Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: DRAFT 20
Full Course Title: Blueprint and Specifications Reading
Short Title: Blueprint and Specs
Effective Term: Spring 2009

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Manufacturing Technology

Course Description

This is a beginning blueprint reading class for the student in the metal and mechanics trade. Basic visualization and drawing concepts including orthographic projection, detailing, sketching and communication skills that are needed for employment are developed in the class. Introduction to CAD Modeling.

Content

Course Lecture Content

1. Basic Lines and Views
    a. Object lines, hidden, center, dimension, extension, leader, cutting plane, section, chain, short break, long break, phantom
    b. Views, back, top, front, side, bottom
2. Sketching
    a. Purpose of sketching
    b. Basic sketching techniques
3. Notes and Specifications
    a. Local notes
    b. General notes
    c. Material specifications
4. Dimensions
    a. Purpose of dimensions
    b. Linear and angular
    c. Radius arc and drilled hole
    d. Tolerance
    e. Scale sizes
    f. Thread dimension
5. Bill of Material
    a. Preparation of a bill of material
6. Structural Shapes
    a. Common structural shapes

        i. WF beams
        ii. bar
        iii. sheet
        iv. strip
        v. plate
        vi. angle
        vii. tees
        viii. channel
        ix. zees
        x. tubing
        xi. pipe
7. Views
    a. Views with conventional breaks
    b. Auxilliary views
    c. Enlarge detail views
    d. Developed views
    e. Revolved views
    f. Untrue projection
    g. Corrections and revision on prints
8. Sections
    a. Full sections
    b. Half section
    c. Revolved sections
    d. Assembled sections
    e. Phantom sections
    f. Aligned sections
    g. Broken-out sections
9. Detail, Assembly and Subassembly Prints
    a. Detail drawing
    b. Assembly prints
    c. Subassembly prints
10. Welding Symbols and Abbreviations
    a. Welding symbol
    b. Location of weld symbol
    c. Preferred symbols
    d. Multiple weld symbols
11. Basic Joints for Fabrication
    a. Basic joints
    b. Other kinds of joints
    c. Joints commonly used with structural shapes
    d. Joint fit up
12. Weld Symbols
    a. Fillets welds
    b. Grove welds
    c. Backing and melt through welds
    d. Plug or slot welds
    e. Surfacing welds
    f. Flange welds
    g. Spot welds
    h. Projection welds
    i. Seam welds
    j. Stud welds
13. Applied Metric Conversions
    a. Introduction to metrics
    b. Structure of the metric system
14. Blueprint Reading for Related Trades
    a. Pipe welding blueprints
    b. Inspection and testing
15. CAD Modeling

Objectives

1. Demonstrate job entry skills in blueprint reading for the metal working and related trades.
2. Identify structural shapes; i.e., WF beams, bar sheet, strip, plate, angle, tee, channel, zee, tubing and pipe.
3. Explain the common types of lines used on a print; i.e. object, hidden, center, dimension, leader, cutting plane, section, chair, short, long and phantom lines.
4. Explain basic joints used in weldment fabrication; i.e. butt, corner, tee, lap and edge.
5. Project design. ****Requires Critical Thinking****

Student Learning Outcomes

1. Students will be able to read and interpret blueprints, weld Symbols and shop drawings

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Methods of Instruction

- **Lecture/Discussion**
  Powerpoints and whiteboard discussions
- **Other**
  Group work, reading, book work and writing assignments as required.

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
Read Chapters as assigned
Writing Assignments
Complete questions at the end of chapters as assigned

Methods of Evaluation

- **Exams**
- **Homework**
- **Participation**
- **Quizzes**

Course Materials

Textbooks:

1. Walter C. Brown, Ryan K. Brown. *Print Reading for Industry,* 1 ed. Good heart-Wilcox, 2015, ISBN: 978-1631260513

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: DRAFT 30
Full Course Title: Technical Drawing With Autocad
Short Title: Technical Drawing
Effective Term: Spring 2009

Course Standards

Lecture Hours: 36.000
Activity Hours: 0.000
Lab Hours: 54.000
Total Units: 3.000
Total Hours: 90.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Manufacturing Technology **Or**
- Drafting

Course Description

Fundamental technical drafting practices and documentation for part fabrication drawing. Drafting conventions and standards applied to orthographic, section, auxiliary views, isometric and oblique projection will be covered in addition to basic AutoCAD object creation and editing and freehand sketching. ASME Y14.xM standards are emphasized. AutoCAD will be used to complete the applied laboratory exercises.

Content

Course Lecture Content

1. Introduction
2. Geometry for Engineering Drawing
3. Freehand Sketching
4. Line-types and Their Representation for Engineering
5. Technical Lettering
6. Shape Description
    a. Horizontal, vertical, inclined and oblique planes
    b. Visualization
7. Orthographic Projection
    a. Third angle projection
    b. First angle projection
    c. The six primary orthographic views
    d. The three regular views
    e. The three principal dimensional terms: width, height and depth
    f. The glass box
    g. Top, front and side view related dimensions
    h. Related views
8. Dimensioning orthographic two-dimensional views

9. Auxiliary Views
    a. Primary
    b. Secondary
    c. Tertiary
10. Axonometric Projection
    a. Isometric
    b. Dimetric
    c. Trimetric
11. Oblique Projection
    a. Cavalier
    b. Cabinet
    c. General
12. Sectional Views
    a. Full sections
    b. Offset sections
    c. Half sections
    d. Broken out sections
    e. Revolved sections
    f. Removed sections
    g. Aligned sections
    h. Sectioning lining
    i. Cutting plane
    j. Section conventions
13. AutoCAD
    a. AutoCAD interface
    b. Basic drawing commands
    c. Basic editing commands
    d. Zoom and pan commands
    e. Selection options in AutoCAD
    f. Model space and paper space layouts
    g. User Coordinate System and UCS commands
    h. Plotting and publishing with AutoCAD

Course Lab/Activity Content
Exercises with AutoCAD discussed in lecture

Objectives

1. Draw primary and secondary auxiliary views.
2. Draw sectional views and apply conventions and practices to the various types of sectional views.
3. Apply ASME multi-view standards to technical drawings. ****Requires Critical Thinking****
4. Determine required dimensions on technical drawings for part manufacturing. ****Requires Critical Thinking****

Student Learning Outcomes

1. Demonstrate drawing shapes with AutoCAD

Methods of Instruction

- **Laboratory**
  Assignments that focus on lecture topics
- **Lecture/Discussion**
  Lecture focused on layout and design

Assignments

Hours per week on assignments outside of the class: 4

Reading Assignments
Read chapter as assigned
Other Assignments
Laboratory assinments

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Participation**
- **Quizzes**

Course Materials

Textbooks:

1. Bertoline, Gary Robert et al.. *Fundamentals of Graphic Communication,* 6 ed. McGraw-Hill, 2010, ISBN: 978-0073522630

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: DRAFT 31
Full Course Title: Descriptive Geometry
Short Title: Descriptive Geo
Effective Term: Spring 2009

Course Standards

Lecture Hours: 36.000
Activity Hours: 0.000
Lab Hours: 54.000
Total Units: 3.000
Total Hours: 90.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Manufacturing Technology **Or**
- Drafting

Course Description

Principles of descriptive geometry used for graphic representation and solution of space problems. Application of drafting line theorems and advanced multi-view orthographic projection to solve architectural and engineering line, plane, points and solid space problems using graphical methods. AutoCAD will be used to complete the applied laboratory exercises.

Conditions of Enrollment

Completion with a C or better in: DRAFT 30

Advisories

- **Language - recommended eligibility for English 1A**
- **Mathematics - recommended eligibility for Math 52**

Content

Course Lecture Content

1. Introduction
2. Review fundamental orthographic projection
3. Successive auxiliary views
4. Notation and finish documentation
5. Visibility, definitions, and inclined lines and their angle with principal planes
6. True length of line
    a. By auxiliary view
    b. By rotation

7. Bearing of a line
8. Grade of a line
9. Slope of a line
10. Points and lines on inclined, oblique and normal planes
11. Point view of a line
12. Edge view of a plane
13. True size of plane
    a. Auxiliary view
    b. Revolution
14. Skew line theorems
15. Piercing points and its application
16. Intersections
    a. Planes and dihedral angles
    b. Planes and solids
    c. Surfaces
    d. Solids
17. Parallelism
18. Perpendicularity
19. Connector problems
    a. Shortest perpendicular
    b. Shortest horizontal
    c. Shortest at specified slope
20. Developments
    a. Parallel line
    b. Radial line
    c. Triangulation
21. AutoCAD

Course Lab/Activity Content

Lab work will consist of hands-on application of the following:

1. Introduction
2. Review fundamental orthographic projection
3. Successive auxiliary views
4. Notation and finish documentation
5. Visibility, definitions, and inclined lines and their angle with principal planes
6. True length of line
    a. By auxiliary view
    b. By rotation
7. Bearing of a line
8. Grade of a line
9. Slope of a line
10. Points and lines on inclined, oblique and normal planes
11. Point view of a line
12. Edge view of a plane
13. True size of plane
    a. Auxiliary view
    b. Revolution
14. Skew line theorems
15. Piercing points and its application
16. Intersections
    a. Planes and dihedral angle
    b. Planes and solids
    c. Surfaces
    d. Solids
17. Parallelism
18. Perpendicularity
19. Connector problems
    a. Shortest perpendicular
    b. Shortest horizontal
    c. Shortest at specified slope

20. Developments:
    a. Parallel line
    b. Radial line
    c. Triangulation
21. AutoCAD

Objectives

1. ****Requires Critical Thinking****
2. Solve applied architectural and engineering problems using the fundamental views of descriptive geometry.
3.
4. Calculate the surface area and volume of various geometric forms in 3D space.
5.
6.
7.
8. Modify drawings using AutoCAD modify tools.
9.
10. Solve applied architectural and engineering problems using the fundamental views of descriptive geometry. ****Requires Critical Thinking****
11.
12.

Student Learning Outcomes

1. Demonstrate an understanding of solving applied architectural and engineering problems using the fundamental views of descriptive geometry.

