

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ECE 6

Full Course Title: Early Childhood Language Development

Short Title: Early Lang Dev

Effective Term:

Course Standards

Lecture Hours: 54.000

Total Units: 3.000

Total Hours: 54.00

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications

- Child Development/ (Masters Required) **Or**
 - Early Childhood Education (Masters Required)
-

Course Description

Language development and influences in early childhood including theories of language acquisition, interrelatedness of growth, stages of development, and appropriate curriculum for enhancing speaking, listening, pre-reading, and pre-writing skills.

Content

Course Lecture Content

1. The Development of Language
 - a. Theories
 - i. Behaviorist
 - ii. Lab
 - iii. Interactionist
 - b. Stages
 - i. Sounds
 - ii. Early speech
 - iii. Vocabulary and sentences
 - iv. Grammar acquisition
 - c. Influence
 - i. Heredity
 - ii. Environment
 - iii. Parental models
 - iv. Gender
 - v. Socio-economic
 - vi. Cultural
 - vii. Bilingualism
 - d. Inter-related development with motor
 - i. Social-emotional and cognitive spheres
 - e. Language skills in Early Childhood Education

- i. Articulation
 - ii. Receptive language
 - iii. Enjoyment
 - iv. Bilingual influences and English as a Second Language
 - v. Disorders
 - f. Teacher's Role
 - i. Considerations
 - ii. Curriculum planning to promote speaking, listening, pre-reading, and pre-writing skills
 - iii. Coordination of motor, cognitive, and language development with self-concept
 - g. Children's literature
 - i. Promoting the love of books
 - ii. Reading and writing
 - iii. Literary experiences
-

Objectives

1. Identify theories of language development.
 2. Classify vocalizations into appropriate stages of language development.
 3. Compare language skills at different developmental levels. ****Requires Critical Thinking****
 4. Identify language disorders and appropriate strategies for dealing with them.
 5. Relate influencing factors to normal language development.
 6. Apply theory to the development of curriculum related to the growth and enhancement of language skills: speaking, listening, pre-reading, and pre-writing. ****Requires Critical Thinking****
 7. Evaluate curriculum related to language and literacy. ****Requires Critical Thinking****
 8. Define stages of language development and identify appropriate activities. ****Requires Critical Thinking****
 9. Apply current research to curriculum development. ****Requires Critical Thinking****
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Student Learning Outcomes

1. Critical Thinking: Students will understand and demonstrate their understanding of current research and apply that knowledge to developmentally appropriate lesson plans.
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Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Online
-

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments
Writing Assignments
Other Assignments

Complete 4 lesson plans, using the attached lesson plan, one lesson plan for each language curriculum focus (listening, speaking, reading, and writing) and one dialogic reading prompt paper. All lesson plans and dialogic prompt papers must include the age of the target child participants. Lesson plans must be developmentally appropriate and may NOT include flash cards. All lesson plans must include three appropriate Desired Results. Lesson plans can identify a disability that would have difficulty with the lesson plan as written for typically developing children and include an adaptation for those children.

Methods of Evaluation

- Exams
 - Homework
 - Participation
 - Quizzes
 - Research Project
-

Course Materials

Textbooks:

1. Jeanne M. Machado. *Early Childhood Experiences in Language Arts: Early Literacy*, 10 ed. Delmar, 2013, ISBN: 9781111832612
Equivalent text is acceptable

Other:

1. or equivalent
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AUTO AT-72

Full Course Title: Collision Repair and Refinishing

Short Title: Repair/Refinishing

Effective Term:

Course Standards

Lecture Hours: 180.000

Activity Hours: 0.000

Lab Hours: 270.000

Total Units: 15.000

Total Hours: 450.00

Repeatable: No

Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Auto Body Technology **Or**
-

Course Description

This course is designed to develop entry level job skills in the areas of basic body repair and refinishing. Shop Safety, Theory, use of Trade Equipment and hands-on activities are used to perform practical repair operations. Students who complete the course will be eligible to take I-CAR Non-Structural and Refinish tests to earn ProLevel 1 points.

Content

Course Lecture Content

1. Materials Used in Vehicle Construction
2. Structural and Non-Structural Damage Analysis
3. Bolted-On Exterior Panel Replacement and Alignment
4. Front and Rear Bumper Covers and Assemblies
5. Doors and Door Assemblies
6. Welded-On Body panel Replacement
7. Weather stripping and Leaks
8. Moveable Glass
9. Sunroofs and Removable Glass
10. Door Skin and Weld-on Hinge Replacement
11. Roof Panel Designs
12. Introduction to different Welding processes, GMAW, GTAW and STRSW
13. Materials (fillers and abrasives) used to Repair Non-Structural Damage
14. Tools and Equipment used to repair Non-Structural Damage
15. Proper procedure used to remove small Non-Structural Damage in a panel
16. Proper Personal Protective Equipment used while performing Non-Structural Repair
17. Proper use of a Spot Weld removal Tool
18. Proper Mixing Procedure for Body Fillers and Glaze Coats
19. Proper Application Techniques for Body Fillers and Glaze Coats

20. Proper Abrasive Sequence used to sand Body Fillers and Glaze Coats
21. Explain the History of Automotive finishes
22. Masking materials used to protect adjacent panels
23. Proper Pre-inspection Washing, Cleaning and Degreasing
24. Identification of Finish Damage
25. Tools used for monitoring Film Thickness
26. Tools and Equipment need to apply Automotive Primers, Sealers, Colors and Clear Coats
27. Personal Protective Equipment used in the Refinishing Process
28. Types of Automotive Primers, Urethane vs Polyester
29. Non Base Coat Finishes
30. Types of Base Coat Finishes, Solvent vs Waterborne
31. Abrasives used to prep a panel for Primer Surfacer
32. Abrasives used to prep Primer Surfacer for Color
33. Abrasives used to prep Surrounding panels for Color Blending
34. Proper sanding technique used to sand applied Primer Surfacer
35. Proper sanding technique used to prep adjacent panels for Color Blending
36. Proper Masking Techniques
37. Proper Chemicals used to Final Clean panels for Top Coat Application.
38. Common Flaws in freshly Refinished Panels
39. How to Remove Flaws from freshly Refinished Panels
40. Paint Mixing Ratios
41. How to use a Color Wheel
42. How to use OEM Color Identification Books
43. How to find an OEM Paint Code on a Vehicle
44. How to use the PPG Paint Mixing System
45. How to use the PPG Color Variant Chips
46. How to Mix a Color using the PPG Enviro Base system
47. How to Color Match Faded or Mismatched finishes
48. Proper Techniques used to apply Primer Surfacer
49. Proper Techniques used to apply Solvent Borne Base Coats
50. Proper Techniques used to apply Water Borne Base Coats
51. Proper Techniques used to Blend Base Coats
52. Proper Equipment Cleaning
53. Tools and Abrasives used to Correct Orange Peel
54. Final Cleaning and Detail
55. Describe the process used to restore clarity to Headlight Assemblies
56. Describe the process used to set-up and measure a vehicle that has had Structural Collision damage
57. Introduce the student to the Chief Genesis Measuring System
58. Demonstrate the proper procedure used to safely secure a vehicle on the Frame Rack
59. Demonstrate the procedure used to Install Targets and take a Measurement
60. Demonstrate how to attach pulling clamps and make a pull on the Frame Rack

Course Lab/Activity Content

1. Identify the types of steel used in vehicle construction and describe steel characteristics.
2. Make repair versus replace decisions on Structural and Non-Structural Collision Damage
3. Remove, Replace and Align Bolted-On Exterior Panels
4. Remove and Replace Front and Rear Bumper Covers
5. Remove, Replace and Align Doors
6. Demonstrate the process when replacing grilles and aligning hoods.
7. Demonstrate the process to follow when replacing door handles and hinges.
8. Demonstrate the process to follow when replacing welded-on body panels
9. Demonstrate the process used to replace weatherstripping and detect leaks.
10. Demonstrate the process used to remove and replace moveable glass
11. Identify sunroof assemblies and identify parts of each
12. Demonstrate the process used to replace a Door Skin
13. Identify and use the correct tools to remove Non-Structural damage
14. Identify and use the correct filler material to finish the repair of Non-Structural damage
15. Identify and use the correct abrasives used in the repair of Non-Structural damage
16. Demonstrate how to shape the applied Body Filler using the correct Abrasive sequence
17. Identify the equipment needed, set-up and perform a weld using the GMAW (MIG) welding process
18. Identify the equipment needed, set-up and perform a weld using the GTAW (TIG) welding process

