests for the difference between two population means and the difference between two population proportions.

THEATRE (TH)

Revised 2/2026

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
STAGECRAFT **TH 103**	Principles of constructing, rigging, and assembling modern stage scenery and equipment.	1. Identify and use common construction tools and materials. 2. Describe and implement safety protocols for utilization of materials, procedures of scenery construction, and theatrical production. 3. Apply technical theatre concepts, industry standards, and fundamental construction and painting techniques to design and construct theatrical scenery. 4. Identify and define the terminology for the stage configurations and backstage areas of varied theatrical performance spaces. 5. Define the areas of responsibility and professional expectations for the Technical Director, Scenic Carpenters, Scenic Charge Artist, Scenic Designer, Properties Lead, and Production crew.
THEATRICAL MAKEUP **TH 113**	Study of the purpose, principles and materials of stage makeup. Intensive practice in the art of makeup.	1. Demonstrate technical proficiency in application procedures for theatrical makeup. 2. Utilize makeup products to create the desired colors and textures for the realization of a makeup design and/or wig/hair applications. 3. Practice safe and sanitary habits for the use and care of makeup. 4. Integrate character analysis, study of facial and anatomical structures, research, and design concepts into a schematic guide for applying makeup for a specific character. 5. Execute varied makeup designs to achieve the effect of character age, and/or reflect time period, cultural practice, or fantasy. 6. Explain the job descriptions of and the relationship between the makeup designer, other production staff, and any technician who may assist actors in makeup application.
COSTUME CONSTRUCTION **TH 123**	In this course, the student will learn the uses of fabrics, building of patterns, basic construction techniques, and apply these techniques to specific periods of styles of dress.	None.
STAGE LIGHTING **TH 133**	Acquaints the student with the equipment, control systems, basic electrical theory, color, and practice of effective lighting.	None.
STAGECRAFT II **TH 153**	Intensive study and practice in planning, layout, construction, and painting of the stage setting, tools, material, and resources used by the stage technician.	1. Demonstrate proficiency in advanced theatrical construction, basic drafting, automation, and rigging. 2. Demonstrate proficiency in the basics of metal fabrication. 3. Demonstrate safety protocols appropriate to the use of advanced construction equipment, materials, and procedures. 4. Demonstrate the skills necessary to critically think, problem solve, and address the technical challenges presented by theatrical designs. 5. Develop a financial budget and creation timeline for the realization of a scenic design.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
THEATRICAL PRODUCTION **TH 311, TH 321, TH 331,** **TH 341**	Laboratory work in departmental productions in any production activity. Three hours lab work for each one hour of credit per week.	1. Employ skills in a theatre production. 2. Model collaboration as part of a production team. 3. Use industry standard vocabulary to describe the process of theatrical production.
INTRODUCTION TO THEATRE AND THEATRE APPRECIATION **TH 353**	A survey and analysis of theatre practices and literature relating to the theatrical performances.	1. Identify essential theatre terminology and the fundamental elements of theatre and genres of dramatic literature. 2. Explain theatre as a collaborative art form by describing the roles and responsibilities of major theatre practitioners and outlining the basic process involved in producing a theatrical event. 3. Evaluate a live theatrical performance by applying basic principles of dramatic criticism and communicating their analysis clearly in written and/or oral form.
INTRODUCTION TO THEATRE DESIGN **TH 363**	This course examines the elements and theory in all functions of theatrical design and production.	1. Analyze a dramatic script by identifying thematic elements to develop a coherent design concept. 2. Recognize and apply the elements and principles of design to create aesthetically unified theatrical design. 3. Articulate theatrical design concepts using industry-standard terminology through visual, written, and oral communication, demonstrating an understanding of design's role in live performance.
ACTING I **TH 513**	Introduces the beginning actor to the fundamental of acting. Acting I explores the physical, vocal, emotional, and technical aspects of the actor's craft.	None.
ACTING II **TH 523**	Acting II further develops the actor's craft through scene study, and various techniques of character analysis and development.	None.
VOICE AND DICTION **TH 533**	Study of vocal mechanism, phonetics, IPA, and related exercises to improve the student's use of breath, voice, articulation, pronunciation, and expressive intonation for effective oral communication.	None.
ORAL INTERPRETATION **TH 553**	The selection, evaluation, analysis, interpretation, and oral presentation of various types of literary art from prose to verse.	None.
THEATRE HISTORY I **TH 913**	History of the development of Theatre beginning with prehistory.	None.
THEATRE HISTORY II **TH 923**	History of the development of Theatre during the modern era.	None.
COSTUME HISTORY **TH 933**	Designed to acquaint the student with the costumes worn by people of dramatically significant periods and Countries.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
INTRODUCTORY I **WL 110**	First introductory World Languages course. This course is an introduction to the productive (speaking and/or writing) and receptive (listening/visual comprehension) skills appropriate to the target language. With variations depending on the language studied, the course typically introduces vocabulary, pronunciation (or signing), writing system, and reading and writing of short, simple texts. Grammar is often confined to simple sentence structure and simple tenses. This could be a general education requirement. Minimum 3 hours credit. No prerequisites.	1. Demonstrate listening ability at the novice-low level as defined by the American Council on Teaching of Foreign Languages (ACTFL) 2. Demonstrate reading ability at the novice-low level as defined by ACTFL. 3. Demonstrate speaking ability at the novice-low level as defined by ACTFL. 4. Demonstrate writing ability at the novice-low level as defined by ACTFL. 5. Demonstrate intercultural communication ability at the notice level as presented in ACTFL "Can-Do" statements. **WL 110-FR** **Introductory I (French)** Upon completion of this course, students will meet or exceed these ACTFL guidelines: <u>Listening</u> 1. Understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. 2. Comprehend some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. Listeners will require long pauses for assimilation and periodically request repetition and/or a slower rate of speech. <u>Speaking</u> 1. Produce isolated words and learned phrases within very predictable areas of need. 2. Demonstrate vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies. 3. Produce utterances consisting of two or three words, which may show frequent long pauses and repetition of interlocutor's words. Speakers may have some difficulty producing even the simplest utterances. Some speakers will be understood only with great difficulty. <u>Reading</u> 1. Recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. 2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required. <u>Writing</u> 1. Demonstrate ability to copy or transcribe familiar words or phrases and reproduce from memory. 2. Writers will demonstrate no practical communicative writing skills.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
		WL 110-GM **Introductory I (German)** In alignment with the ACTFL definition of the novice-low level… 1. Students will be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. 2. Students will be able to communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. 3. Students will be able to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. 4. Students will be able to identify products and practices to help them understand perspectives in their own and other cultures. 5. Students will be able to interact at a survival level in some familiar everyday contexts. **WL 110-SP** **Introductory I (Spanish)** 1. Listening: Demonstrate listening ability at the novice-low level as defined by American Council on the Teaching of Foreign Languages (ACTFL). 2. Reading: Demonstrate reading ability at the novice-low level as defined by ACTFL. 3. Speaking: Demonstrate speaking ability at the novice-low level as defined by ACTFL. 4. Writing: Demonstrate writing ability at the novice-low level as defined by ACTFL. 5. Demonstrate cultural competence.
INTRODUCTORY II **WL 120**	Second introductory level World Languages course. Continuous building of the productive and receptive skills appropriate to the language being studied. This often includes expansion of vocabulary, the use of non-present tenses and verbal aspects, and somewhat more complex grammatical structures. Cultural elements (literature, film, music, etc.) may be more frequently featured than in WL 110. This could be a general education requirement. Minimum 3 hours credit. Prerequisite WL 110 or alternately WL 106, but not WL 105 alone.	1. Demonstrate listening ability at the novice-mid level as defined by the American Council on Teaching of Foreign Languages (ACTFL) 2. Demonstrate reading ability at the novice-mid level as defined by ACTFL. 3. Demonstrate speaking ability at the novice-mid level as defined by ACTFL. 4. Demonstrate writing ability at the novice-mid level as defined by ACTFL. Demonstrate intercultural communication ability at the notice level as presented in ACTFL “Can-Do” statements. **WL 120-FR** **Introductory II (French)**