Methods of Instruction

- **Laboratory**
  Performance of laboratory assignments that support the lecture
- **Lecture/Discussion**
  Powerpoints, videos, and writing on the whiteboard as well as discussion

Assignments

Hours per week on assignments outside of the class: 4

Reading Assignments
Read chapters of text as assigned
Writing Assignments
Answer questions in texts and hand outs as assigned

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**

Course Materials

Textbooks:

1. E.G. Pare, R.O. Loving and Ivan Hill. *Descriptive Geometry,* 9th ed. Peachpit, 1996, ISBN: 978-0023913419

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: DRAFT 38
Full Course Title: Computer Aided Drafting
Short Title: Comp Aided Draft
Effective Term: Fall 2013

Course Standards

Lecture Hours: 27.000
Activity Hours: 0.000
Lab Hours: 81.000
Total Units: 3.000
Total Hours: 108.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Drafting **Or**
- Manufacturing Technology

Course Description

The course provides exposure to and experience using intermediate and advanced object creation and editing tools in AutoCAD. Blocks, dynamic blocks, attribute creation and data extraction, sheet sets and external referencing (Xref) will also be covered. The course will cover three dimensional solid modeling for both mechanical and architectural objects, rendering to produce photo realistic images and the creation of views from solid models.

Conditions of Enrollment

Completion with a C or better in: DRAFT 30 or DRAFT 32

Advisories

- **Language - recommended eligibility for English 1A**
- **Mathematics - recommended eligibility for Math 52**

Content

Course Lecture Content

1. Introduction:
2. Advanced Drawing commands
3. Advanced Editing commands
4. Layouts, Plotting, and Publishing
5. Dimensioning with Tolerances
6. Creating Blocks for Symbols
7. Dynamic Blocks

8. Assigning Attributes and Data Extraction
9. External Referene Drawings
10. Sheet Sets
11. Introduction to Three-Dimensional Modeling
12. Creating Solid Composite Models from primitives
13. Viewing and Displaying Three-Dimensional Models
14. Three-Dimensional Coordinates and user Coordinate Systems
15. Model Space and Layout Viewports
16. Solid Model Extrusions and Revolution
17. Solid Modeling with Sweeps and Lofts
18. Detailing Solid Models
19. Generating Orthographic Views
20. Editing Solid Models
21. Visual Style Settings and Rendering
22. Materials, Lighting and Advanced Rendering Settings
23. Plot Styles

Course Lab/Activity Content

1. Introduction:
2. Advanced Drawing commands
3. Advanced Editing commands
4. Layouts, Plotting, and Publishing
5. Dimensioning with Tolerances
6. Creating Blocks for Symbols
7. Dynamic Blocks
8. Assigning Attributes and Data Extraction
9. External Referene Drawings
10. Sheet Sets
11. Introduction to Three-Dimensional Modeling
12. Creating Solid Composite Models from primitives
13. Viewing and Displaying Three-Dimensional Models
14. Three-Dimensional Coordinates and user Coordinate Systems
15. Model Space and Layout Viewports
16. Solid Model Extrusions and Revolution
17. Solid Modeling with Sweeps and Lofts
18. Detailing Solid Models
19. Generating Orthographic Views
20. Editing Solid Models
21. Visual Style Settings and Rendering
22. Materials, Lighting and Advanced Rendering Settings
23. Plot Styles

Objectives

1. Use both advanced drawing and editing tools in a CAD based software.

2. Create industry standard views from models.

3. Extract data from CAD objects to generate schedules, bill of materials and spread sheets.

Student Learning Outcomes

1. to add

Methods of Instruction

- **Laboratory**
  Practice of concepts covered in lectrue
- **Lecture/Discussion**
  Powerpoints, discussion, examples

Assignments

Hours per week on assignments outside of the class: 3

Reading Assignments

Chapters out of text as assigned

Articles, handouts and websites as assigned

Writing Assignments

Answer questions from text

complete Articles summaries, handouts and websites as assigned

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Other**
  Skills practical test.

Course Materials

Textbooks:

1. Terence M. Shumaker, David A. Madsen, David P. Madsen, Jeffrey A. Laurich, J. C. Malitzke, Craig P. Black, Adam M. Ferris. *AutoCAD and its Applications Comprehensive,* 20 ed. Goodheart-Willcox, 2012, ISBN: 1605259268

Other:

1. Thin lead pencil holder 0.7mm

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: WELD 83
Full Course Title: GMAW/GTAW Production Welding
Short Title: GMAW/GTAW Prod Weld
Effective Term: Spring 2013

Course Standards

Lecture Hours: 54.000
Activity Hours: 0.000
Lab Hours: 54.000
Total Units: 4.000
Total Hours: 108.00
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Welding **Or**
- Manufacturing Technology

Course Description

This course is an introduction to gas tungsten arc welding (GTAW), (GMAW) and flux cored arc welding. It covers plasma art cutting, application of processes, and use of a track cutter. Students will be introduced to manual and (CNC) plasma cutting.

Content

Course Lecture Content

1. GTAW Technologies
    a. Constant current power sources
    b. Tungsten selection
    c. Filler rod selection
    d. Gases and regulator outputs
    e. Current selection and use of
    f. Metal characterisitcs
2. GMAW Technologies
    a. Constant voltage power sources
    b. GMAW equipment
    c. Solid core electrodes
    d. Gases and regulator flow output
    e. Welding techniques
3. Plasma Arc Cutting
    a. Equipment set up and use
    b. Equipment application, selection and use
    c. Introduction to CNC plasma cutting
4. Track Cutter
    a. Equipment set up and use

b. Equipment application, selection of tip sizes, and cutting speeds

Course Lab/Activity Content

Laboratory tasks will cover the following topics:

1. GTAW Technologies
    a. Constant current power sources
    b. Tungsten selection
    c. Filler rod selection
    d. Gases and regulator outputs
    e. Current selection and use of
    f. Metal characterisitcs
2. GMAW Technologies
    a. Constant voltage power sources
    b. GMAW equipment
    c. Solid core electrodes
    d. Gases and regulator flow output
    e. Welding techniques
3. Plasma Arc Cutting
    a. Equipment set up and use
    b. Equipment application, selection and use
    c. Introduction to CNC plasma cutting
4. Track Cutter
    a. Equipment set up and use
    b. Equipment application, selection of tip sizes, and cutting speeds

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Objectives

1. Learn and apply welding shop safe practices and perform housekeeping duties.

2. Set up and operate (MIG) Gas Metal arc welding machines.

3. Set up and use the plasma arc cutter (PAC).

4. Efficient use of materials. ****Requires Critical Thinking****

5. Work with and develop an understanding of a variety of technologies in the welding industry. ****Requires Critical Thinking****

Student Learning Outcomes

1. Weld safely and avoid dangers that could pose a threat to oneself and others.
2. Understand the differences between the GMAW and the GTAW processes.
3. Identify the shielding gases used in the GTAW and GMAW processes.
4. Weld ferrous and nonferrous metals.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Educational videos

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
Read chapters and handouts as assigned
Writing Assignments
Answer queestions in text and workbook as assigned and terms

Methods of Evaluation

- **Exams**
- **Laboratory Assignments**
- **Participation**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Workbook, clean-up and special assignments

Course Materials

Textbooks:

1. B. J. Moniz, R.T. Miller. *Welding Skills,* 5th ed. American Technical Publishers, 2015, ISBN: 978-0-8269-3084-2
2. Jonathan F. Gosse . *Welding Skills Workbook,* 5th ed. American Technical Publishers, 2015, ISBN: 978-0-8269-3085-9

Other:

1. Students will be required to provide safety equipment and clothing required for working in a welding shop.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: WELD 85
Full Course Title: Structure Design and Fabrication
Short Title: Struct Design & Fab
Effective Term: Fall 2013

Course Standards

Lecture Hours: 54.000
Activity Hours: 0.000
Lab Hours: 54.000
Total Units: 4.000
Total Hours: 108.00
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Welding **Or**
- Manufacturing Technology

Course Description

Structural weld design and fabrication of weldments. Operation of mechanized iron workers, tubular benders, press brakes and other fabrication equipment. Students will receive instruction on utilization of blueprints, welding symbols, cost estimation, and layout techniques, in regards to structural steel applications.

Conditions of Enrollment

Completion with a C or better in: WELD 84

Advisories

- **Computer Literacy - recommended basic computer skills**
  Projects are designed with CNC equipment

Content

Course Lecture Content

1. Orientation and safety
2. Technical drawing and sketching
    a. blueprint reading
3. Materials and specific application
    a. cost
    b. buying
    c. proper utilization
    d. industrial classification of materials

4. Shop equipment and operation
5. Fabrication of weldments
    a. production methods
    b. terms
    c. weld symbols
    d. interchangeability
6. Manufacturing planning
    a. organization
    b. operation
    c. relation to production
    d. manufacturability
    e. production of CAD/CAM models
7. Tooling and fabrication
    a. use of fixtures
    b. jigs and special tools
    c. modern techniques and shortcuts
8. AWS structural code
9. Methods
    a. detail
    b. assembly
    c. installation
10. Material project planning (MRP)

Course Lab/Activity Content

Laboratory tasks will provide hands-on experience related to the following topics:

1. Technical drawing and sketching
    a. blueprint reading
2. Materials and specific application
    a. cost
    b. buying
    c. proper utilization
    d. industrial classification of materials
3. Shop equipment and operation
4. Fabrication of weldments
    a. production methods
    b. terms
    c. weld symbols
    d. interchangeability
5. Manufacturing planning
    a. organization
    b. operation
    c. relation to production
6. Tooling and fabrication
    a. use of fixtures
    b. jigs and special tools
    c. modern techniques and shortcuts
7. AWS structural code
8. Methods
    a. detail
    b. assembly
    c. installation
9. Material process planning (MRP)

Objectives

1. Apply common shop safety practices.

2. Recognize common weld methods, blueprint directions and symbols.

3. Analyze material specifications to decide specific applications. ****Requires Critical Thinking****
4. Produce project plans, cut lists, and detailed material and labor costs for individual and/or group project.
5. Understand basic terminology and language related to steel layout and design.
6. Demonstrate the safe and proper use of fabrication equipment.
7. Complete individual manufacturing processes.
8. Define and place a schedule of jobs into manufacturing plans.
9. Synthesize tooling and fixtures to place objects together correctly.
10. Identify detail and assembly techniques to properly fabricate products.
11. Develop and build a project from concept through production. ****Requires Critical Thinking****

Student Learning Outcomes

1. Apply common shop safety practices.
2. Recognize common weld methods; blueprint directions and symbols.
3. Synthesize tooling and fixtures to place objects together correctly.
4. Demonstrate an understanding of Structural steel fabrication methods.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- **Laboratory**
  Demonstration and practice
- **Lecture/Discussion**
  Powerpoints, demonstrations and discussion

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
Chapters from books and handouts as assigned
Other Assignments
Watch the careers in welding video and complete the quiz.