19. Identify the equipment needed, set-up and perform a weld using the STRSW (SPOT) welding process
20. Properly wash and degrease a panel in preparation for refinishing
21. Properly identify at least three different types of Finish Damage
22. Using a Film thickness Monitor properly measure at least three different panels
23. Identify the Tools and Equipment needed to apply Automotive Primers, Sealers and Top coats
24. Properly mask a Non-Structural repair for Primer Application
25. Use a Measuring Cup to mix the appropriate amount of Primer to be applied to the Non-Structural repair
26. Using the correct Abrasives sand primed spot and prepare the rest of the panel for Top Coat application
27. Clean panel to apply Top Coat and Clear coat
28. Identify Color using OEM code
29. Mix Color Coat, apply and follow with Clear Coat
30. Identify and correct finish flaws
31. Using the correct tools, abrasives and polishes perform a Headlight Restoration procedure
32. As a group the students will safely position a vehicle on the Frame Rack
33. As a group the students will safely raise the vehicle and attach to the Frame Rack using Clamp Brackets
34. As a group the students will attach the targets to the damaged vehicle and take a measurement
35. As a group the students will make a small pull on the damaged vehicle

Objectives

1. Define and describe the different types of Personal Protective Equipment recommended for various tasks performed in the shop environment. ****Requires Critical Thinking****
2. Describe the GMAW (MIG) Welding process. Compare and contrast this process to Oxyacetylene and GTAW (TIG) welding. ****Requires Critical Thinking****
3. Describe the GTAW (TIG) Welding process. Explain its uses in the Collision industry and why it is the preferred process for welding Aluminum. ****Requires Critical Thinking****
4. Describe the Hand Tools and Power Tools used in the Collision Industry.
5. Describe the Electrical and Electronic Components used in the construction of modern day vehicles. ****Requires Critical Thinking****
6. Describe and Define the different types of steel and other materials used in the construction of modern day vehicles. Describe their distinct differences. ****Requires Critical Thinking****
7. Discuss the Repair versus Replace procedure and how to develop a Repair Plan. ****Requires Critical Thinking****
8. Discuss and demonstrate the process used to remove, replace and align bolted-on exterior panels.
9. Define Movable Glass. Demonstrate how to remove and replace.
10. Define Interior Trim. Demonstrate how to remove and replace Interior Trim pieces.
11. Describe and Define the term Non-Structural Repair.
12. Describe and demonstrate the use of tools needed to perform various non-structural repairs. ****Requires Critical Thinking****
13. Describe, define and demonstrate the use of plastic fillers, glaze coats and other products used to finish non-structural dent removal. ****Requires Critical Thinking****
14. Describe, define and demonstrate the various types of abrasives used in the non-structural repair process. ****Requires Critical Thinking****
15. Define and demonstrate the proper sanding techniques used in the repair of non-structural damage. ****Requires Critical Thinking****

16. Define and demonstrate the use of masking materials used to protect adjacent panels during the priming phase of non-structural repair.
 17. Define and demonstrate the measuring, mixing and application of a sealer, primer or primer-surfacer to a repaired panel. ****Requires Critical Thinking****
 18. Define and demonstrate the process used to sand the primer on the repaired panel and prep the rest of the panel for color.
 19. Describe the process used to find and identify the paint color code from the damaged vehicle. ****Requires Critical Thinking****
 20. Describe the process used to interpret the paint color code needed for matching the factory color. ****Requires Critical Thinking****
 21. Demonstrate the techniques and chemicals used to effectively clean and Degrease a panel prior to Repair or Refinishing
 22. Demonstrate the proper procedure used to mask of a vehicle prior to applying primers or top coats.
 23. Demonstrate the proper procedure used to apply primers, top coats and clear coats. ****Requires Critical Thinking****
 24. Demonstrate the proper procedure used to identify and correct Orange Peel from a freshly refinished surface ****Requires Critical Thinking****
 25. Demonstrate the proper procedure used to bring a collision damaged vehicle onto the Frame Rack. ****Requires Critical Thinking****
 26. Describe the procedure used to take a measurement of a structurally damaged vehicle using the Genesis Measuring system ****Requires Critical Thinking****
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Student Learning Outcomes

1. The Student will be able to identify PPE or Personal Protective Equipment required for all collision related repairs.
 - **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.
 2. Upon successful completion of this course a student will be able to identify at least three types of finish damage
 - **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.
 3. Upon successful completion of this course the student will be able to identify and use the tools and equipment needed to perform a small non-structural collision repair.
 - **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.
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Methods of Instruction

- **Laboratory**
Demonstrating the various techniques used in Collision Repair Students using the demonstrations to repair collision repair

- **Lecture/Discussion**

Lecture using Power Point, Youtube videos, industry standard training videos

Assignments

Hours per week on assignments outside of the class: 24

Reading Assignments

Homework

Test Preparation

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Laboratory Assignments**
 - **Oral Tests/Class Performance**
 - **Skills Demonstrations/Performance Exam**
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Course Materials

None

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 222
Full Course Title: Beginning Listening and Pronunciation
Short Title: Beg Listen/Pron
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

- ESL (Masters Required)
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Course Description

This course covers listening and pronunciation for beginners. Emphasis will be placed on increasing listening comprehension and oral fluency of simple spoken English in common daily personal and academic communication. Concurrent enrollment in ESL 223/523, 224/524, 225/525, and 226L/526LR is highly recommended.

Conditions of Enrollment

Completion with a C or better in: ESL 212 or ESL 512. Or by placement exam

Content

Course Lecture Content

1. Listening Discrimination
 - a. Consonant sounds
 - b. Vowel sounds
 - c. Sound to sentence
2. Listening Comprehension
 - a. Communication process
 - b. Simple daily conversations
 - c. Basic academic language
 - i. Following directions
 - ii. Classroom dialogue
3. Pronunciation
 - a. Segmentals
 - i. Consonant sounds
 - ii. Vowel sounds
 - b. Suprasegmentals

- i. Stress
 - ii. Rhythm
 - iii. Tone
 - iv. Intonation
- 4. Speaking
 - a. Question formation and response
 - b. Expressing basic needs with clarity and fluency
 - c. Role playing
 - i. Scenarios in the community
 - ii. Scenarios in school

Objectives

1. Distinguish and intelligibly produce commonly confused consonant and vowel sounds in simple English words and sentences. ****Requires Critical Thinking****
2. Respond and/or act appropriately to spoken instructions in English. ****Requires Critical Thinking****
3. Demonstrate ability to comprehend simple spoken English used in and around the community and inside the classroom. ****Requires Critical Thinking****
4. Use appropriate rhythm, stress, and intonation in simple English conversations.
5. Demonstrate ability to produce and discern segmentals and suprasegmentals. ****Requires Critical Thinking****
6. Demonstrate ability to form and respond to questions with clarity and fluency. ****Requires Critical Thinking****
7. Demonstrate ability to engage in simple English conversations in scenarios in and around the community and inside the classroom. ****Requires Critical Thinking****

Student Learning Outcomes

1. Demonstrate improved comprehension and comprehensibility of spoken English.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

- Lecture/Discussion

Assignments

Hours per week on assignments outside of the class: 6

Other Assignments

Prepare a five minute speech about one of the following topics:

1. Talk about a doctor's visit you or someone in your family had. (Why did you go? What did you have to do to make the appointment? What did you bring with you?, etc.)
2. Talk about what people in your native country do when they have the cold or flu.

3. Talk about foods that help you stay healthy and foods that are not healthy. Explain why they are good or bad choices.

Listeners of the speech activity: (Prepare a worksheet so listeners stay focused on student giving talk by having to answer certain questions about the speech).

1. Write down one new thing you learned today from _____'s speech.
2. Write down a question you have about _____'s speech.
3. Write down new words you learned from _____'s speech.

Methods of Evaluation

- Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Skills Demonstrations/Performance Exam
 - Other
- Out-of-class speaking and listening activities and role plays

Course Materials

Textbooks:

1. Kenny, Tom and Wada, Tamami. *Listening Advantage 2*, 1st ed. Heinle, Cengage Learning, 2008, ISBN: 978-1-4240-0203-0
Equivalent text is acceptable
2. Fragiadakis, Helen Kalkstein . *All Clear (Listening and Speaking)*, 2nd ed. Heinle, Cengage Learning, 2008, ISBN: 978-1-4130-1703-8
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 522
Full Course Title: Beginning Listening and Pronunciation
Short Title: Beg Listen/Pron
Effective Term:

Course Standards

Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications

- ESL (Masters Required)
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Course Description

This course covers listening and pronunciation for beginners. Emphasis will be placed on increasing listening comprehension and oral fluency of simple spoken English in common daily personal and academic communication. Concurrent enrollment in ESL 223/523, 224/524, 225/525, and 226L/526LR is highly recommended.