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
		Upon completion of this course, students will meet or exceed these ACTFL guidelines by being able to: <u>Listening</u> 1. Understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. 2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. Listeners may require repetition, rephrasing, and/or a slowed rate of speech for comprehension. <u>Speaking</u> 1. Partially satisfy the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. 2. Ask questions or make statements involving learned material. 3. Show signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some speakers will have difficulty being understood even by sympathetic interlocutors. <u>Reading</u> 1. Demonstrate sufficient control of the writing system to interpret written language in areas of practical need. 2. Read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs where vocabulary has been learned. 3. Occasionally demonstrate the ability to derive meaning from materials at a slightly higher level where context and/or extralinguistic background knowledge are supportive. <u>Writing</u> 1. Produce simple, fixed expressions and limited memorized material and some recombinations thereof. 2. Supply information on simple forms and documents. 3. Write names, numbers, dates, own nationality, and other simple autobiographical information, as well as some short phrases and simple lists. 4. Write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
		WL 120-GM **Introductory II (German)** In alignment with the ACTFL definition of the novice-mid level… 1. Students will be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. 2. Students will be able to communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. 3. Students will be able to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. 4. Students will be able to identify products and practices to help them understand perspectives in their own and other cultures. 5. Students will be able to interact at a survival level in some familiar everyday contexts. **WL 120-SP** **Introductory II (Spanish)** 1. Listening: Demonstrate listening ability at the novice-mid level as defined by American Council on the Teaching of Foreign Languages (ACTFL). 2. Reading: Demonstrate reading ability at the novice-mid level as defined by ACTFL. 3. Speaking: Demonstrate speaking ability at the novice-mid level as defined by ACTFL. 4. Writing: Demonstrate writing ability at the novice-mid level as defined by ACTFL. 5. Demonstrate cultural competence.
INTERMEDIATE I **WL 130**	First intermediate level World Languages course. Concentrates on the consolidation and expansion of the language-specific skills acquired at introductory levels. Skills acquisition is still an important feature at this level, but some attention may be paid to the finer points of expression in the target language. Minimum 3 hours credit. Prerequisite WL 120.	1. Demonstrate listening ability at the novice-high level as defined by the American Council on Teaching of Foreign Languages (ACTFL) 2. Demonstrate reading ability at the novice-high level as defined by ACTFL. 3. Demonstrate speaking ability at the novice-high level as defined by ACTFL. 4. Demonstrate writing ability at the novice-high level as defined by ACTFL. 5. Demonstrate intercultural communication ability at the notice level as presented in ACTFL “Can-Do” statements. **WL 130-FR** **Intermediate I (French)** Upon completion of this course, students will meet or exceed these ACTFL guidelines by being able to:

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
		Listening 1. Understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven. Speaking 1. Successfully handle a variety of uncomplicated, basic, and communicative tasks and social situations. 2. Talk simply about self and family members. 3. Ask and answer questions and participate in simple conversations on topics beyond the most immediate needs. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as speakers struggle to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, speakers can generally be understood by sympathetic interlocutors. Reading 1. Recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. 2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required. Writing 1. Write short, simple letters with content involving personal preference, daily routine, everyday events, and other topics grounded in personal experience. 2. Express present time and at least one other time frame or aspect consistently, e.g. non-past, habitual, imperfective. 3. Demonstrate evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as conjugations. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization, but it can be understood by natives used to the writing of non-natives.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
		WL 130-GM **Intermediate I (German)** In alignment with the ACTFL definition of the novice-high level… 1. Students will be able to understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written. 2. Students will be able to participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. 3. Students will be able to communicate information, make presentations, and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. 4. Students will be able to make comparisons between products and practices to help them understand perspectives in their own and other cultures. 5. Students will be able to interact at a functional level. **WL 130-SP** **Intermediate I (Spanish)** 1. Listening: Demonstrate listening ability at the novice-high level as defined by American Council on the Teaching of Foreign Languages (ACTFL). 2. Reading: Demonstrate reading ability at the novice-high level as defined by ACTFL. 3. Speaking: Demonstrate speaking ability at the novice-high level as defined by ACTFL. 4. Writing: Demonstrate writing ability at the novice-high level as defined by ACTFL. 5. Demonstrate cultural competence.
INTERMEDIATE II **WL 140**	Second intermediate level World Languages course. This course concentrates on the refinement of the language-specific skills acquired at previous course levels. Accuracy in self-expression and in comprehension is often an important goal. Artistic and cultural production from the target culture(s) may be highlighted. Minimum 3 hours credit. Prerequisite WL 130.	1. Demonstrate listening ability at the intermediate-low level as defined by the American Council on Teaching of Foreign Languages (ACTFL) 2. Demonstrate reading ability at the intermediate-low level as defined by ACTFL. 3. Demonstrate speaking ability at the intermediate-low level as defined by ACTFL. 4. Demonstrate writing ability at the intermediate-low level as defined by ACTFL. 5. Demonstrate intercultural communication ability at the notice level as presented in ACTFL “Can-Do” statements. **WL 140-FR** **Intermediate II (French)** Upon completion of this course, students will meet or exceed these ACTFL guidelines by being able to:

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
		Listening 1. Sustain understanding over long stretches of connected discourse on a number of topics pertaining to different times and places. Understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from an advanced-level listener, comprehension is less in quantity and poorer in quality. Speaking 1. Successfully handle most uncomplicated communicative tasks and social situations. 2. Initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. 3. Demonstrate emerging evidence of connected discourse, particularly for simple narration and/or description. 4. Generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. Reading 1. Consistently understand simple connected texts dealing with basic personal and social needs about which they have personal interest and/or knowledge. 2. Grasp some of the main ideas and information from texts at the next higher level featuring descriptions and narration. Structural complexity may interfere with comprehension. Readers will have some difficulty with the cohesive factors in discourse, such as matching pronouns with references. While texts do not differ significantly, from those at the advanced level, comprehension is less consistent. Readers may have to read material several times for understanding. Writing 1. Meet most practical writing needs and limited social demands. 2. Take notes in some detail on familiar topics and respond in writing to personal questions. 3. Write simple letters, brief synopses and paraphrases, summaries of autobiographical data, work and school experiences. 4. Display some precision in expressing time, tense and aspect. 5. Produce verb forms rather consistently, but not always accurately. 6. Demonstrate and emerging ability to describe and narrate paragraphs. 7. Rarely use basic cohesive elements such as pronominal substitutions or synonyms in written discourse. 8. Produce writing that, though faulty, is generally comprehensible to natives used to the writing of non-natives. **WL 140-GM** **Intermediate II (German)**

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
		In alignment with the ACTFL definition of the intermediate-low level… 1. Students will be able to understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written. 2. Students will be able to participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. 3. Students will be able to communicate information, make presentations, and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. 4. Students will be able to make comparisons between products and practices to help them understand perspectives in their own and other cultures. 5. Students will be able to interact at a functional level in some familiar contexts. **WL 140-SP** **Intermediate II (Spanish)** 1. Listening: Demonstrate listening ability at the intermediate-low level as defined by American Council on the Teaching of Foreign Languages (ACTFL). 2. Reading: Demonstrate reading ability at the intermediate-low level as defined by ACTFL. 3. Speaking: Demonstrate speaking ability at the intermediate-low level as defined by ACTFL. 4. Writing: Demonstrate writing ability at the intermediate-low level as defined by ACTFL. 5. Demonstrate cultural competence.
COMPOSITION I **WL 210**	Introductory Composition course in World Languages. This course continues expanding upon skills learned in English Composition I classes to include the planning, developing, and shaping of writing assignments in World Languages from the first to the final draft. Minimum 3 hours credit. Prerequisite WL 140, E 001.	**WL 210-FR** **Composition I (French)** 1. Write and discuss culturally-informed compositions with few mistakes. 2. Self-correct written work to address form, content, and register. 3. Demonstrate developing grammar usage. **WL 210-GM** **Composition I (German)** 1. Write culturally-informed compositions with few grammatical errors. 2. Demonstrate the ability to self-correct in written work. 3. Produce different types of writing that require different registers. 4. Demonstrate developing grammatical usage regarding case, tense, etc **WL 210-SP** **Composition I (Spanish)**