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Final Project

Course Materials

Textbooks:

1. Frank Marlow. *Welding Fabrication & Repair, Questions and Answers,* Industrial Press, 2002, ISBN: 0-8311-3155-1

Other:

1. Students will be required to provide safety equipment and clothing required for working in a welding shop.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: WELD 88
Full Course Title: Welding Technical Problems
Short Title: Weld Tech Problems
Effective Term: Fall 2013

Course Standards

Lecture Hours: 54.000
Activity Hours: 0.000
Lab Hours: 54.000
Total Units: 4.000
Total Hours: 108.00
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Welding **Or**
- Manufacturing Technology

Course Description

Individualized instruction in special topics, including weld testing and certification, industry standards, A.N.S.I., A.W.S., A.P.I., A.S.M.E., research, and special welding processes and projects.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**
  CNC project design

Content

Course Lecture Content

1. Ascertain arc welding techniques as they apply to structural steel fabrication.
2. Ascertain oxy-fuel cutting machine skills.
3. Assess employment opportunities and the extent of his or her potential in the structural steel and fabrication area.
4. Select an appropriate welding technique to solve a given welding problem in an economical and effective manner.
5. Evaluate the quality and reliability of welded products.
6. Deduce issues with weld beads difficulties and the logical remedy to correct the problem.
7. Understand basic terminology and language related to welding structural steel layout and design.
8. Obtain welding skills in the area of structural steel and fabrication.
9. Demonstrate the safe and proper use fabrication equipment.

10. Visualize a project and turn the ideas into a working drawing with the use of an architectural scale.
11. Explain and demonstrate welding techniques toward an AWS d1.1 Certification

Course Lab/Activity Content

1. Assess employment opportunities and the extent of his or her potential in the structural steel and fabrication area.
2. Select an appropriate welding technique to solve a given welding problem in an economical and effective manner.
3. Evaluate the quality and reliability of welded products.
4. Deduce issues with weld beads difficulties and the logical remedy to correct the problem.
5. Understand basic terminology and language related to welding structural steel layout and design.
6. Obtain welding skills in the area of structural steel and fabrication.
7. Demonstrate the safe and proper use fabrication equipment.
8. Visualize a project and turn the ideas into a working drawing with the use of an architectural scale.
9. Explain and demonstrate welding techniques toward an AWS d1.1 Certification

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Objectives

1. Ascertain oxy-fuel cutting machine skills

2. Select an appropriate welding technique to solve a given welding problem in an economical and effective manner. ****Requires Critical Thinking****

3. Demonstrate the safe and proper use fabrication equipment.

4. Explain and demonstrate welding techniques toward an AWS d1.1 Certification

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Student Learning Outcomes

1. displays safe working habits
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Demonstrates knowledge of the fabrication process
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- **Laboratory**
  Project design and completion
- **Lecture/Discussion**
  Powerpoints, demonstrations, disscussion

Assignments

Hours per week on assignments outside of the class: 3

Reading Assignments
Chapters of text as assigned
Writing Assignments
Project design, questions from text as assigned

Methods of Evaluation

- **Exams**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Quizzes**
- **Other**
  Final project

Course Materials

Textbooks:

1. Larry Jeffus. *Welding: Principles and Applications,* 8th Edition ed. Cengage, 2017, ISBN: 9781305494695

Other:

1. Students will be required to provide safety equipment and clothing required for working in a welding shop.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PLSCI 20
Full Course Title: Principles of Plant Science
Short Title: Principle Plant Sci
Effective Term: Fall 2013

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Agriculture (Masters Required)
- Agricultural Production

Course Description

Principles of plant growth including structure, growth processes, propagation, physiology, growth media, and biological competitors. Not open to students with credit in PLSCI 20L.

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**
- **Mathematics - recommended eligibility for Math 52**

Content

Course Lecture Content

1. The role of higher plants in the living world
   A. Fossil fuels
   B. Food chains
   C. Industrial products
   D. Lower forms of plant life
2. Structure of higher plants

A. The life cycle of a plant

B. The cell

C. Cell structure

D. The plant body

3. Naming and classifying plants

A. Climate

B. Botanical names

C. Botanical classifications

D. Plant taxonomy

4. Origin, domestication, and improvement of cultivated plants

A. Origin of cultivated plants

B. Domestication of plants

C. Crop plants

D. Germplasm

E. Genetic concepts in plant improvement

5. Propagation of plants

A. Propagation methods

B. Sexual propagation

C. Vegetative propagation

6. Vegetative and reproductive growth and development

A. Vegetative growth and development

B. Reproductive growth and development

C. Plant growth regulators

7. Photosynthesis, respiration, and translocation

A. Photosynthesis

B. Plant respiration

C. Electron transport system

D. Assimilation

8. Soil and soil water
    A. Factors involved in soil formation
    B. Physical properties of soil
    C. Chemical properties of soil
    D. Soil organisms
    E. Soil organic matter
    F. Soil water
    G. Water quality

9. Soil and water management and mineral nutrition
    A. Land preparation
    B. Irrigation
    C. Mineral nutrition
    D. Soil conservation

10. Climatic influences on crop production
    A. Climatic factors affecting plant growth
    B. Climatic requirements of some crop plants
    C. Weather and climate
    D. Climatic influences on plant diseases and pests

11. Biological competitors of useful plants
    A. Weeds
    B. Plant diseases
    C. Plant pests
    D. Nematodes
    E. Rodents
    F. Pesticide impacts on the environment

12. The scientific method
    A. Developing a hypothesis
    B. Scientific design
    C. Application to plant/soil problems

Objectives

1. Categorize the roles of higher plants in the living world.
2. Understand plant nomenclature.
3. Describe the structural components of higher plants.
4. Name the standard plant propagation methods.
5. Describe sexual and asexual reproduction in higher plants.
6. Explain photosynthesis, respiration and translocation in higher plants. ****Requires Critical Thinking****
7. Describe the basic physical and chemical properties of soils.
8. Describe the climatic influences on plant growth and development.
9. Categorize biological competitors of higher plants.
10. Describe the scientific method and explain its application for solving problems in plant science.

Student Learning Outcomes

1. Students will research and then write a research paper on an agricultural/environmental topic of their choosing.

Methods of Instruction

- **Lecture/Discussion**

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
read chapters as assigned
Writing Assignments
Plant reports, assigned chapters

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Research Project**

Course Materials

Textbooks:

1. Berg, Linda. *Introductory Botany: Plants, People, and the Environment,* 2 ed. Thomson Brooks Cole, 2008, ISBN: 10: 0534466699

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 559EMP
Full Course Title: English for Employment
Short Title: Eng. for Employment
Effective Term:

Course Standards

Repeatable: Yes
Grading Method: Pass/No Pass Only

Minimum Qualifications

- ESL (Masters Required)

Course Description

Prepares students for vocational training and/or employment. Includes vocabulary for the world of work and skill development for job search, application and job retention. Intended for non-native English speakers with at least intermediate English proficiency. Concurrent enrollment in ESL 252, 253, 257, 258 and/or 255 and above is highly recommended.

Conditions of Enrollment

Or by placement exam

Advisories

- **Computer Literacy - recommended basic computer skills**
  In order to prepare online employment applications, prepare resume, cover letter, and portfolio, some computer keyboarding skills are necessary.
- **Language - recommended eligibility for English 1A**
  Intermediate English reading and writing skills (Yuba College ESL Level 5 and above)

Content

Course Lecture Content

1. Basic skills development (e.g., math, spelling, punctuation, work-related grammar and vocabulary)
2. Work experience, skills, personal qualities, and interests
3. Job inventory
4. American Education System
5. Occupations
6. Job Search
7. Job applications
8. Resumes and cover-letters

9. Interviewing

Objectives

1. do basic skills including, but not limited to, basic math, use of job-related vocabulary, grammar, and mechanics.
2. identify and evaluate personal skills and qualities orally and in writing.
3. define various occupations and identify necessary skills and American education requirements.
4. identify several ways for seeking employment, including use of the Internet and employment websites.
5. read job ads including employment-related abbreviations. ****Requires Critical Thinking****
6. complete a job application properly.
7. properly write a resume.
8. write a cover letter.
9. demonstrate ability to respond to various interview questions.
10. identify interviewing conduct before, during, and after an interview.
11. compile and assemble written class work into a job-searching portfolio. ****Requires Critical Thinking****

Student Learning Outcomes

1. Students will demonstrate ability to use English vocabulary and reading and writing skills to search for a job and fill out the necessary documents.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Computer-assisted language lessons; Canvas enhanced

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
Writing Assignments

Other Assignments

FINAL PROJECT[1]

See Supporting Documents

Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Portfolio**
- **Quizzes**

Course Materials

Textbooks:

1. Roderman, W. Echaore-McDavid, S. . *Get That Job! Your Basic Skills ,* 1st ed. Wright Group/McGraw-Hill, 1998, ISBN: 0-8092-0769-9
   Equivalent text is acceptable
2. Hulin, Francesca. *English for Employment, Course Materials,* 1st ed. Printshop, 2015, ISBN: None
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GEOG 2
Full Course Title: Cultural Geography
Short Title: Cultural Geography
Effective Term: Fall

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Geography (Masters Required)

Course Description

Survey of human populations and their relationship with the physical environment; past and present development of cultures.