Conditions of Enrollment

Completion with a C or better in: ESL 212 or ESL 512. Or by placement exam

Content

Course Lecture Content

1. Listening Discrimination
 - a. Consonant sounds
 - b. Vowel sounds
 - c. Sound to sentence
2. Listening Comprehension
 - a. Communication process
 - b. Simple daily conversations
 - c. Basic academic language
 - i. Following directions
 - ii. Classroom dialogue
3. Pronunciation
 - a. Segmentals
 - i. Consonant sounds
 - ii. Vowel sounds
 - b. Suprasegmentals
 - i. Stress
 - ii. Rhythm
 - iii. Tone

- iv. Intonation
 - 4. Speaking
 - a. Question formation and response
 - b. Expressing basic needs with clarity and fluency
 - c. Role playing
 - i. Scenarios in the community
 - ii. Scenarios in school
-

Objectives

1. Distinguish and intelligibly produce commonly confused consonant and vowel sounds in simple English words and sentences. ****Requires Critical Thinking****
 2. Respond and/or act appropriately to spoken instructions in English. ****Requires Critical Thinking****
 3. Demonstrate ability to comprehend simple spoken English used in and around the community and inside the classroom. ****Requires Critical Thinking****
 4. Use appropriate rhythm, stress, and intonation in simple English conversations.
 5. Demonstrate ability to produce and discern segmentals and suprasegmentals. ****Requires Critical Thinking****
 6. Demonstrate ability to form and respond to questions with clarity and fluency. ****Requires Critical Thinking****
 7. Demonstrate ability to engage in simple English conversations in scenarios in and around the community and inside the classroom. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Demonstrate improved comprehension and comprehensibility of spoken English.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- Lecture/Discussion
-

Assignments

Hours per week on assignments outside of the class: 6

Other Assignments

Prepare a five minute speech about one of the following topics:

1. Talk about a doctor's visit you or someone in your family had. (Why did you go? What did you have to do to make the appointment? What did you bring with you?, etc.)
2. Talk about what people in your native country do when they have the cold or flu.
3. Talks about foods that help you stay healthy.

Listeners of the speech activity: (Prepare a worksheet so listeners stay focused on student giving talk by having to answer certain questions about the speech).

1. Write down one new thing you learned today from _____'s speech.
 2. Write down a question you have about _____'s speech.
 3. Write down new words you learned from _____'s speech.
-

Methods of Evaluation

- Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Skills Demonstrations/Performance Exam
 - Other
Out-of-class speaking and listening activities and role plays.
-

Course Materials

Textbooks:

1. Kenny, Tom. *Listening Advantage 2*, 1st ed. Heinle, Cengage Learning, 2008, ISBN: 978-1-4240-0203-0
Equivalent text is acceptable
 2. Fragiadakis, Helen Kalkstein. *All Clear (Listening and Speaking)*, 2nd ed. Heinle, Cengage Learning, 2008, ISBN: 978-1-4130-1703-8
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AJ 34

Full Course Title: Correctional Treatment Programs

Short Title: Correct Treat Prog

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

- Administration of Justice
-

Course Description

The study of correctional treatment programs concerning juveniles and adults, in both the casework setting and in a custody institution. This is a basic course for students planning to enter or who are already employed in the corrections field.

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. History of punishment and treatment
2. Custody and control
3. Treatment and rehabilitation
4. Process of institutionalization
5. The dehumanizing environment
6. Handling custodial and inmate power
7. Dealing with prejudice
8. Juvenile casework and institutions
9. Probation and parole
10. Working in a custody setting
11. Different types of inmates and personalities
12. Writing reports

Objectives

1. Differentiate between the "custody and control" function and the "treatment and rehabilitation" function.
2. Enumerate the goals and objectives of casework and of institutionalization.
3. Compare and contrast the roles of probation officer and parole officer.
4. Delineate appropriate methods of dealing with different types of juvenile and adult offenders. ****Requires Critical Thinking****
5. Specify and explain the typical problems which occur in a custody environment. ****Requires Critical Thinking****
6. Identify and analyze common casework and institutional issues and explicate them in clear and concise written reports. ****Requires Critical Thinking****

Student Learning Outcomes

1. The AJ Program has integrated the following SLO's into its curriculum development, curriculum delivery, and curriculum assessment: Communication Critical Thinking Personal and Social Responsibility
 - **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.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
Scenarios and readings

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments

Reading chapters in text book

Writing Assignments

Writing about concepts and principles learned in class or in reading text.

Other Assignments

Daily, document writing, written communication skills

Methods of Evaluation

- **Exams**
- **Participation**
- **Quizzes**
- **Other**
Class Participation

Course Materials

Textbooks:

1. N/A. *America's Prisons (Opposing Viewpoints)*, n/a ed. Greenhaven Press, 2015, ISBN: 978-0737775372

Other:

1. Scantron forms.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 33
Full Course Title: Advanced Photography
Short Title: Advanced Photo
Effective Term: Fall 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

- Photography (Masters Required)
-

Course Description

Traditional and digital based photography; further exploration within the student's area of interest. Assignments in creative problem solving with studio lighting and the large format camera. A culminating experience within the department. Preparation of final portfolios.

Conditions of Enrollment

Completion with a C or better in: ART 36B

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Studio Lighting
 - a. Tungsten - Quartz Halogen
 - b. Electronic Strobe
 - i. Product illustration
 - ii. Portraiture
 - iii. Architecture
2. The Large Format Camera
3. Preparation of Portfolios
 - a. Targeting Specific Markets
 - b. Presentation - CD/DVD/PDF
 - c. Resume Writing
4. Final Portfolio Reviews

Course Lab/Activity Content

1. Studio Lighting
 - a. Tungsten - Quartz Halogen
 - b. Electronic Strobe
 - i. Product illustration
 - ii. Portraiture
 - iii. Architecture
 2. The Large Format Camera
 3. Preparation of Portfolios
 - a. Presentation - CD/DVD/PDF
 4. Final Portfolio Reviews
-

Objectives

1. Produce several portfolios that reflect mastery of studio lighting, digital file management, etc.
2. Create an effective personal resume that targets specific markets.
3. Participate in various career and higher education options and directions.
4. Apply concepts attained in previous coursework to solve problems typical of various occupational settings. ****Requires Critical Thinking****
5. Produce an extremely high quality portfolio suitable for presentation to prospective employers, ad agencies, etc. ****Requires Critical Thinking****
6. Identify various employment possibilities in photography. ****Requires Critical Thinking****
7. Differentiate and apply various artificial light sources within a studio and location environment. ****Requires Critical Thinking****
8. Demonstrate a high level of competence in creative and technical problem solving. ****Requires Critical Thinking****
9. Apply digital post processing and file management techniques. ****Requires Critical Thinking****

Student Learning Outcomes

1. Students will produce a portfolio that reflects mastery of studio lighting.
 - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Other
- Critique of student portfolios

Assignments

Hours per week on assignments outside of the class: 4

Reading Assignments

Read below article and post on class blog a one to five paragraph response to the article. Bring reading into class prepared to discuss contents of article.

Before I begin with the topic of **digital studio lighting**, I want to correct a misconception about lights for digital capture, especially strobes. Some people think you need special "digital" lights and that equipment used previously with film won't work. The manufacturers have encouraged this thinking with expensive hot shoe-type flashes that sport features designed to "enhance" the digital experience. The Nikon SB-800 and the Canon 580EX are examples that come to mind.

Don't get me wrong. These are fine little strobes and if you have a DSLR that is fully compatible with those "enhanced" features (and don't mind the cost), fine, go for it. But you don't need them and anyway, hot shoe flashes are not really suitable for studio work, the subject of this article.

What kind of lights are suitable? Here we have to distinguish between two basic types of photographic lighting, whether for film or digital — continuous lights and strobes. Continuous lights are those which you turn on and they stay on until you turn them off. Photofloods, a kind of incandescent light source, are of this type. They are inexpensive and easy to use and for this reason we often suggest them to students first getting into studio photography. But photofloods (and their big brother, professional quartz halogen lights) have some serious drawbacks. Heat, for one. They don't call them "hot-lights" for nothing. If you ever touch one while it is still on, I guarantee you won't do it a second time. For another, unstable color temperature; though the quartz lights are better at this, especially if you have a voltage regulator installed on the line. They last longer than the photofloods, but because they are even hotter, there is a potential hazard — the bulb can explode under certain conditions. It's not that common but because of this, the better units come with a protective screen and/or safety glass.