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
		1. Spanish students will write at an intermediate-mid level or higher as described by the American Council on the Teaching of Foreign Language (ACTFL) standards. 2. Spanish students will demonstrate the grammatical structures appropriate to the intermediate-mid level of Spanish. 3. Students will write using appropriate discursive structure and organization. 4. Students will demonstrate cultural competence as outlined in the Can-Do statements published by ACTFL.
COMPOSITION II **WL 220**	Advanced Composition course in World Languages. This course continues to develop students' abilities in composition tasks which reflect the kind of writing World Languages majors and minors are asked to perform, which may include description, narration, exposition, and argumentation. Skills learned in this course are largely transferable to expository writing in any language. Minimum 3 credit hours. Prerequisite WL 140, E 001.	**WL 220-GM** **Composition II (German)** 1. Evaluate different kinds of text with regard to content and register. 2. Apply cultural knowledge to written work. 3. Write clear, well-organized compositions on a range of topics. 4. Create both argumentative and analytical essays **WL 220-SP** **Composition II (Spanish)** 1. Spanish students will write at an intermediate-high level as described by the American Council on the Teaching of Foreign Language (ACTFL) standards. 2. Spanish students will demonstrate the grammatical structures appropriate to the intermediate-high level of Spanish, including some ability to use various time frames. 3. Students will write using appropriate discursive structure and organization. 4. Students will demonstrate cultural competence as outlined in the Can-Do statements published by ACTFL.
LANGUAGE FOR A PROFESSION I **WL 300**	Study of vocabulary, practices, and concepts typical of selected professions in countries that use the target language. The cultural context, differences between the U.S. and the target cultures, and differences among the countries using the target language should be part of the curriculum. The course may be based upon a textbook suited to the intermediate level. 3 credit hours. Prerequisite WL 140.	None.
LANGUAGE FOR A PROFESSION II **WL 305**	Study of vocabulary, practices, and concepts typical of selected professions in countries that use the target language. The cultural context, differences between the U.S. and the target cultures, and differences among the countries using the target language should be part of the curriculum. The course is based upon materials suited for upper-division coursework, such as unedited original texts, demanding multi-media materials, and research components matching the guidelines for upper-division course-level characteristics. 3 credit hours. Prerequisite WL 140.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
GRAMMAR I (Intermediate Grammar) **WL 310**	A continuation, review, and reinforcement of grammar learned in introductory World Language classes. This course will emphasize correct basic grammatical structures of the language. Depending on the World Language studied, this may include the study of contrasts between present and past tenses, indicative and subjunctive moods, active and passive voices, etc. Minimum 3 credit hours. Prerequisite WL 140.	None.
GRAMMAR II (Advanced Grammar) **WL-320**	This course is designed to expand and refine grammar skills learned in WL 310 and earlier courses. Complex structures, including nuances of the language not addressed earlier, will be taught. Depending on the World Language studied, this may include archaic and literary tenses, special verb forms for indirect discourse, infrequently used compound tenses, advanced vocabulary, etc. Minimum 3 credit hours. Prerequisite WL 310.	**WL 320-FR** **GRAMMAR II (Advanced Grammar) (French)** 1. Identify fine components of French Grammar. 2. Write culturally-informed short essays with few mistakes. 3. Self-correct written work to address form, content, and register. 4. Analyze components of French sentence style. 5. Verbally articulate grammatical analysis in long sentence to short paragraph format.
PHONETICS **WL 330**	This course is designed to expand and refine phonetical skills and their explication. Minimum 3 hours credit. Minimum Prerequisite WL 140.	None.
TRANSLATING I **WL 340**	This first translating course will introduce students to the ethical and professional responsibility associated with translating from one language to another as well as resources available to aid in translating. Coursework will focus on translating from the target language to English. Translating projects typically will include narratives, descriptions, simple discourse, announcements, popular advertising, newspaper articles, social notices, biographical information, formatted business letters, simple technical material, short legal documents/forms, simple prose, and general reports. Minimum 3 hours credit. Prerequisite WL 140.	None.
TRANSLATING II **WL 345**	This second translating course will introduce students to ethical and professional responsibility associated with translating from one language to another as well as resources available to aid in translating. Course work will focus on translating from English to the target language. Translating projects typically will include narratives, descriptions, simple discourse, announcements, popular advertising, newspaper, articles, social notices, biographical information, formatted business letters, simple technical material, short legal documents/forms, simple prose, and general reports. Minimum 3 hours credit. Prerequisite WL 140, WL 340	None.
INTRODUCTION TO LITERATURE **WL 350**	An introduction to the study of literature in the target language. This is generally an overview of genres (e.g. narrative, poetry, theatre, essay), periods, and leading authors. The course may also include references to various critical approaches to literature; it will often emphasize the acquisition of a limited technical vocabulary for literary analysis. Minimum 3 hours credit. Prerequisite WL 140.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
CULTURE SURVEY I **WL 360**	The students survey the target culture from its origins to at least early modern times, if not in entirety. Readings and assignments are mostly in the target language and representative readings from original works. Students are expected to engage advanced topics of cultural significance, not merely reinforce intermediate-level verbal exchanges over quotidian subject matter. Minimum 3 hours credit. Prerequisite WL 140.	**WL 360-FR** **CULTURE SURVEY I (French)** 1. Describe, explain, and discuss Francophone culture. 2. Situate the cultural material in a social and historical context. 3. Analyze the cultural material from a variety of critical angles. 4. Compose texts that demonstrate cultural awareness.
CULTURE SURVEY II **WL 370**	The students survey the target culture from its midpoint or entry into modern times. Readings and assignments are mostly in the target language and representative readings from original works. Students are expected to engage advanced topics of cultural significance, not merely reinforce intermediate-level verbal exchanges over quotidian subject matter. Minimum 3 semester hours. Prerequisite WL 140.	**WL 370-FR** **CULTURE SURVEY II (French)** 1. Describe, explain, and discuss Francophone culture. 2. Situate the cultural material in a social and historical context. 3. Analyze the cultural material from a variety of critical angles. 4. Compose texts that demonstrate cultural awareness.
CULTURE SURVEY I—VARIANT **WL 365**	The students survey the target culture from its beginning or entry into modern times. Readings and assignments are mostly in the target language and representative readings from original works that emanate from cultural centers outside of the target language's country of origin. Students are expected to engage advanced topics of cultural significance, not merely reinforce intermediate-level verbal exchanges over quotidian subject matter. Minimum 3 credit hours. Prerequisite WL 140.	None.
CULTURE SURVEY II—VARIANT **WL 375**	The students survey the target culture from its midpoint or entry into modern times. Readings and assignments are mostly in the target language and representative readings from original works that emanate from cultural centers outside of the target language's country of origin. Students are expected to engage advanced topics of cultural significance, not merely reinforce intermediate-level verbal exchanges over quotidian subject matter. Minimum 3 credit hours. Prerequisite WL 140.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
LITERATURE SURVEY I **WL 380**	Study of literature in the target language and its development from its beginnings through the early modern period in the country of origin, with readings of representative texts. Readings and assignments are mostly in the target language. Minimum 3 credit hours. Prerequisite WL 140.	**WL 380-FR** **LITERATURE SURVEY I (French)** 1. Describe, explain, and discuss literary works of either the Prerevolutionary or modern periods. 2. Situate the works in a social, cultural and historical context. 3. Apply terminology used in discussion of literature and period. 4. Analyze the works from a variety of critical angles. 5. Compose argumentative essays that demonstrate advanced skills in interpreting literature. 6. Verbally articulate literary analysis in long sentence to short paragraph format. **WL 380-GM** **Literature Survey I (German)** 1. Describe, explain, and discuss literary works of the middle ages or the early modern period. 2. Situate the works in a social, cultural and historical context. 3. Apply terminology used in discussion of literature and period. 4. Compose essays or critical creative works that demonstrate advanced skills in interpreting literature. 5. Verbally articulate literary analysis in long sentence to short paragraph format.
LITERATURE SURVEY I— **VARIANT WL 385**	Study of literature in the target language and its development from its beginnings through the early modern period outside the country of origin, with readings of representative texts. Readings and assignments are mostly in the target language. Minimum 3 credit hours. Prerequisite WL 140.	None.