Content

Course Lecture Content

Introduction to Cultural Geography

I. Culture & cultural geography
   A. Environmental determinism versus possibilism
   B. Globalization of culture and economy
   C. Processes and measures of population change
II. Arithmetic population density and physiological population density
   A. Crude birth rate and crude death rate
   B. Rate of natural increase
   C. Demographic transition model
   D. Government population policy
III. Migration
IV. Push and pull factors
   A. Economic
      1. Political
      2. Environmental
      3. International migration
   B. Forced migration and refugees
      1. Voluntary migration
      2. Migration to the United States
   C. Migration before 1960
      1. Migration after 1960
      2. Introduction to language

V.Languages and dialects
   A. Pidgin and creole languages
   B. Historical geography of the English language
VI. Development of dialects in Britain
   A. Development of dialects in the United States
   B. Geography of Religion- history, fundamental beliefs and diffusion of the major religions of the world.
VII. Judaism
   A. Christianity
   B. Islam
   C. Hinduism
   D. Buddhism
   E. Ethnic religions
   F. Animism
      1. Shinto
      2. Religious conflicts
   G. History of Agriculture
VIII. Systems of food production and agriculture

IX. Hunting and gathering
   A. Pastoral nomadism
   B. Shifting cultivation
   C. Wet-rice agriculture
   D. Plow and mechanized agriculture
   E. The agricultural ecology of shifting cultivation, wet-rice agriculture and plow agriculture
   F. The "Green Revolution"
X. Geography of nutrition, health, and disease
XI. measuring economic development
XII. Gross national product per capita
   A. Infant mortality rate
   B. Literacy rate
   C. Female literacy vs. male literacy
      1. Promoting economic development
XIII. International trade approach
   A. Government economic development policies
   B. Gender and economic development
XIV. Political geography
XV. Nations
   A. States
   B. Nation-states
   C. Establishing state boundaries
   D. Nationalism
XVI. Multi-national states
   A. Multi-state nationalities
   B. Colonialism and historical geography of the modern world
XVII. Political and economic legacies of colonialism
   A. Colonialism as a process of globalization

Objectives

1. Identify early forms of humans and reconstruct migration routes.

2. Synthesize past, present, and future population trends. ****Requires Critical Thinking****

3. Reconstruct and analyze the history and processes of domestication and the effects of climate on food production. ****Requires Critical Thinking****

4. Identify and predict Earth's resources as used by humans. ****Requires Critical Thinking****

5. Compare and evaluate technical and cultural progress through time and relate it to the future. ****Requires Critical Thinking****

6. Classify and distinguish the impacts of housing, settlement patterns, manufacturing, communications, and trade on past and modern human life. ****Requires Critical Thinking****

Student Learning Outcomes

1. Describe and explain major concepts and traditional approaches to the study of culture and cultural geography
2. Assess the processes and consequences of the globalization of culture and economy in the contemporary world
3. Appraise the distribution of the human population and the historical and contemporary processes that shape this distribution.
4. Assess the origins, diversity, and distribution of basic geographical patterns, such as language, religion, urbanization, nationalities, and human-environment interactions.
5. Describe and explain the political, economic, and geographic legacies of colonialism around the world, and relate these to processes of globalization.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  audio-visual aids

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
Weekly reading assignment from required textbook.
Other Assignments

Sample 1: Review the current events making world headlines (urls for relevant readings will be provided) and answer the questions relating them to recently learned course concepts.

Sample 2: Select 10 name-brand consumer goods that you own and use on a regular basis. These goods could be as simple as the ball point pen that you use in class, to an article of clothing, to the car you drive to school, etc. Select only those goods that are not manufactured in the United States (this should not be difficult; choose items manufactured in at least 7 different countries). Then perform the following and fill in all information in the table provided.

a. Identify the country and the city that the item was manufactured in. To do this, look for the information directly on the product. Or, you may have to look up the information on the Internet using the name brand. For example, I have a shirt that is of the brand “Mudoc”. The tag on it says “made in Argentina”. But, it doesn’t tell me which city. So, I typed the brand name into the Google search engine on the Internet and found the company’s website. On the website, I clicked on “About Us”, and found the following information: Moduc t-shirts are are manufactured in Buenos Aires, Argentina. If you cannot find the exact city after searching use the country capital as the default location .

b. Determine the latitude and longitude of each city (round to whole degrees). Use any of the maps in your book; “googling” will return a different answer than your estimation from the book.

c. Use a map in your textbook to determine both the language family and the specific language spoken in the manufacturing location. (ex: in Indonesia the map color corresponds to the language family of “Austronesian” while the map indicates the specific language is “Javanese” thus Javanese is in the Austronesian language family; list both on the worksheet, family first)

d. Use the map in textbook to determine the specific religion practiced in the location. Be specific (i.e. be sure to

differentiate between different branches of Christianity, Islam, etc.)

e. Use the map in textbook to determine life expectancy in the location.

f. Use the map in textbook to determine what percentage of the region's population is engaged in agriculture.

2. Using the information from step "b", precisely plot a dot at the source location of each of your goods on the world map provided. Using blue or red ink and a ruler, draw a thin, straight line from the 10 source location dots to Yuba College.

3. Define "per capita income" in your own words. Refer to the per capita income map in your textbook to help explain the patterns you see emerging.

Methods of Evaluation

- **Exams**
- **Homework**
- **Participation**
- **Quizzes**

Course Materials

Textbooks:

1. Rubenstein, James.. *The Cultural Landscape: An Introduction to Human Geography,* 12th ed. Pearson, 2016, ISBN: 978-0134206233
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GEOL 40
Full Course Title: Geology of Yosemite
Short Title: Geology of Yosemite
Effective Term:

Course Standards

Lecture Hours: 12.000 - 24.000
Activity Hours: 12.000 - 24.000
Lab Hours: 0.000
Total Units: 1.000 - 2.000
Total Hours: 24.00 - 48.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Earth Science (Masters Required) **Or**
- Geology (Masters Required)

Course Description

This field course focuses on the geology of Yosemite National Park, with emphasis on the tectonic and erosional history of the area. The course includes study of the various intrusive rocks and the minerals they contain, as well as the relative ages of the plutons. Glacial erosional and depositional processes will be discussed.

Content

Course Lecture Content
Lecture 0.5 unit

1) Tectonic setting specific to Yosmitie

a. Regional expressions of tectonic forces (compression-subdcution, tension-divergence, shear-transform)

2) Rocks and minerals associated with granitic batholiths and metamorphic belts

a. Rocks and minerals unique to area of interest explained.

b. Hand samples will be examined and classified according to textbook classification schemes.

3) Weathering processes shaping the landscape (glacial erosion, stream deposition)

a. Understand the different erosional rates of local rocks and minerals.

4) Glacial Geomorphology and related geologic structures

a. Understand catastrophic landscape changes related to regional forces

b. Know California's geomorphic provinces

5) Natural hazards and human impact on National Park

a. Understand natural hazards including rock falls/slides, Lahars, and fault scarps.

b. Impact of humans in site specific environments

Lecture 1 units

1) Tectonic setting specific to Yosemite

a. Regional expressions of tectonic forces (compression-subdcution, tension-divergence, shear-transform)

b. Identify rock forming environments

2) Rocks and minerals associated with granitic batholiths and metamorphic belts

a. Rocks and minerals unique to each site will be explained.

b. Hand samples will be examined and classified according to textbook classification schemes.

c. Unique minerals and rocks will be identified and discussed

3) Weathering processes shaping the landscape (glacial erosion, stream deposition)

a. Understand the different erosional rates of local rocks and minerals.

b. Learn various glacial and stream erosion in regional settings

4) Glacial Geomorphology and related geologic structures

a. Understand catastrophic landscape changes related to regional forces

b. Understand California's geomorphic provinces.

5) Natural hazards and human impact on National Park

a. Learn and understand natural hazards including rock falls/slides, Lahars, and fault scarps.

b. Understand the impact of humans in regional environments

Course Lab/Activity Content

Activity 0.5 units

1) Tectonic setting specific to California

a. Explore the tectonics of the Yosemite region, sketch and identify evidences of tectonic processes.

2) Rocks and minerals found in the region

a. Site specific hand samples will be examined and classified according to textbook classification schemes.

3) Weathering processes shaping the landscape (erosion, deposition)

a. Investigate site specific erosional rates and relate to the local weathering processes.

4) Geomorphology and related study region

a. Investigate site specific landscape modification due to past glaciation and current water erosion

5) Natural hazards of the region

a. Identify, explain and sketch, site specific examples of natural hazards.

b. Identify and catalog the impact of humans in volcanic environments

Activity 1 units

1) Tectonic setting specific to California

a. Explore the tectonics of the Yosemite region, sketch and identify evidences of tectonic processes.

b. Map and identify tectonics specific to California today

i. Extensional Faulting

ii. Batholith emplacement

2) Rocks and minerals found in the region

a. Site specific samples will be examined and classified according to textbook classification schemes.

b. Learn and use various techniques for field identification of site specific minerals.

3) Weathering processes shaping the landscape (erosion, deposition)

a. Investigate site specific erosional rates and relate to the local weathering processes.

b. Use a topographic map to identify large scale erosional features and locate onsite.

4) Geomorphology and related study region

a. Investigate site specific landscape modification due past glaciation and current water erosion

b. Use a topographic map to identify large scale geomorphic features and locate onsite.

5) Natural hazards of the region

a. Identify, explain and sketch, site specific examples of natural hazards.

b. Locate and identify hazards on topographic and geologic maps

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Objectives

1. Examine glacial features and analyze how they affected the rocks and landscape.
2. Evaluate the various intrusive igneous bodies in terms of their mineral composition, relative age, and intrusive relationships.
3. Analyze the development of the modern Yosemite landscape in terms of rock formation, tectonic history, erosional processes and human impact.
4. Explain how metamorphic accreted terranes form, and how they created the variety of rocks present in the foothills of the Sierra Nevada.
5. Evaluate the environmental impact and usefulness of Hetch Hetchy reservoir as a water resource.
6. Maintain a field journal of observations, evaluation, and interpretation of the geology and geologic evolution of the region. ****Requires Critical Thinking****
7. Compare different rocks and landscapes observed during field trip and evaluate the factors leading to their differences and similarities. ****Requires Critical Thinking****

Student Learning Outcomes

1. Analyze the development of the modern Yosemite landscape in terms of rock formation, tectonic history, and glacial processes.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Field observations and activities

Assignments

Hours per week on assignments outside of the class: 2

Other Assignments
Field Notebooks
with particular emphasis on natural history and environmental studies

INTRODUCTION

An outstanding field notebook serves many potential purposes.
1. It is a valuable record of what you have seen, heard, discussed, and thought about in the field.
2. It may contain the data which will lead to an oral presentation, a paper, and/or a thesis.
3. It may be a graded portion of a course.
4. It may be something you and your relatives will find interesting decades in the future.