Another thing to keep in mind is that hot-lights are a very inefficient light source, simply because so much of the power is wasted as heat. This often necessitates the use of relatively slow shutter speeds in order to compensate for the output loss. Not a big problem if you are doing product photography, as long as the product isn't moving. But suppose you want to shoot portraits? People do move, even if it's only their heads, and that means employing an even bigger (and hotter) unit so you'll have access to faster shutter speeds. Yes, you could set a high ISO on your camera, but then you have increased noise to deal with.



However, 600 watt quartz halogen lights are pretty bright and operate under the same principle as regular tungsten bulbs. The difference is the bulbs are made of quartz and are filled with halogen gas. The result is brighter light and longer life. When used with a good-size softbox, like 24 x 24 inches, they will provide nice soft illumination quite suitable for portraiture. These are made by numerous manufacturers, like Lowel, Photoflex, Smith-Victor, and others. If you go this route, be sure the softbox you get is rated for hot-lights, NOT those intended for use with strobes. The hot-light type is made with materials that are very heat resistant and some models are equipped with louvers to vent the heat.

Another issue to consider for digital studio lighting is the wattage. If you are planning a home studio, you'd better have an electrician check out your wiring, especially if it's an older home.

A fairly recent development in continuous photographic lighting is fluorescents, which are cooler and provide nice soft illumination. Because they are cool, you can place them quite close to your portrait subject. They work fine with digital cameras but not so well with film. That's because fluorescents have a spectral distribution that plays havoc with film. If you've ever shot a roll under such lights and got that infamous greenish color cast, you know what I am talking about. Not really an issue with digital but even so, I recommend you shoot RAW for your studio work. The color temperature of fluorescents can change both with the age of the tubes and how long you have them switched on.

Some fluorescent photographic lights have a built-in dimmer mechanism (the more modern studio lights use DMX, a kind of digital controller system). There are types than can be mounted on a stand, but a better approach, in my opinion, is to hang them on a track system overhead. Arri, a well-known manufacturer of lighting gear, offers an extensive line called Studio Cool. Not exactly inexpensive and the tubes are sold separately but such units do provide a nice continuous light source that's cool.



Still more recent is the introduction of lights that use compact fluorescent bulbs, either individually or in an array. Perhaps the best-known is the Bowens 9lite, a kind of soft box with (you guessed it) nine compact fluorescent bulbs. I've used the latter type bulbs in standard household fixtures. They use less electricity than regular incandescent bulbs and last a long time. The Bowens 9lite comes with the bulbs, which is a good thing because they are rather more expensive than the compact fluorescents made for home use.



Some fluorescents are a bit on the cool side, color-wise. The Bowens 9lite, for example, has bulbs rated at 6400K. This is easily adjusted by setting a custom white balance for your camera and even if your camera offers color temperature settings, I think this is the best approach. Shoot RAW and you then have total control over the color.



LED (light-emitting diode) units are another development in digital studio lighting. Also long lasting and cool, they might be an alternative to fluorescents. Litepanels has numerous products, including some that are similar to the fluorescent panels, and their LED's are rated at 100,000 hours! Definitely not cheap, though. Price for a 1 x 1 foot panel was quoted at about \$1800 at one vendor I visited.

Are continuous light sources such as these the best choice for a digital studio? If you are on a tight budget, maybe not. Some types, like HMI lights (it stands for Hydrargyrum Medium Arc Iodide, but you don't have to remember that), seem more suitable for video or theatrical use (Hollywood movies are often shot under HMI lights), where a continuous light source is a requirement, not merely an option. However, a decent quartz halogen studio lighting kit, with softboxes, is likely to be much less expensive than fluorescents or LED units. And any continuous source, no matter the type, does offer one big advantage — the lighting kits are easy to set up for portraiture. You can immediately see how the shadows fall. With digital, of course, you can view your shots right away on your camera's LCD monitor in playback mode, then make any lighting adjustments necessary. But unless you have your camera tethered to a laptop (not a bad approach for studio portraiture, by the way), you are going to be making those decisions while looking at a tiny screen. Continuous lights eliminate this cumbersome uncertainty. It's a situation of what-you-see-is-what-you-get.

What are the alternatives to continuous lights? Well, that brings us to strobe lights, the studio type, and in general, shooting digital is no different than shooting with film (there is an exception which I mention below). You are still confronted with a bewildering array of choices when choosing a strobe kit for digital studio lighting. Should you get monolights or a power pack system? Umbrellas or softboxes? How many units do you need? Which flash meter should you buy (yes, you need a hand-held. Forget your in-camera metering system).

Very briefly, monolight strobe units have everything housed in one unit. They are less expensive than power packs and somewhat easier to use. The disadvantage is weight, meaning you need pretty sturdy and heavy light stands to hold them. Manufacturers include Bowens, Elinchrom, Novatron, Photogenic, White Lightning, and a host of others and all are available as studio lighting kits. An offshoot of White Lightning is called Alien Bees (where do they get these names!) that's less expensive. If you are really strapped for cash, SP Studio Systems makes relatively cheap strobe lighting units that are quite adequate and Photogenic offers a budget line of strobe lights called StudioMax.



For established studio photographers, the power pack units might be the best choice, especially if the unit will be put to HEAVY use. That means lots of clients! Power packs typically have two or more sockets to plug in the flash heads. Since the flash heads contain little more than a flash tube, modeling light, and a reflector, they are pretty light, weight-wise, and don't require as sturdy a stand as monolights. All the flashes and functions, including wireless operation, are controlled from the pack, which is plugged into an AC outlet (there are some battery-powered units). Some units allow you to control functions from a computer. All this capability doesn't come cheap, though. For example, the Broncolor Grafit A2 RFS is a 1600 watt/second unit with a host of features, including precise control of flash duration (1/125 to 1/6000sec), fast recycling (as short as .03 seconds), adjustable power in 1/10th or 1/3 stop increments, built-in slave cell, built-in circuit breaker, and (naturally) fan cooled, amongst others. Price? About \$6800. The Grafit can also be triggered from a MAC or Windows

computer with an optional RFS transceiver and the appropriate software. Nice if you have the money and the need but there ARE less expensive packs.

However, if you are just starting out or have a part-time photography business, I think monolights are a better choice for digital studio lighting. Alien Bees offers some nice, reasonable strobe kits (they call them packages) and one, the Digi Bee, costs only \$600. It includes two monolights (not high-powered but more than enough for a small home portrait studio), two 10 ft light stands, two 48 in umbrellas, and a carry case. Alien Bees describes the "Digi" as suitable for digital photographers who don't



need a lot of power. And you won't if you shoot at 400 ISO, quite practical with most DSLR's. That's the only thing "digital" about the "Digi". But you can also buy components separately for a more custom fit.



Are there any digital cameras that won't work with strobes. Well, yes, but if you happen to have one, you undoubtedly already know about this. Large format cameras that employ a digital scanning back require a continuous light source instead of strobes.

Perhaps you are wondering why you can't use one or more portable hot shoe-type flashes for studio photography. Well, you can but there are limitations. The main one is a lack of a modeling light. Some expensive models have a kind of modeling light that stays on for a brief period but that's not the same thing as what's available in real studio strobes. They are ok, however, for location work as long as you are not trying to illuminate a large subject and they to have the advantage of light weight in a small package. But once again, you don't need the newest high-end flash made by your DSLR's manufacturer.

I've not discussed HOW to use these different types of illumination for studio photography. I've said nothing about placement, setting lighting ratios, or any of the other technical considerations every studio photographer must know. Nor have I said anything about basic photography. If you already have a studio and are looking to upgrade some of the components, or if you are just starting out in studio work, I assume you already know the basics. If not, I recommend you take our Complete Course in Professional Photography. The Course has extensive sections on studio lighting.

Methods of Evaluation

- Laboratory Assignments
- Participation
- Portfolio

Course Materials

Other:

1. Directed reading/viewing of imagery via internet.
2. Film, paper, mat board, etc.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 35
Full Course Title: Creative Photo Documentary
Short Title: Creative Photo Doc
Effective Term:

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

- Art (Masters Required)
-

Course Description

Develop an understanding and appreciation of the photograph as it is used in social and personal commentary. Individual exploration and creativity is encouraged.