EQUIVALENCY GROUP HEADING & STATE REGENTS' NUMBER	COMMON COURSE DESCRIPTION	STUDENT LEARNING OUTCOMES (UPON COURSE COMPLETION, STUDENT WILL BE ABLE TO)
LITERATURE SURVEY II **WL 390**	Study of literature in the target language and its development in more recent times in the country of origin, with readings of representative texts. Readings and assignments are mostly in the target language. Minimum 3 credit hours. Prerequisite WL 140.	**WL 390-FR** **LITERATURE SURVEY II (French)** 1. Describe, explain, and discuss literary works of either the post-revolutionary or postmodern periods. 2. Situate the works in a social, cultural and historical context. 3. Apply terminology used in discussion of literature and period. 4. Analyze the works from a variety of critical angles. 5. Compose argumentative essays that demonstrate advanced skills in interpreting literature. 6. Verbally articulate literary analysis in long sentence to short paragraph format. 7. Compare and contrast audiovisual and textual materials. **WL 390-GM** **LITERATURE SURVEY II (German)** 1. Describe, explain, and discuss literary works of the nineteenth century, modern period, or contemporary era. 2. Situate the works in a social, cultural and historical context. 3. Apply terminology used in discussion of literature and period. 4. Analyze the works from a variety of critical angels. 5. Compose essays or critical creative works that demonstrate advanced skills in interpreting literature. 6. Verbally articulate literary analysis in long sentence to short paragraph format.
LITERATURE SURVEY II— **VARIANT WL 395**	Study of literature in the target language and its development in more recent times outside the country of origin, with readings of representative texts. Readings and assignments are mostly in the target language. Minimum 3 credit hours. Prerequisite WL 140.	None.