A field notebook should enhance and not interfere with learning. Don't write down everything a field trip leader says without thinking about it or asking questions. You are not a tape recorder; filter the information through your brain. Don't focus so much on a relatively immovable aspect (e.g., rocks or vegetation) that you miss something fleeting (e.g., an eagle or a sunset).

Neatness and organization are essential. Efficiency may be important; use standard abbreviations (e.g., the geologic time symbols). A labeled sketch may be more valuable than 100s of words.

BEFORE THE FIELD

1. Write your name with indelible ink on the front and back of your notebook. Write your name, address(es), and phone number(s) near the front.
2. Consider putting a title on the inside and an abbreviated title on the outside (e.g., Alaska, 2000).
3. Paginate the entire notebook; start a table of contents near the front.
4. Depending on the situation, enter appropriate emergency information near the front or back: e.g., who to contact and how, allergies, search and rescue phone number, hospital address, phone number of embassy.
5. Start an "address book" of key contacts, potential people to visit, people who might provide information, people who might help with transportation in the field, etc. This list might include home and work addresses, email address, and home, work, and cellular phone numbers.
6. Consider gluing or taping into the notebook (near the back and/or front) one or more of the following: maps, lists of flora and fauna, geologic time scale, stratigraphic column, checklists of data to be recorded.
7. How is your notebook going to be organized? One way is to put observations and sketches on the right, and interpretations and questions on the left.

IN THE FIELD, EVERY DAY

1. General location: country, state, county, mountain range, coast, island, national or state park, nearest town, etc.
2. Weather: temperature, precipitation, wind velocity and direction (winds are named from whence they come), humidity, cloud cover, visibility, etc. This information may be pertinent to soils or vegetation, or may help you remember the day and/or location. If the weather varies much during the day, note the changes.
3. If your particular focus is geology, mention the soils and vegetation. They may be important clues to the geology (e.g., particular plants grow on serpentinite). The approximate age of landforms such as moraines and landslide scars may be revealed by vegetation. If your focus is bedrock geology, note landforms (e.g., fault scarps) and surficial deposits. If your focus is geomorphology and surficial geology, note the bedrock geology (e.g., resistance to weathering and erosion).
4. If your particular focus is biology, mention the geology. Plant distribution is greatly influenced by bedrock types, landforms, surficial deposits, and soils. Particular plants have specific requirements for moisture (soil porosity and permeability) and trace elements (mineralogy) Burrowing animals may prefer one surficial sediment to another. The flora and the fauna are very much influenced by aspect (the direction a slope faces) due to temperature and moisture differences, and by drainage (e.g., a wetland vs. a hilltop).
5. As appropriate, expand the "address book" mentioned in BEFORE THE FIELD.

IN THE FIELD, EVERY STOP

1. Specific site. This location should be described accurately enough so that you could get back here. It might include a street address, latitude and longitude or UTM co-ordinates, elevation, aspect, which side of stream, how far and in what direction from a landmark, etc.
2. Data on whatever may be relevant: humans, animals, plants, ecosystems, ecotones, rocks, sediments, soils,

structures, landforms, processes, rates, facilities, pollution, scenery. Some of this data may be re-entered elsewhere in your notebook, as I mention later.
3. Consider drawing and labeling a sketch, diagram, map, or cross-section. My general rule-of-thumb is one sketch per site, but some require more and some need none. Remember, a sketch can be much better than, or can reduce the length of, an outline or narrative. Do not worry if you don't think you're an artist. You never will be if you don't try, and your sketches will improve with practice. Would color help? Some sketches stand alone without labels. You might be drawing scenery or a flower; such sketches should have titles (e.g., Hunter Peak across Clarks Fork, Indian paintbrush on Hood Canal bluff). Most sketches need lots of labels (e.g., rock types and ages, landforms, fauna and flora). Maps and cross-sections need scale, and orientation (e.g., north arrow or direction of view).
4. Multiple working hypotheses, questions, tentative interpretations and conclusions (e.g., the geologic or human history as determined at this specific site).
5. Notes about photographs taken. What is it? What is the scale? What direction are you facing? Some people prefer to record photos site by site; others record all photos in a separate section of the notebook.

EVERY EVENING AFTER FIELD WORK

1. Review your field notes. Is there anything that might be important that you remember now but did not note in the field?
2. Consider re-entering data into a computer for analysis and/or separate storage.
3. Summarize the day's observations, hypotheses, conclusions, etc.
4. Do you need to revisit any of the sites?
5. Consider making separate lists of fauna (including birds) and flora observed.
6. If there is field work the next day, plan for it. Be prepared.

Methods of Evaluation

- **Oral Tests/Class Performance**
- **Participation**
- **Other**
  Field notebook Discussions

Course Materials

Textbooks:

1. Huber, N. King, . *The Geologic Story of Yosemite National Park,* USGS Bulletin, 1989, ISBN: -0939666499

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: SIGN 3
Full Course Title: American Sign Language 3
Short Title: ASL 3
Effective Term: Spring 2009

Course Standards

Lecture Hours: 72.000
Total Units: 4.000
Total Hours: 72.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Sign Language, American

Course Description

This is the third course in a series of four courses in the fundamentals of American Sign Language (ASL) used by the Deaf community. This course furthers students' study of vocabulary, syntax, classifiers and narrative form. The instructional activities are based on an immersion approach in which the students develop language competency in the target language, cultural knowledge, and an increased understanding of the Deaf community. Students are expected to participate in Deaf community events and read instructions in English.

Conditions of Enrollment

Completion with a C or better in: SIGN 2

Advisories

- **Computer Literacy - recommended basic computer skills**
  Students will be using CANVAS on an almost daily basis to check and turn in assignments as well as receive communication from the professor and other students.

Content

Course Lecture Content

1. Complaining, Making Suggestions and Requests
    a. Asking for advice
    b. Making and cancelling plans
2. Exchanging Personal Information
    a. Birth to death– Narrative structure
    b. Deaf biography
    c. Tag questions

3. Describing People, Things, Location, and Emotions
    a. Classifiers (DCL, ICL, BCL, ECL, LCL, SCL)
    b. Spatial reference
        i. Describing and giving locations
    c. Emotions
4. Fables and Storytelling
    a. Narrative styles
    b. Role-shifting
    c. Characterization
    d. Eye gaze
5. Culture
    a. Medical perspectives
    b. Social justice
    c. Intersectionality
    d. Hearing students' role in the Deaf community
    e. Famous Deaf individuals

Objectives

1. Experiment with and develop more complex ASL grammatical structures including role shifting, classifiers, and spatial references to describe real life concepts in sentences and narratives. ****Requires Critical Thinking****

2. Create accurate intermediate to advanced sentences and narratives applying content knowledge of American Sign Language sentence structure and increased vocabulary retention. ****Requires Critical Thinking****

3. Make use of expressive and receptive American Sign Language to carry out an intermediate to advanced conversation consistent with the ability of a third semester second language learner in the classroom, for assignments and when interacting with the Deaf community. ****Requires Critical Thinking****

4. Demonstrate cultural values, behavior norms, social interactions and language patterns within the Deaf community; compare those to mainstream hearing culture. ****Requires Critical Thinking****

5. Students will continue their study of Deaf culture and the Deaf community, further identifying the similarities and differences that exist to their own cultural identity. ****Requires Critical Thinking****

Student Learning Outcomes

1. Ability to articulate and demonstrate intermediate ASL grammatical features, syntax and vocabulary.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Develop intermediate fluency with ASL structure, conversations, narratives, responses, and classifiers.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
3. Engage, debate, and discuss perspectives in topics including culture, social justice, and intersectionality as related to Deaf culture.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
4. Model intermediate expressive and receptive skills.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
5. Construct narratives applying appropriate opening, body, and conclusion.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- **Lecture/Discussion**
  Lecture by instructor in American Sign Language; demonstrations to accompany lecture.
- **Other**
  1. Practice content in partners, small groups and large groups (sentences, dialogues, questions...etc.) 2. Discussions in ASL or English involving the whole class, small and large groups (Linguistic concepts, cultural concepts, cultural behavioral norms...etc.)

Assignments

Hours per week on assignments outside of the class: 8

Reading Assignments

Unit 15 – Look at page 60-61 "Narrating about Life Events"

Narratives usually include three main parts: An Introduction, A main Body, and A Closing.

In this unit, the narratives about people's life event tend to begin with information on where someone was born and raised, included the sequenced in chronological order, ending with statement of current situation or future plan.

Watch the video as the signer demonstration of "Jose's Life Story". Watch for the transitions (between events), including the non-manual behaviors that occur with a when clause: age, another event, year and with time signs.

**Practice signing telling Jose's Life Story Event and make a video story of "Jose's Life Story"*

Writing Assignments

Unit 13 – Look at page 1-2 "Describing the Layout of the House"

Read the situation below before watching the video conversation "Describing the Layout of a home." Then watch the video, and try to follow the intent of the exchange.

Situation: Yolanda, who plans to take a ski trip soon, is introduced to guy to discuss the possibility of renting Guy's Cabin in the mountains.

Watch the Guy use of space when he describes his cabin. Observe how he uses different areas of his signing space to correspond to different area of the cabin. Then fill in the information he gives about the cabin on the floor plan on the following page.

Floor Plan

**Create your house floor plan, bring to the next class. You will practice with partner telling your house floor plan.*

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Portfolio**
- **Quizzes**
- **Research Project**
- **Skills Demonstrations/Performance Exam**

Course Materials

Textbooks:

1. Ella Mae Lentz, Ken Mikos, and Cheri Smith. *Signing Naturally Units 7-12 Student Set,* Current edition ed. Dawn Sign Press, 2014, ISBN: 978-1-58121-221-1

Other:

1. Instructor provided materials

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: EMT 510
Full Course Title: Health Care Provider CPR
Short Title: Health Care CPR
Effective Term:

Course Standards

Repeatable: No
Grading Method: Non-credit Course

Minimum Qualifications

- Emergency Medical Technologies

Course Description

The American Heart Association's new basic life support course includes science and education from the 2015 Guidelines Update for CPR and ECC. This course teaches both single-rescuer and team basic life support skills for application in both prehospital and in-facility environments, with a focus on high-quality CPR and team dynamics.