Conditions of Enrollment

Completion with a C or better in: ART 31 or ART 36A

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Dynamics of Photographic Vision
 - a. Craft vs. Vision
 - b. Point of View
 - c. Vantage Point
 - d. Interpretation
 - e. Criticism
2. Presentation and discussion of the historical importance and influences of past documentarians
3. Uses of photography in documentation
4. discuss the concepts of proxemics and kinesics
5. The structure of a documentary
6. Influence of film and video
7. The Environmental Portrait

8. Discussion of various options of presentation of projects- traditional exhibitions, books, electronic formats, etc.

Course Lab/Activity Content

1. Generate Portfolio with Dynamic Photographic Vision
 - a. Craft vs. Vision
 - b. Point of View
 - c. Vantage Point
 2. Presentation and discussion of the historical importance and influences of past documentarians
 3. Editing of Environmental Portrait
 4. Execution of projects- traditional exhibitions, books, electronic formats, etc.
-

Objectives

1. Conceive, execute, edit and assemble a series of photographs that reflect the student's intent and personal point of view. supporting written excerpts will accompany the project and be presented as a gallery presentation, book or electronic format.
 2. Produce a body of photographs that recognizes the application, function and potential of photography as a potent documentative tool. ****Requires Critical Thinking****
 3. Demonstrate specialized darkroom and/or digital darkroom and lighting techniques to solve various problems. ****Requires Critical Thinking****
 4. Produce a project oriented portfolio of images in preparation for various vocational areas within photography. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Conceive, produce and complete a portfolio that reflects the communicative power of the photographic documentary.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Hours per week on assignments outside of the class: 4

Reading Assignments

[Against Compassion Fatigue](#)

Writing Assignments

Read the above article and post your response to the article on the class blog. Respond to one of your fellow students posts.

Methods of Evaluation

- Portfolio
 - Research Project
-

Course Materials

Other:

1. Assigned reading via handouts, online sources
2. Film, paper, mat board

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 1C
Full Course Title: Theory Skills
Short Title: Theory Skills
Effective Term: Fall 2015

Course Standards

Lecture Hours: 9.000
Activity Hours: 0.000
Lab Hours: 27.000
Total Units: 1.000
Total Hours: 36.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Music (Masters Required)
-

Course Description

Exercises in applying theoretical concepts to the voice and keyboard developing the rhythmic, melodic, and harmonic elements of beginning theory. Emphasis on ear-training employing exercises in rhythmic reading and dictation, sight-singing, analysis, and melodic dictation. Required of all music majors and minors.

Conditions of Enrollment

Concurrent enrollment or completion with a C or better in: MUSIC 1A

Content

Course Lecture Content

1. Vocal exercises: application of theoretical concepts of Music 1A
2. Practice and perform common melodic patterns such as scales, arpeggios and non-chord tones
3. Analyze phrase structure with a simple melody
4. Rhythmic reading: counting system
5. Ear training:
 - a. Rhythmic dictation
 - b. Practice rhythmic dictation in a variety of meters and tempi
 - c. Practice common rhythmic patterns using division of the beat]
 - d. Perform and sight-read music in two or more parts
 - e. Perform simple exercises while conducting
 - f. Detect errors in rhythm, pitch, and/or solfege
 - g. Sight-singing major and minor melodies within primary triads
 - h. Recognizing tendency tones and melodies in a harmonic context
 - i. identify and sing intervals

- j. Practice identification of triad and V7 qualities and inversions
- k. Melodic Dictation in major and minor keys with a variety of meter, tempi and style
- l. Dictation in two parts

Course Lab/Activity Content

Ear training:

- a. Rhythmic dictation practice
 - b. Practice common rhythmic patterns using division of the beat
 - c. Practice sight-reading music in two or more parts
 - d. Practice simple exercises while conducting
 - e. Practice detecting errors in rhythm and/or pitch
-

Objectives

- 1. Demonstrate vocally the application of selected theoretical concepts as presented in Music 1A.
 - 2. Demonstrate rhythmic reading skills using a counting system.
 - 3. Demonstrate skills in aural perception by completing standardized tests in sight-singing, rhythmic dictation and melodic dictation.
 - 4. Determine rhythmic and melodic notation without the aid of an instrument. ****Requires Critical Thinking****
 - 5. Sing an unknown melody vocally, without the aid of an instrument. ****Requires Critical Thinking****
-

Student Learning Outcomes

- 1. Use information learned in class to write melodic dictation and perform (by singing, using solfege) music by sight at a difficulty level matching the difficulty level of the topical outline.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Studio/Activity**
 - **Other**
Demonstration and performance.
-

Assignments

Hours per week on assignments outside of the class: 4

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Thomas E. Benjamin. *Music for Sight-Singing*, 6 ed. Schirmer, 2012, ISBN: 978-1133307976
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 31R
Full Course Title: Applied Skills-Piano
Short Title: Applied Piano
Effective Term:

Course Standards

Lecture Hours: 9.000
Activity Hours: 0.000
Lab Hours: 27.000
Total Units: 1.000
Total Hours: 36.00
Repeatable: Yes
Grading Method: Letter Grade Only

Minimum Qualifications

- Music (Masters Required)
-

Course Description

Individualized instruction in advanced piano techniques, performance skills, and repertoire. The emphasis is on the progressive development of skills needed for solo performance. Public performance is required. Achievement is evaluated through a juried performance. Audition is required. For music majors with a piano concentration.

Conditions of Enrollment

Other: Audition Required (Students may enroll in the course, but may be dropped based on the audition result); The student must already possess basic music reading skills, fundamental technical skills such as ability to play scales with correct fingering and left-right hand coordination, and some prior experience in playing intermediate solo piano literature. Students without these skills should take elementary or intermediate piano classes first to gain the proficiency level before taking this course.

Content

Course Lecture Content

1. Technical Skills
 - a. Hands-Eye Coordination
 - b. Body and Hands Positioning and Angles
 - c. Finger Techniques
 - d. Velocity
 - e. Scales and arpeggios
 - f. Etudes
 - g. Practice Habits
2. Musicianship
 - a. Sight-reading

- b. Rhythmic and Melodic Patterns
 - c. Forms
 - d. Key Signatures, Scales and Arpeggios
- 3. Performance Skills
 - a. Historical styles and repertoire
 - b. Expressive Elements (Articulations and Dynamics)
 - c. Memorization
 - d. Stage Decorum

Course Lab/Activity Content

Application of lecture content to the actual piano playing in practice, lessons and performances.

Objectives

1. Demonstrate the ability to perform level-appropriate standard piano literature in the appropriate musical style from the major musical periods over 4 semesters of study: Baroque, Classical, Romantic, and Contemporary. ****Requires Critical Thinking****
 2. Relate knowledge of music theory to analyze performance repertoire. ****Requires Critical Thinking****
 3. Identify and interpret problems of keyboard techniques, and analyze their causes. ****Requires Critical Thinking****
 4. Critically evaluate the student's own performances as well as those of the others. ****Requires Critical Thinking****
 5. Analyze the musical components and apply to one's own expressive interpretation. ****Requires Critical Thinking****
 6. Apply skills developed through technical studies to performance literature. ****Requires Critical Thinking****
 7. Demonstrate skill in performing technical studies as assigned.
 8. Demonstrate the ability to perform from memory before an audience with increasing confidence, ease, and aesthetic sensitivity during public performance opportunities and at the final jury examination. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Publicly perform level-appropriate works from memory, demonstrating technical proficiency and expressivity.
 - **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.
 2. Evaluate one's own performances as well as those of others, interpreting technical problems and effective expressiveness in piano performance.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Laboratory**
Student will perform technical exercises and assigned repertoire, applying the knowledge of music reading, techniques, and expressivity.
- **Lecture/Discussion**
Course contents will be presented via lecture in individualized lessons. The lectures will be used to convey critical information, model correct techniques, and provide feedback on student performance for

- further growth.
 - **Other**
Public performances and juried exam
-

Assignments

Hours per week on assignments outside of the class: 1

Other Assignments

- Practice playing E major, and all forms of E minor scales with both hands over two octaves with correct fingering.
 - Practice E major and E minor arpeggios with both hands over two octaves with correct fingering.
 - Practice the assigned solo work:
 - Hands separately, then together
 - Under tempo to eliminate mistakes
 - Identify technically difficult passages and drill
 - Pay attention to correct fingering, articulations and dynamics
 - Identify the form of the piece and the measures representing each section
 - Identify the stylistic traits such as fugal entrances in Baroque work, homophonic texture in Classical work, or tempo rubato in Romantic work, and be sure to bring them out in playing.
-

Methods of Evaluation

- Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Skills Demonstrations/Performance Exam
-

Course Materials

Other:

1. Music of various composers and publishers from standard piano repertoire (appropriately selected to match student's skills and experience level)
 2. Video or audio recording device; metronome
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 40A
Full Course Title: Elementary Voice I
Short Title: Elem. Voice I
Effective Term: Spring 2009

Course Standards

Lecture Hours: 9.000
Activity Hours: 0.000
Lab Hours: 27.000
Total Units: 1.000
Total Hours: 36.00
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Music (Masters Required)
-

Course Description

Group instruction in elementary vocal techniques, including tone production, breathing, and diction, and their application to the art song and musical theater repertoires.