INSTITUTIONAL ACRONYMS

CASC – Carl Albert State College

CSC – Connors State College

CMN – College of Muscogee Nation

CU – Cameron University

ECU – East Central University

EOSC – Eastern Oklahoma State College

LU – Langston University

MACU – Mid America Christian University

MSC – Murray State College

NEOAMC – Northeastern Oklahoma A&M College

NOC – Northern Oklahoma College

NSU – Northeastern State University

NWOSU – Northwestern Oklahoma State University

OBU – Oklahoma Baptist University

OC – Oklahoma Christian University

OCCC – Oklahoma City Community College

OCU – Oklahoma City University

OPSU – Oklahoma Panhandle State University

ORU – Oral Roberts University

OSU – Oklahoma State University

OSU-OKC – Oklahoma State University, Oklahoma City

OSUIT-OKM – Oklahoma State University Institute of Technology

OU – University of Oklahoma

OWU – Oklahoma Wesleyan University

RCC – Redlands Community College

RSC – Rose State College

RSU – Rogers State University

SEOSU – Southeastern Oklahoma State University

SNU – Southern Nazarene University

SSC – Seminole State College

SWCU – Southwestern Christian University

SWOSU – Southwestern Oklahoma State University

TCC – Tulsa Community College

TU – University of Tulsa

UCO – University of Central Oklahoma

USAO – University of Science and Arts of Oklahoma

WOSC – Western Oklahoma State College

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1.	If a student transfers a lower division (1000-2000) course to an institution that offers the course at the upper division level (3000-4000), the lower division course will transfer as equivalent in content but not as upper division hours.
2.	To receive full transfer credit, all courses in the sequence must be completed. Single courses will transfer at the discretion of the receiving institution. (Students should contact their institution in order to determine what additional course(s) is/are required for full transfer credit.)
3.	If possible, students taking courses presented in sequence (i.e.; I and II) should try to complete both courses at the same institution.
4.	The degree requirements for history include approximately 15 to 18 hours of lower division work and from 21 to 36 hours of upper division work.
5.	This course requires a lab component be successfully completed simultaneously in order to receive full transfer credits.
6.	If course prerequisites are not equivalent, the receiving department reserves the right to require the course to be taken at the 3000 level.
7.	No required course sequence is to be inferred from the course numbering.
8.	Any lower division course will equate to a comparable lower division course should such a course exist.
9.	TBD-to be determined-means the course is currently being created at the institution and does not yet have an assigned course number/prefix; however, the course has been pre-approved as a course equivalent in this category by the appropriate faculty group.
10.	Place exam required in order to receive full transfer credits in the major.