Content

Course Lecture Content

Course Content

• The importance of high-quality CPR and its impact on survival
• All of the steps of the Chain of Survival and apply the BLS concepts of the Chain of Survival
• Recognize the signs of someone needing CPR
• Perform high-quality CPR for adults, children and infants
• The importance of early use of an AED and demonstrate its use
• Provide effective ventilations by using a barrier device
• The importance of teams in multi-rescuer resuscitation and perform as an effective team member during multi-rescuer CPR
• The technique for relief of foreign-body airway obstruction (choking) for adults and infants

Objectives

1. Demonstrate skills to assess and manage foreign body airway obstruction in infants, children and adults.

Student Learning Outcomes

1. The course outcomes of this course are to enable the student to: 1) Demonstrate skills to assess and

manage foreign body airway obstruction in infants, children and adults. 2) Demonstrate skills to provide one- and two- person cardiopulmonary resuscitation to infants, children and adults. 3) Recall rationale and technique for automated external defibrillation. 4) Complete American Heart Association's BLS written final examination as required for healthcare professionals. 5) Demonstrate proper use of pocket mask, bag-valve mask and ventilation to an artificial airway during resuscitation attempts.

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Hands-on demonstration

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
15-1010- BLS Provider Manual - Chapter review and reading assignments

Methods of Evaluation

- **Participation**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**

Course Materials

None

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 20
Full Course Title: Introduction To Chemical Dependency Studies
Short Title: Intro Chem Depend
Effective Term: Fall 2014

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Counseling (Masters Required)
- Psychology (Masters Required)

Course Description

Overview of major topics in the study of drug abuse and dependency, i/e., history, drugs of abuse, models of prevention, addiction and treatment, local and national policy.

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Cultural and lifestyle norms and differences
2. Nature and extent of alcohol and drug problems in target populations
    a. Minorities
    b. Women
    c. Youth
    d. Elderly
    e. Disabled
3. Recover/Treatment modalities
    a. Medical model
    b. AA model
    c. Social model
    d. Behavior model of addiction and treatment
4. Community prevention
    a. Education

    b. Resources
    c. Community groups
5. Drug law and enforcement on national, state and local levels
    a. Constitutional constraints
    b. Tax evasion
    c. Conspiracy laws
    d. Bureau of Alcohol, Tobacco, & Firearms
6. Policy and politics of drug abuse
    a. The British response
    b. Methadone
    c. Drug testing policy
    d. Civil commitment
    e. Mandatory treatment issues

Objectives

1. Trace the history of substance abuse in the U.S. from the cocaine epidemic of the 1880's and 90's to the current crack epidemic

2. Describe three significant differences in the substance abuse patterns of the target populations covered, i.e., differences between youths, minorities, and women abusers.

3. Identify the effects of alcoholism in the U.S. as the nation's number one drug problem

4. Describe the use of four drugs of abuse from the country of origin to its use on the local level

5. Compare and contrast four models of addiction treatment, i.e. the AA model, social model, medical model, and the psychological model ****Requires Critical Thinking****

6. Compare the U.S. response to the substance abuse crisis with that of Great Britain and Europe

7. Identify classes of drugs of abuse and describe their effects in a general manner

8. Describe the community agencies involved in substance abuse treatment and the referral procedure adopted by each.

9. Exams and quizzes. ****Requires Critical Thinking****

10. Analysis of Federal and State policies governing the use and abuse of mind altering chemicals. ****Requires Critical Thinking****

11. Analysis and understanding of the various theories of addiction and treatment. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking - Students will demonstrate an understanding of a drug of abuse with current treatment options.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Service Learning**
- **Other**

Case Studies,Videos, Guest Speakers

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Students will find articles related to drugs of abuse and issues such as legalization to supplement readings from the textbook.
Writing Assignments
Students will write reaction papers and expository short essays re: topics presented in class.
Other Assignments

1. Reaction papers
2. Reports on field experiences
3. Personal journals

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Case Studies Oral Presentations

Course Materials

Textbooks:

1. Inaba, D., Cohen, W.. *Uppers, Downers, All Arounders Textbook,* 7th ed. CNS Productions, 2011, ISBN: 978-0-926544-30-7
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 21
Full Course Title: Introduction to Physiological and Psychological Effects of Drug Abuse
Short Title: Effects Drug Abuse
Effective Term: Spring 2014

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Counseling (Masters Required)
- Psychology (Masters Required)

Course Description

An introduction and overview focused on drug action and disposition of the major drugs of abuse; ethanol, marijuana, cocaine, amphetamines, PCP, LSD, and designer drugs. Drug testing and the National Institute of Drug Abuse Guidelines will be discussed. (L)

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Effectsof psychoactive drugs
    a. Physical
    b. Behavioral
    c. Damage
2. Nature of tolerance/cross-tolerance
3. Synergistic effects
4. The disease of Alcoholism
    a. Signs and symptoms
    b. THIQ research
    c. Endorphin research
    d. AMA definition
    e. Jellinik's disease concept of alcoholism
5. Chemical dependency/Addiction

    a. Stages and patterns
6. Diagnostic laboratory procedures
    a. BAC and behavior
7. Pharmacological treatment
    a. Methadone
    b. Naltrexzone
    c. Precursor therapy
    d. Anabuse

Objectives

1. Describe tolerance as a biological response to alcohol and other drug abuse ****Requires Critical Thinking****
2. List the progressive stages of alcoholism as defined in Jellinik's chart
3. Describe three significant effects of the five major drugs of abuse on the body.
4. Diagram the process of thought transmission and identify the effect of drugs on this process ****Requires Critical Thinking****
5. Compare and contrast the effects of drugs on human sexuality. ****Requires Critical Thinking****
6. List criteria which defends the concept of chemical dependency as a disease. ****Requires Critical Thinking****
7. Describe the potential dangerous effectsof the new designer drugs, such as Ecstacy and MDMA
8. Describe the concept of increased tolerance on a cellular level ****Requires Critical Thinking****
9. Exams and Quizzes
10. Analysis of the disease concept of addiction ****Requires Critical Thinking****
11. Analysis and understandingof thedifferent psychological and physiological effectsof the many different drugs of abuse. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking - Students will be able to identify and differentiate between pharmokinetics and pharmacology of drugs of abuse and apply the general concepts to each drug.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Hospital visitation: ER Case Studies

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Students will be assigned readings from the class textbooks to coincide with the class lectures. Students will

also be assigned library work search articles related to the physical effects of drugs of abuse, e.g., alcohol use and liver problems.
Writing Assignments
Student will write short reaction papers related to material presented in class and essays comparing and the effects of drugs of abuse, e.g., write and essay comparing the effects of methamphetamine and cocaine.
Other Assignments

1. Field research with AA/NA and various government agencies and treatment facilities.

2. Students will interview and addict concerning his or her understanding of drug use and abuse.

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Skills Demonstrations/Performance Exam**

Course Materials

Textbooks:

1. Hanson, Glen. *Drugs and Society,* 13th ed. Jones and Bartlett Learning, 2017, ISBN: 978-1-4496-1369-3
   Equivalent text is acceptable
2. Julien, Robert. *A Primer of Drug Action,* 12th ed. Worth Publisher, 2015, ISBN: 13-978-1-4292-0679-2
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 22
Full Course Title: Introduction To The Development and Progression of Addictive Patterns of Behavior
Short Title: Dev/Prog Addict
Effective Term: Spring 2014

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Counseling (Masters Required)
- Psychology (Masters Required)

Course Description

Introduction to the causes and development of addiction and co-dependency. Exploration of the process of denial, use of defense mechanisms, and the influences of the family. The sociological aspects of the addictive process will be explored and discussed.

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Human development theory related to substance abuse disorder
    a. Freud's stages of development
    b. Erikson's stages of development
2. Theories of personality development
3. Learning process
4. Family dynamics
    a. Family roles
    b. Communication
    c. Role playing
    d. Shame and guilt
5. Self-esteem and co-dependency
6. Models of addiction

Objectives

1. describe the major steps in human psychosexual development and relate this information to substance abuse disorders; ****Requires Critical Thinking****
2. compare and contrast freud's and Erikson's theories of personality development; ****Requires Critical Thinking****
3. identify the characteristics of a co-dependent relationship;
4. describe the intervention process as defined by Vernon Johnston, M.D.;
5. define the character traits of an adult child of a chemically dependant parent;
6. identify defense mechanisms utilized in the family systems model of addiction. ****Requires Critical Thinking****
7. Exams and Quizzes ****Requires Critical Thinking****
8. Analysis of personality development and its interaction with the development of the addictive personality ****Requires Critical Thinking****
9. Analysis and understanding of the various theories of addiction and treatment. ****Requires Critical Thinking****

Student Learning Outcomes

1. Communication: Students will describe the stages of addiction from use to abuse, types of prevention, and treatment options available.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Video and film presentations

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
students will be assigned reading material from the textbook to coincide with class lectures and presentations.
Writing Assignments
Student will write short reaction papers and essays related to the development of substance abuse as a influenced by one's social environment.
Other Assignments
Students will be obtain several articles related to the development of addictive behaviors from the college library which will be used in group assignment in class. The groups will discuss the main concepts of the articles obtain to determine a set of common variables related to the development to the development of addiction.

Methods of Evaluation

- **Essay/Paper**
- **Exams**

- **Homework**
- **Oral Tests/Class Performance**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**

Course Materials

Textbooks:

1. Kinney. *Loosening the Grip,* 11th ed. McGraw Hill, 2015, ISBN: 13. 9780073404653
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 23
Full Course Title: Legal and Ethical Aspects of Human Services
Short Title: Law/Ethics
Effective Term: Spring 2015

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Counseling (Masters Required)
- Psychology (Masters Required)

Course Description

Introduction to the legal/ethical responsibilities of Human Service workers and Chemical Dependency Counselors, with emphasis on confidentiality and the legal concept of privilege. All federal/state laws regarding the counselor/client relationship, client rights, child abuse reporting, etc., will be discussed. Emphasis on the obligation of the counselors to the clients, their families and society.