Content

Course Lecture Content

1. Vocal technique
 - a. Correct posture
 - b. Diaphragmatic breathing
2. Introduction to lyric diction
3. Anatomy of vocal mechanism
 - a. Introduction to mechanism of phonation
 - b. Breathing mechanism
4. Introduction to music reading
 - a. Pitches
 - b. Rhythm
5. Performance
 - a. Song preparation
 - b. Mental preparation
 - c. Stage etiquette

Course Lab/Activity Content

Application of lecture content to actual singing through vocal exercises and performance of at least three songs (1 English art song, 1 musical-theater type song and 1 Italian or Spanish art song).

Objectives

1. Demonstrate a basic understanding of the breath, body awareness, and body alignment as related to singing ****Requires Critical Thinking****
 2. Demonstrate elementary music reading skills.
 3. Objectively evaluate the student's own performances. ****Requires Critical Thinking****
 4. Identify the physical sensations involved in singing and synthesize them with the principles studied in class through lecture and reading. ****Requires Critical Thinking****
 5. Demonstrate appropriate vocal exercises.
 6. Demonstrate good pitch and rhythmic accuracy in one's singing.
 7. Memorize and perform three beginning-level songs (two in English and one in Italian) in front of an audience. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Demonstrate basic music reading skills and understanding of basic vocal techniques through performance of level-appropriate art songs.
 - **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.
-

Methods of Instruction

- **Laboratory**
Students will perform physical and vocal exercises to gain understanding of how the body should feel to sing with correct posture, breaths, resonance, and articulation, as the instructor monitors, adjusts, and corrects them. They will also gain physical freedom, breath support, and wider range as they repeat these exercises over time. Students will also learn songs to apply the technical knowledge and expressive artistry in performance.
 - **Lecture/Discussion**
The lecture/discussion covers the physiology of vocal mechanisms, techniques of singing, background information on selected songs, and art of singing.
 - **Other**
Performances
-

Assignments

Hours per week on assignments outside of the class: 1

Reading Assignments

Read Chapter 1 and be able to

1. Explain good posture for singing.
2. Practice aligning various body parts and be able to demonstrate good posture.
3. Demonstrate the exercises for body relaxation and posture alignment provided in the book.

Other Assignments

Learn the assigned song in stages:

1. Figure out the meter and the rhythm.

2. Read the text aloud dramatically, expressing the meaning.
 3. Figure out where you should breathe to make good phrasing.
 4. Read the text with correct breath points and correct rhythm.
 5. Listen to the model performance for timing, breaths, tone quality, accompaniment, and diction.
 6. Sing the melody with nonsense syllables, minding the breath and the tone quality.
 7. Sing the melody with the text.
 8. Memorize the song.
 9. Rehearse with the accompaniment, applying good vocal techniques.
 10. Perform the song.
-

Methods of Evaluation

- Exams
 - Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Skills Demonstrations/Performance Exam
-

Course Materials

Textbooks:

1. Clifton Ware. *Adventures in Singing*, 4th ed. McGraw Hill, 2008, ISBN: 978-0-07-297759-2
Equivalent text is acceptable
2. Meribeth Dayme & Cynthia Vaughn. *The Singing Book*, 3rd ed. ed. W. W. Norton & Co., 2014, ISBN: 978-0-393-92025-3
Equivalent text is acceptable

Other:

1. Video recording device, staff notebook
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 40B
Full Course Title: Elementary Voice II
Short Title: Elem. Voice II
Effective Term: Fall 2009

Course Standards

Lecture Hours: 9.000
Activity Hours: 0.000
Lab Hours: 27.000
Total Units: 1.000
Total Hours: 36.00
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Music (Masters Required)
-

Course Description

Group instruction in elementary vocal techniques, including tone production, breathing, and diction, and their application to the art song and musical theater repertoire, as continuation of MUSIC 40A.

Conditions of Enrollment

Completion with a C or better in: MUSIC 40A. Or by placement exam

Content

Course Lecture Content

1. Vocal technique
 - a. Correct posture
 - b. Diaphragmatic breathing
 - c. Vocal registers
 - d. Phonation and Resonance
2. Introduction to lyric diction
 - a. International Phonetic Alphabets
 - b. English
 - c. Italian
3. Anatomy of vocal mechanism
 - a. Laryngeal structure and function
 - b. Breathing mechanism and function
 - c. Mechanism of resonation
 - d. Vocal health
4. Music Reading Skills

- a. Solfege
 - b. Meter and rhythmic patterns
 - c. Singing rounds or duets
- 5. Performance
 - a. Song preparation
 - b. Mental preparation
 - c. Stage etiquette

Course Lab/Activity Content

Application of lecture content to actual singing through vocal exercises and performance of at least three solo songs (1 English art song, 1 musical-theater type song and 1 Italian art song) and a round or a duet.

Objectives

1. Demonstrate a basic understanding of the breath, body alignment, phonation and resonance as related to singing. ****Requires Critical Thinking****
 2. Relate knowledge of music reading skills and diction to one's own singing. ****Requires Critical Thinking****
 3. Objectively evaluate the student's own performances as well as those of others. ****Requires Critical Thinking****
 4. Analyze the text and music and their relationship. ****Requires Critical Thinking****
 5. Identify the physical sensations involved in singing and synthesize them with the principles studied in class through lecture and reading. ****Requires Critical Thinking****
 6. Demonstrate appropriate vocal exercises with increased range and facility.
 7. Demonstrate good pitch and rhythmic accuracy in one's singing with proper attention to phrasing.
 8. Memorize and perform two art songs (one in English and one in Italian) and a musical theater type song in front of an audience with increasing confidence. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Demonstrate basic music reading skills and basic vocal techniques through performance of level-appropriate art songs.
 - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Demonstrate understanding of basic physiology involved in singing.
 - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - o **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Laboratory**
Students will perform physical and vocal exercises to gain understanding of how the body should feel to sing with correct posture, breaths, resonance, and articulation, as the instructor monitors, adjusts, and corrects them. They will also gain physical freedom, breath support, and wider range as they repeat these exercises over time. Students will also learn songs to apply the technical knowledge and expressive artistry in performance.
- **Lecture/Discussion**
The lecture/discussion covers the physiology of vocal mechanisms, techniques of singing, background

- information on selected songs, and art of singing.
 - **Other**
Performances
-

Assignments

Hours per week on assignments outside of the class: 1

Reading Assignments

Read Chapter 2 and be able to

1. Explain the vocal process from volition through respiration, phonation, resonance and articulation.
2. Explain how one's speaking habits may affect the singing.
3. Demonstrate the exercises for coordinating breath, phonation, and resonance provided in the book.

Other Assignments

Learn the assigned song in stages:

1. Figure out the meter and the rhythm.
 2. Look at the IPA pronunciation guide and translation for Italian or Spanish song.
 3. Read the text aloud dramatically, expressing the meaning.
 4. Figure out where you should breathe to make good phrasing.
 5. Read the text with correct breath points and correct rhythm.
 6. Listen to the model performance for timing, breaths, tone quality, accompaniment, and diction.
 7. Sing the melody with nonsense syllables, minding the breath and the tone quality.
 8. Sing the melody with the text.
 9. Memorize the song.
 10. Rehearse with the accompaniment, applying good vocal techniques.
 11. Perform the song.
-

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Laboratory Assignments**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
-

Course Materials

Textbooks:

1. Clifton Ware. *Adventures in Singing*, 4th ed. McGraw Hill, 2008, ISBN: 9780072977592
Equivalent text is acceptable
2. Meribeth Dayme & Cynthia Vaughn. *The Singing Book*, 3rd ed. W. W. Norton & Co., 2014, ISBN: 9780393920253
Equivalent text is acceptable

Other:

1. Video recording device; Staff notebook
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 40C
Full Course Title: Intermediate Voice I
Short Title: Intermed. Voice I
Effective Term: Fall 2009

Course Standards

Lecture Hours: 9.000
Activity Hours: 0.000
Lab Hours: 27.000
Total Units: 1.000
Total Hours: 36.00
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Music (Masters Required)
-

Course Description

Group instruction in intermediate vocal techniques, including tone production, breathing, and diction, and their application to the art song and musical theater repertoires.