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Current legal sanctions
    a. Federal and state laws
    b. Traffic laws re: alcohol/drug use
2. Rights of clients
    a. Right to refuse treatment
    b. involuntary holds
3. Confidentiality
    a. Federal law/state law
    b. Court orders
    c. Potential conflicts of interest
    d. Meanings and limits of confidentiality
4. Responsibilities of Counselors

a. Counselor limitations and need for referral
b. Alternatives to counseling
c. Parent's rights when child receives counseling
d. Mandated reporting
e. Malpractice
f. Potential for abuse in the counseling relationship

5. Proper preparation of client records
6. Professional courtesy & codes of ethics
7. Ethical issues regarding employment.

Objectives

1. Understand the symptoms of child abuse and describe counselor response under the law;
2. Compare and contrast the concepts of confidentiality and privilege; ****Requires Critical Thinking****
3. List methods/procedures to protect client records
4. Describe federal and state laws regarding Chemical Dependency counseling and Human Services Workers. ****Requires Critical Thinking****
5. Identify criteria and procedure for a 5150 involuntary hold;
6. List counseling situations clearly beyond the level of chemical dependency counselors;
7. Analysis of Federal and State laws regarding client and practitioner rights and privileges ****Requires Critical Thinking****
8. Analysis of various ethical situations and the decisions that must be made. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking: Using the case study approach, students will effectively analyze information in addressing and evaluating the ethical decision making process.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Service Learning**
- **Other**
  Video/film,Guests speakers, Case study method [re:CPS-Child Abuse Report]

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Students will be assigned readings from the textbook to coincide with the lectures and class presentations.
Writing Assignments
Students will write short answers to questions concerning ethical problems presented by the instructor. Students will also write expository essays comparing state and federal laws concerning confidentiality and reporting law requirements.
Other Assignments

Students may interview a counselor in the field (SW, MFT, CADAC, psychologist) concerning the need for hold confidentiality even beyond the life of the client.

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Other**
  Research Paper, Oral Presentations

Course Materials

Textbooks:

1. Corey, Corey and Callahan. *Issues and Ethics in the Helping Professions,* 9th ed. Brooks/Cole, 2014, ISBN: 13;978-0-495-81241-8
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 24
Full Course Title: Introduction to Case Management
Short Title: Intro Case Mgmt
Effective Term: Summer

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Psychology (Masters Required) **Or**

Course Description

Introduction to the mental health problems which affect substance abuse. Focus on the techniques of interviewing, case conceptualization, treatment planning, case management and relapse control in chemical dependency counseling. Familiarization with the DSM V and system of diagnosis approved by the American Psychiatric Association including differential diagnosis, prognosis and associated features. Not open for credit to student with credit Human Services 54. (L)

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Assessment and Intake Procedures
    a. Mental status examinations
    b. History taking re: problems/plans
2. Interviewing Techniques
3. DSM IV - R Diagnostic Criteria
    a. Substance abuse disorders
    b. Dual diagnosis
4. Recovery Planning with particular attention to family roles and community support systems
5. Assessment Techniques
6. Development of a Treatment Plan
    a. Goal setting
    b. Charting progress

7. Recovery Planning and After-care Issues
    a. Twelve-Step group
    b. Treatment contract

Objectives

1. Compare and contrast the criteria for substance abuse disorders; abuse vs. dependency in relation to cocaine, alcohol and cannabis.
2. Identify with use of case studies, personality disorders or disorders involved in 75% of presented cases.
3. Identify stressors involved in substance abuse.
4. Demonstrate interview techniques.
5. List the essential components of a treatment plan of recovery and aftercare.
6. Exams and quizzes. ****Requires Critical Thinking****
7. Analysis of Federal and State policies governing the provision of services to individuals with addiction problems. ****Requires Critical Thinking****
8. Analysis of situational decision-making in a treatment facility setting. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking - Students will conduct research and analyze information in order to facilitate appropriate case conceptualization and treatment planning.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Video/film presentations, Guest speakers

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
Students will read a chapter per week from the textbook as assigned by the instructor to cover lecture topics
Writing Assignments
Student will write essays exploring treatments covered in materials presented in class
Other Assignments

1. Reaction papers
2. Reports on field experiences
3. Personal journals
4. Case Forms
5. Research Papers

Methods of Evaluation

- **Assignments**
- **Class Performance**
- **Essay Tests**
- **Homework**
- **Objective Tests**
- **Oral Tests/Class Performance**
- **Quizzes**
- **Research Project**
- **Other**
  Case Method, Vinettes

Course Materials

Textbooks:

1. Summers, Nancy. *Fundamentals of Case Management Practice, Skills for the Human Services,* 4th ed. Brooks/Cole, 2012, ISBN: 978-0-495-50147-3
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 25
Full Course Title: Basic Chemical Dependency Counseling
Short Title: Chem depen
Effective Term: Fall

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Psychology (Masters Required) **Or**

Course Description

Broad overview of the counseling methods used in treating chemical dependency. An introduction to counseling theories and specific techniques used in treatment, i.e., psycho-dynamic, behavioral, cognitive-behavioral, multi-modal, client-centered, couples and family counseling. Case histories and specific theories will be analyzed. Not open for credit to student with credit in Human Services 55. (L)

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Modern psychoanalytic schools
2. Behavioral approaches
3. Cognitive behavioral approaches
4. Transactional analysis
5. Family systems approaches
6. Reality based therapies
7. Twelve Step Programs
8. Client-centered counseling
9. Group counseling techniques and practice

Objectives

1. Identify information about the therapeutic process and practical elements of the counseling interaction;
2. Use listening and attending skills essential to the counseling process;
3. Identify ethical and legal issues relating to counseling practice, specifically chemical dependency counseling;
4. Define the underlying principles of each counseling method used.
5. Identify the basic steps and traditions of a twelve-step program;
6. Identify techniques not to be used by the novice counselor
7. Define the steps used in determining the need for consultation and referral.
8. Exams and quizzes. ****Requires Critical Thinking****
9. Discussion and analysis of counseling theories and techniques in evaluating the appropriate use with clients. ****Requires Critical Thinking****
10. Comparing and contrasting the approaches to counseling individuals with addictive behavior patterns. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking- Students will appropriately use the case method approach to analyze data/information in addressing and evaluating problems in basic counseling.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Videos, Guest speakers

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
3 behavioral articles concerning ADHD
Writing Assignments
Write an essay on behavioral treatment of ADHD with and without medication
Other Assignments

1. Reaction papers
2. Reports on field experiences
3. Personal journals

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**

- **Participation**
- **Quizzes**
- **Research Project**
- **Other**
  Case Study

Course Materials

Textbooks:

1. Corey. *Theory and Practice of Counseling and Psychotherapy,* 7th ed. Brooks/Cole-Thompson Learning, 2005, ISBN: -

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 26A
Full Course Title: Supervised Field Work Practicum
Short Title: Practicum
Effective Term: Fall 2015

Course Standards

Lecture Hours: 18.000
Activity Hours: 2.000
Lab Hours: 66.000
Total Units: 2.000
Total Hours: 86.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Counseling (Masters Required)
- Psychology (Masters Required)

Course Description

Introduction to supervised fieldwork practice, and the basic functions of human service work in a variety of settings, including substance related treatment services. Securing field placement in a human service agency. Orientation to the placement agency, including professional behavior and appearance, mock interviews, and observation of professionals in the field. Understanding the fieldwork recording and reporting requirements. Meets California Association of Alcoholism and Drug Abuse Counselors requirements.

Conditions of Enrollment

Completion with a C or better in: HUSEV 23

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Introduction to field work practicum
2. Professionalism
3. Basic Core functions of human service practice
4. Required documentation
5. Orientation to the placement agency

Course Lab/Activity Content

Individual and group counseling at a chemical dependency treatment agency

Objectives

1. Demonstrate professional behavior, including self-awareness and commitment of the values and ethics of the profession. ****Requires Critical Thinking****
2. Apply knowledge in human behavior, group dynamics, cultural diversity, alcohol and other drugs of abuse, human sexuality, and counseling approaches. ****Requires Critical Thinking****
3. Describe treatment coordination, including screening, intake, continuity of care and orientation. ****Requires Critical Thinking****
4. Demonstrate knowledge of placement agency's mission and operation. ****Requires Critical Thinking****
5. Analyze the application of theory to practice. ****Requires Critical Thinking****
6. Analysis of personal performance evaluations in the field setting. ****Requires Critical Thinking****
7. Demonstrate an understanding of fieldwork documentation. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical thinking: Students will analyze and apply concepts to case studies developed in the field.
2. Personal & Social Responsibility: Students will demonstrate professional behavior including commitment to values and ethics.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Case study, Case presentations

Assignments

Hours per week on assignments outside of the class: 70

Reading Assignments
Students will read literature of 12 core counseling
Writing Assignments
Students will be assigned to simulate clinical note taking and treatment planning

Methods of Evaluation

- **Essay/Paper**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Portfolio**
- **Problem Solving Exercises**
- **Research Project**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Performance in field placement Case Studies

Course Materials

Textbooks:

1. Kiser, P.. *The Human Services Internship: Getting the most from your experience,* 3rd ed. Brooks/Cole, 2012, ISBN: 978111118687
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 28
Full Course Title: Skills and Techniques of Group Counseling
Short Title: Group Skills
Effective Term: Fall 2015

Course Standards

Lecture Hours: 54.000
Total Units: 3.000
Total Hours: 54.00
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Counseling (Masters Required)
- Psychology (Masters Required)

Course Description

This course is designed to provide and overview of the basic skills and techniques used in group counseling and practices including ethical issues related to the field of group work. Topics included are communication skills in a group setting, theories of group counseling, best practices, guidelines and diversity issues.

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**
  This course will transfer to a university and thus, students should meet language requirements for reading and writing.