Conditions of Enrollment

Completion with a C or better in: MUSIC 40B. Or by placement exam

Content

Course Lecture Content

1. Vocal technique
 - a. Correct posture
 - b. Diaphragmatic breathing
 - c. Vocal registers
 - d. Phonation and resonance
 - e. Articulation
 - f. Problem identification and solution
2. Lyric diction
 - a. International phonetic alphabets
 - b. English
 - c. Italian
 - d. German
3. Anatomy of vocal mechanism
 - a. Laryngeal structure and function
 - b. Breathing mechanism and function

- c. Mechanism of resonance
 - d. Mechanism of articulation
 - e. Vocal health
- 4. Music reading skills and score analysis
 - a. Solfege
 - b. Meter and rhythmic patterns
 - c. Singing duets
 - d. Text analysis
- 5. Performance
 - a. Song preparation
 - b. Mental preparation
 - c. Artistic interpretation
 - d. Stage etiquette

Course Lab/Activity Content

Application of lecture content to actual singing through vocal exercises and performance of at least four solo songs (1 English art song, 1 musical-theater type song, 1 Italian and 1 German, French or Spanish art song) and a duet.

Objectives

1. Demonstrate a thorough understanding of the breath, body awareness, and body alignment as related to singing. ****Requires Critical Thinking****
 2. Demonstrate a basic understanding of phonation, resonance, and articulation, as related to singing. ****Requires Critical Thinking****
 3. Apply knowledge of music reading skills and solfege to learn music efficiently. ****Requires Critical Thinking****
 4. Identify problems of vocal techniques and analyze their causes. ****Requires Critical Thinking****
 5. Apply the knowledge of vocal techniques to evaluate the student's own performances as well as the performances of others. ****Requires Critical Thinking****
 6. Analyze the text and music and apply to one's own expressive interpretation. ****Requires Critical Thinking****
 7. Identify the physical sensations involved in singing and synthesize them with the principles studied in class through lecture and reading. ****Requires Critical Thinking****
 8. Demonstrate appropriate vocal exercises with increasing facility and understanding of their functions.
 9. Demonstrate accuracy in pitch, rhythm, phrasing, and diction, and perform in good relation to the accompaniment.
 10. Memorize and perform three art songs (one in English, one in Italian, and one in German, French or Spanish) and a musical theater type song in front of an audience with increasing confidence, ease and aesthetic sensitivity. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Demonstrate good music reading skills and intermediate vocal techniques through performance of level-appropriate art songs.
 - **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.

2. Demonstrate intermediate-level understanding of physiology involved in singing.
 - **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

- **Laboratory**
Students will perform physical and vocal exercises to gain understanding of how the body should feel when singing with correct posture, breaths, resonance, and articulation, as the instructor monitors, adjusts, and corrects them. They will also gain physical freedom, breath support, and wider range as they repeat these exercises over time. Students will also learn songs to apply the technical knowledge and expressive artistry in performance.
 - **Lecture/Discussion**
The lecture/discussion covers the physiology of vocal mechanisms, techniques of singing, background information on selected songs, and art of singing.
 - **Other**
Performances
-

Assignments

Hours per week on assignments outside of the class: 1

Reading Assignments

Read the chapter on Phonation and

1. Memorize the cartilages and muscles of the larynx.
2. Explain how the cartilages and muscles function.
3. Be able to explain how the vocal folds produce tone.

Other Assignments

Learn the assigned song in stages:

1. Figure out the meter and the rhythm.
 2. Look at the IPA pronunciation guide and translation for the song in foreign language.
 3. Read the text aloud dramatically, placing the correct stress of each word, and expressing the meaning.
 4. Figure out where you should breathe to make good phrasing.
 5. Read the text with correct breath points and correct rhythm.
 6. Listen to the model performance for timing, breaths, tone quality, accompaniment, and diction.
 7. Sing the melody with nonsense syllables, minding the breath and the tone quality.
 8. Sing the melody with the text.
 9. Research the background of the song and the composer.
 10. Analyze the text for form, subtext, and meaning (word-to-word translation).
 11. Memorize the song.
 12. Rehearse with the accompaniment, applying good vocal techniques.
 13. Perform the song with good breath, tone, and expressivity.
-

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Laboratory Assignments**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
-

Course Materials

Textbooks:

1. Clifton Ware. *Adventures in Singing*, 4th ed. McGraw Hill, 2008, ISBN: 9780072977592
Equivalent text is acceptable
2. Maribeth Dayme & Cynthia Vaughn. *The Singing Book*, 3rd ed. W. W. Norton & Co., 2014, ISBN: 9780393920253
Equivalent text is acceptable

Other:

1. Video recording device; Staff notebook

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 40D
Full Course Title: Intermediate Voice II
Short Title: Intermed. Voice II
Effective Term: Fall 2009

Course Standards

Lecture Hours: 9.000
Activity Hours: 0.000
Lab Hours: 27.000
Total Units: 1.000
Total Hours: 36.00
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Music (Masters Required)
-

Course Description

Group instruction in intermediate vocal techniques, including tone production, breathing, and diction, and their application to the art song and musical theater repertoires, as continuation of MUSIC 40C.

Conditions of Enrollment

Completion with a C or better in: MUSIC 40C. Or by placement exam

Content

Course Lecture Content

1. Vocal technique
 - a. Correct posture
 - b. Diaphragmatic breathing
 - c. Vocal registers
 - d. Phonation and resonance
 - e. Articulation
 - f. Problem identification and solution
2. Lyric diction
 - a. International phonetic alphabets
 - b. English
 - c. Italian
 - d. German
 - e. French
3. Anatomy of vocal mechanism
 - a. Laryngeal structure and function

- b. Breathing mechanism and function
 - c. Mechanism of resonance
 - d. Mechanism of articulation
 - e. Vocal health
- 4. Music reading skills and score analysis
 - a. Solfege
 - b. Meter and rhythmic patterns
 - c. Singing duets
 - d. Text analysis
- 5. Performance
 - a. Song preparation
 - b. Mental preparation
 - c. Artistic and stylistic interpretation
 - d. Stage etiquette

Course Lab/Activity Content

Application of lecture content to actual singing through vocal exercises and performance of at least four solo songs (1 English art song, 1 musical-theater type song, 1 Italian and 1 German, French or Spanish art song) and a duet.

Objectives

1. Apply knowledge of music reading skills and solfege to learn music efficiently. ****Requires Critical Thinking****
 2. Interpret the problems in singing and extrapolate appropriate solutions. ****Requires Critical Thinking****
 3. Demonstrate a thorough understanding of the breath, body awareness, body alignment, phonation, resonance, and articulation, as related to singing. ****Requires Critical Thinking****
 4. Provide constructive criticism based on sound vocal techniques in evaluating the student's own performances and those of others. ****Requires Critical Thinking****
 5. Analyze the text and music and apply to one's own expressive interpretation. ****Requires Critical Thinking****
 6. Identify the physical sensations involved in singing and synthesize them with the principles studied in class through lecture and reading. ****Requires Critical Thinking****
 7. Demonstrate appropriate vocal exercises facility and understanding of their functions.
 8. Demonstrate accuracy in pitch, rhythm, phrasing and diction, and perform in good relation to the accompaniment.
 9. Memorize and perform four art songs (one in English, one in Italian, and in two additional languages from German, French or Spanish) in front of an audience with increasing confidence, ease and aesthetic sensitivity. ****Requires Critical Thinking****
 10. Perform in front of an audience with increasing confidence, ease and aesthetic sensitivity in two student recitals.
-

Student Learning Outcomes

1. Demonstrate good music reading skills and intermediate vocal techniques through performance of level-appropriate art songs.
 - **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.

2. Demonstrate understanding of physiology involved in singing.
 - **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

- **Laboratory**
Students will perform physical and vocal exercises to gain understanding of how the body should feel when singing with correct posture, breaths, resonance, and articulation, as the instructor monitors, adjusts, and corrects them. They will also gain physical freedom, breath support, and wider range as they repeat these exercises over time. Students will also learn songs to apply the technical knowledge and expressive artistry in performance.
 - **Lecture/Discussion**
The lecture/discussion covers the physiology of vocal mechanisms, techniques of singing, background information on selected songs, and art of singing.
 - **Other**
Performances
-

Assignments

Hours per week on assignments outside of the class: 1

Reading Assignments

Read the chapter on Resonation and

1. Identify major resonation chambers for singing.
2. Explain the correlation of the shape of the resonation chamber and the vocal tone.
3. Explain the physiology involved in maintaining ideal resonation.