Content

Course Lecture Content

1. Fundamentals of the group counseling process
2. Theories used in group counseling
3. Kinds of groups
4. Stages of groups and group dynamics
5. Guidelines for developing groups
6. Understanding focus groups
7. Understanding rounds and dyads
8. Planning the phases of groups
9. Purpose of groups
10. Group exercises
11. Ethics and issues in group counseling

12. Dealing with problem clients in groups
13. Working with specific populations
14. Setting boundaries within groups
15. Confidentiality in group settings

Objectives

1. Evaluate and discuss ethical and professional issues in assemblage of groups. ****Requires Critical Thinking****
2. Identify and contrast the common goals of the group counseling experience. ****Requires Critical Thinking****
3. Evaluate and recognize the rights of group participants and/or obligations of group facilitators. ****Requires Critical Thinking****
4. Explore theoretical approaches used in group counseling. ****Requires Critical Thinking****
5. Develop curriculum used in group counseling. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking: Students will develop curriculum that utilizes the techniques and skills needed for group counseling facilitation and co-facilitation.

Methods of Instruction

- **Lecture/Discussion**
- **Service Learning**
- **Other**
  Group Activities

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Students will be assigned reading in the textbook to coincide with class participation.
Writing Assignments
Students will write reaction papers concerning group role playing in class, e.g., a group will assigned a role playing situation to act out in front of the class. Student will write reaction papers contain suggestions to make the process more productive.
Other Assignments

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Skills Demonstrations/Performance Exam**

- **Other**
  Objective tests Group assignments

Course Materials

Textbooks:

1. Corey, M and Corey G. *Groups: Process and Practice,* 9th ed. Cengage Learning, 2014, ISBN: 9781133945468
   Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 30
Full Course Title: Adult Children of Alcoholics
Short Title: Adult/Child Alcohol
Effective Term: Spring

Course Standards

Lecture Hours: 18.000
Total Units: 1.000
Total Hours: 18.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Psychology (Masters Required) **Or**

Course Description

Exploration of techniques, concepts and behavioral guidelines for identifying the consequences of parental alcoholism/addiction. Principles of modeling, shaping, reinforcement and extinction of dysfunctional behavioral patterns learned in childhood will be described. Not open for credit to student with credit in Human Services 60. (L)

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Core beliefs of ACOAs
2. Emotional development of aggression
3. The Imposter complex
4. Behavioral issues
5. Parental abuse
    a. Concepts
    b. Techniques and guidelines for exploration
6. Recovery process

Objectives

1. List five harmful effects of being raised by an alcoholic parent.
2. Identify character deficiencies of ACOA.
3. Describe the behavioral effects of dysfunctional family sytems.
4. Describe the behavioral principles of modeling, shaping, reinforcement and extinction of childhood memories.
5. Identify three methods of stress management.
6. Describe the process of recovery for ACOA.
7. Problem-solving scenarios and other participatory activities will be completed during class time. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking - Students will demonstrate an understanding of the core beliefs of adult children of alcoholics and identify what affects these may have on relationships later in life.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Case Studies

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Students will be assigned readings from the textbook to coincide with class presentations.
Writing Assignments
Students will write short answers to questions posed by the instructor of guest speakers from AA, NA and Adult Chldren of Alcoholics. they will also write essays discussing the aberrant parenting of addicted caregivers.
Other Assignments

1. Written homework

Methods of Evaluation

- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**

Course Materials

Textbooks:

1. J. Woititz. *Adult Children of Alcoholics,* Health Communication Inc., 1983, ISBN: 978-1-55874-112-6

Equivalent text is acceptable

Other:

1. Handout will be made available by Instructor.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 31
Full Course Title: Family Treatment Approaches
Short Title: Family Trtmt Appr
Effective Term: Spring

Course Standards

Lecture Hours: 18.000
Total Units: 1.000
Total Hours: 18.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Counseling (Masters Required) **Or**

Course Description

An introductory examination of the family systems approach in chemical dependency counseling as it relates to dysfunctional, addictive families. Not open for credit to students with credit in Human Services 61. (L)

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Key issues of children and adult children of chemically dependent parents.
2. Family Systems Theory.
3. Co-dependent dynamics.
4. Family Profiles:
    a. Method of communication
    b. Family dysfunction
5. Counseling techniques.

Objectives

1. Describe the key issues for children and adult children of alcoholics.
2. Compare and contrast health vs. dysfunctional family systems.
3. Describe the effects of co-dependency on the family.
4. Describe the Family Systems theory.
5. Compare and contrast counseling techniques used with family groups.
6. Problem solving scenarios and other participatory activities will be completed during class time.
   ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking - Students will effectively apply the family systems approach to examples of dysfunctional addicted families.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Case Studies

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Students will be assigned reading from the textbook supplemented by instructor created handouts and recent articles related to evidence based family treatment and intervention.
Writing Assignments
Students will write short answers to tests following each unit presentation. Students will also write treatment plans or case conceptualizations based on a family's clinical history supplied by the instructor.
Other Assignments

1. Written homework
2. Short answer tests

Methods of Evaluation

- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**

Course Materials

Textbooks:

1. Janzen, C. Harris, O.. *Family Treatment: Evidence-based Practice with at Risk Populations,* 4th ed. Cengage Learning, 2005, ISBN: 9780534641450
   Equivalent text is acceptable

Other:

1. Handouts will be made available by instructor.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 32
Full Course Title: Relationship Addiction/Co-Dependency
Short Title: Co-dependency
Effective Term: Spring

Course Standards

Lecture Hours: 18.000
Total Units: 1.000
Total Hours: 18.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Psychology (Masters Required) **Or**

Course Description

Identification of co-dependent behavior and the effects of these behaviors on relationships; assessment of healthy vs. unhealthy relationships on a continuum. Special emphasis on co-addiction and the roles of co-dependent family members. Not open for credit to students with credit in Human Services 62. (L)

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Co-dependency:
    a. Disorder signs
    b. Symptoms
    c. Complications
2. Dependency:
    a. Substance abuse
    b. Relationship
    c. Compulsive
3. Techniques of self-exploration
    a. Adaptive self
    b. Authentic self
4. Development of personal power.

Objectives

1. Describe signs and symptoms of learned behaviors that result in giving others power over one's self esteem.
2. Define healthy boundaries in a relationship
3. Describe the relationship between chemicals and co-dependency issues.
4. Identify the inner feelings of self-recognition and authenticity
5. Describe personal power in a relationship.
6. Problem solving scenarios and other participatory activities will be completed during class time. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking: Students will be able to accurately analyze the factors that lead to co-dependent behaviors.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Case studies

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Instructor will assign reading from the textbook or supplied peer review articles to coincide with lecture material presented in class.
Writing Assignments
Students will be assigned writing assignments ranging from reaction papers to expository essays concerning the effects of relational dysfunction and substance abuse disorder.
Other Assignments

1. Written homework
2. Short Answer tests

Methods of Evaluation

- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**

Course Materials

Textbooks:

1. Ng Hale, S.. *Breaking the Code of Codependence: Becoming Conscious Through the Transpersonal,* 2nd ed. Wu Chi Creations, 2006, ISBN: 0-9786884-1-4
   Equivalent text is acceptable

Other:

1. Instructor handouts

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 33
Full Course Title: Self-Awareness: The Key To Non-Addictive Behavior
Short Title: Self Awareness-Key
Effective Term: Fall

Course Standards

Lecture Hours: 18.000
Total Units: 1.000
Total Hours: 18.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Counseling (Masters Required) **Or**

Course Description

Emphasis on techniques to build a healthy relationship with oneself as fundamental for releasing addictive behavior patterns and guard against counselor burnout. Not open for credit to students with credit in Human Services 63. (L)

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Techniques for development of self-esteem and self-awareness
2. Effects of parenting and nurturance
3. Skills in self-nurturance
    a. Identification of own needs
    b. Support groups
    c. Assertiveness
4. Centering techniques

Objectives

1. Compare and contrast assertive, aggressive, and passive communication
2. Identify the effects of lack of proper nurturance
3. Develop a plan for self-nurturance
4. By the use of role-playing and case studies, describe specific centering techniques which can be used to release addictive behavior.
5. Problem-solving scenarios and other participatory activities will be completed during class time.
   ****Requires Critical Thinking****

Student Learning Outcomes

1. The students successfully completing the course will have practiced exploring their own self-awareness. They will be able to write an essay synthesizing the importance of conveying self-awareness skills to the their clients with their counseling orientation.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Case Studies

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Students will be assigned reading from the textbook to coincide with class presentations.
Writing Assignments
Students will begin writing a personal journal. They will also write short answers to instructor created questioned presented for homework. Student may also write reaction papers concern self-awareness skills and what those skills have revealed about themselves.
Other Assignments

1. Written homework
2. Short Answer tests

Methods of Evaluation

- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**
- **Other**
  Case Studies

Course Materials

Textbooks:

1. Ferrai, M. D.. *Self-awareness: its nature and development,* 1st ed. Guilford Press, 1998, ISBN: 1-57230-3717-4

Other:

1. Handouts from Instructor

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 35
Full Course Title: Addiction and Domestic Violence
Short Title: Addiction/Domestic
Effective Term: Fall

Course Standards

Lecture Hours: 18.000
Total Units: 1.000
Total Hours: 18.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Psychology (Masters Required) **Or**

Course Description

An overview of factors contributing to and eliciting explosive behavior responses in adults and children where substance abuse occurs in the home. Not open to students with credit in Human Services 65. (L)

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**

Content

Course Lecture Content

1. Factors contributing to addictive behavior and domestic violence:
    a. Compulsion
    b. Intimacy disorders
    c. Passive and aggressive behaviors
    d. Substance abuse
    e. Low self-esteem
2. Cycle of violence
3. Relationship of alcohol and drugs to impulse control
4. Techniques and healthy expressions
    a. Assertiveness training
    b. Communication exercises
    c. Meditation

Objectives

1. Describe intimacy disorders, escapism, and co-dependent behavior.
2. Define the stages of behavioral tolerance.
3. List the stages in the domestic violence cycle.
4. Describe brain dysfunctions as a result of alcohol and other drug abuse.
5. Identify healthy outlets for anger.
6. Problem solving scenarios and other participatory activities will be completed during class time.
   ****Requires Critical Thinking****

Student Learning Outcomes

1. Students who successfully complete the course will be able to diagram and/or explain the method by which substance abuse affects the limbic system and facilitates movement toward anger and violence.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Case studies

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments
Writing Assignments

Methods of Evaluation

- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**

Course Materials

Textbooks:

1. Barnett, Miller-Perin, date-Perin. *Family Violence Across The Lifespan,* 3rd ed. Sage Publications, 2011, ISBN: 9781412981781
   Equivalent text is acceptable

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