Other Assignments

Learn the assigned song in stages:

1. Figure out the meter and the rhythm.
 2. Look at the IPA pronunciation guide and translation for the song in foreign language.
 3. Read the text aloud dramatically, placing the correct stress of each word, and expressing the meaning.
 4. Figure out where you should breathe to make good phrasing.
 5. Read the text with correct breath points and correct rhythm.
 6. Listen to the model performance for timing, breaths, tone quality, accompaniment, and diction.
 7. Sing the melody with nonsense syllables, minding the breath and the tone quality.
 8. Sing the melody with the text.
 9. Research the background of the song and the composer.
 10. Analyze the text for form, subtext, and meaning (word-to-word translation).
 11. Memorize the song.
 12. Rehearse with the accompaniment, applying good vocal techniques.
 13. Perform the song with good breath, tone, and expressivity.
-

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Laboratory Assignments**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
-

Course Materials

Textbooks:

1. Clifton Ware. *Adventures in Singing*, 4th ed. McGraw Hill, 2008, ISBN: 9780072977592
Equivalent text is acceptable
2. Meribeth Dayme & Cynthia Vaughn. *The Singing Book*, 3rd ed. W. W. Norton & Co., 2014, ISBN: 9780393920253
Equivalent text is acceptable

Other:

1. Video recording device; Staff notebook

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 43R
Full Course Title: Symphonic Band
Short Title: Symphonic Band
Effective Term: Spring 2009

Course Standards

Lecture Hours: 18.000
Activity Hours: 0.000
Lab Hours: 54.000
Total Units: 2.000
Total Hours: 72.00
Repeatable: Yes
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of symphonic band literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester. The course is repeatable for credit the maximum times allowable by regulation.

Conditions of Enrollment

Other: Audition is required.

Content

Course Lecture Content

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
4. Expression

- a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 5. Style and performance practices
 - a. Study and execution of appropriate style for literature from various style periods
 - b. Study and execution of appropriate performance practices for literature from various style periods
- 6. Solo opportunities
 - a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
 - b. Learn to improvise as necessary
- 7. Blend and Balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
- 8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Course Lab/Activity Content

Apply the lecture contents to rehearsals and performances as an integral member of the ensemble.

Objectives

1. Formulate and evaluate an educated and knowledgeable interpretation of proper musical sound and style of composition as it pertains to an individual musician and to the entire band. ****Requires Critical Thinking****
 2. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sound simultaneously. ****Requires Critical Thinking****
 3. Recognize proper technique on student's instrument.
 4. Play in time with section and ensemble as directed by the conductor.
 5. Play the correct pitches as indicated with accurate intonation.
 6. Play with the articulation, dynamics, phrasing, and expression as directed.
 7. Demonstrate appropriate blend, balance and sound within the section and the ensemble. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Effectively perform a musical composition as non-verbal communication as an integral part of the ensemble. The performance will be a public performance and demonstrate technical proficiency and musicality.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through practices and performances.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- **Laboratory**
Students will rehearse in sections and with the entire ensemble.
- **Lecture/Discussion**

The instructor will select the music for the semester, provide background information about the selections and their styles, give specific guidelines for improvements, organize performances, and direct the ensemble in rehearsals and performances.

- **Other**
Guided music performances
-

Assignments

Hours per week on assignments outside of the class: 1

Other Assignments

Practice measures 30-75 to achieve fluency in the following manner.

- Count the beats and figure out the precise rhythm.
 - Observe the key signature and figure out the pitches and the appropriate fingering, tonguing, etc.
 - Play slowly, keeping the steady beat.
 - Observe articulation, dynamic, and other expressive markings.
 - Increase speed without sacrificing accuracy or intonation.
 - Identify difficult spot and drill.
-

Methods of Evaluation

- **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
-

Course Materials

Other:

1. Music repertoire appropriate to the ensemble. Different works will be selected each semester.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 540
Full Course Title: Vocal Techniques
Short Title: Vocal Techniques
Effective Term: Fall 2009

Course Standards

Lecture Hours: 9.000
Activity Hours: 0.000
Lab Hours: 27.000
Total Units: 0.000
Total Hours: 36.00

Explanation for the variation in minimum units between calculated and actual value:
(Override Units Calculation Explanation)Non-credit course.

Repeatable: No
Grading Method: Non-credit Course

Minimum Qualifications

- Music (Masters Required)
-

Course Description

Instructions in vocal techniques, tone production, breathing, diction, and their application to the art song and musical theatre repertoires.

Conditions of Enrollment

Other: Audition is required to determine the technical level of the student.

Content

Course Lecture Content

1. Vocal technique
 - a. Correct posture
 - b. Diaphragmatic breathing
 - c. Phonation and Resonance
 - d. Articulation and diction
2. Anatomy of vocal mechanism
 - a. Laryngeal structure/function
 - b. Breathing mechanism/function
 - c. Resonance and articulation mechanism
3. Music Reading
4. Performance
 - a. Song preparation
 - b. Mental preparation
 - c. Stage decorum

Course Lab/Activity Content

Application of lecture content to actual singing through vocal exercises and performance of songs appropriate for the student's level.

Objectives

1. Demonstrate a basic understanding of the breath, body awareness, and body alignment as related to

singing. ****Requires Critical Thinking****

2. Relate knowledge of music reading skills and diction to one's own singing. ****Requires Critical Thinking****
3. Evaluate the student's own performances as well as those of the others. ****Requires Critical Thinking****
4. Relate the understanding and convey the meaning of the text and music.
5. Interpret the problems in singing and extrapolate appropriate solutions. ****Requires Critical Thinking****
6. Identify the physical sensations involved in singing and synthesize them with the principles studied in class through lecture and reading. ****Requires Critical Thinking****
7. Demonstrate appropriate vocal exercises with increased facility.
8. Demonstrate good pitch and rhythmic accuracy in one's singing with proper attention to phrasing.
9. Memorize and publicly perform art songs (at least one in a foreign language) and other songs appropriate to the level of the student in good relation to the accompaniment. ****Requires Critical Thinking****

Student Learning Outcomes

1. Demonstrate good music reading skills and vocal techniques through performance of art songs appropriate to the level of the student.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

Methods of Instruction

- **Laboratory**
Students will perform physical and vocal exercises to gain understanding of how the body should feel to sing with correct posture, breaths, resonance, and articulation, as the instructor monitors, adjusts, and corrects them. They will also gain physical freedom, breath support, and wider range as they repeat these exercises over time. Students will also learn songs to apply the technical knowledge and expressive artistry in performance.
- **Lecture/Discussion**
The lecture/discussion covers the physiology of vocal mechanisms, techniques of singing, background information on selected songs, and art of singing.

Assignments

Hours per week on assignments outside of the class: 1

Other Assignments

Learn the assigned song in stages:

1. Figure out the meter and the rhythm.
2. Read the text aloud dramatically, expressing the meaning.
3. Figure out where you should breathe to make good phrasing.

Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Skills Demonstrations/Performance Exam**

Course Materials

Textbooks:

1. Adventures in Singing. *Clifton Ware*, 4th ed. McGraw Hill, 2008, ISBN: 978-0-07-297759-2
Equivalent text is acceptable

Other:

1. Audio or video recording device; Staff notebook
2. Sheet music or other song anthologies appropriate for the level of the student.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 543
Full Course Title: Symphonic Band
Short Title: Symphonic Band
Effective Term: Spring 2009

Course Standards

Repeatable: No
Grading Method: Non-credit Course

Minimum Qualifications

- Music (Masters Required)
-

Course Description

This non-credit course is for the study, rehearsal, and public performance of symphonic band literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester.

Content

Course Lecture Content

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
5. Style and performance practices
 - a. Study and execution of appropriate style for literature from various style periods
 - b. Study and execution of appropriate performance practices for literature from various style periods
6. Solo opportunities
 - a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
 - b. Learn to improvise as necessary

7. Blend and Balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Course Lab/Activity Content

Apply the lecture contents to rehearsals and performances as an integral member of the ensemble.

Objectives

1. Formulate and evaluate an educated and knowledgeable interpretation of proper musical sound and style of composition as it pertains to an individual musician and to the entire band. ****Requires Critical Thinking****
 2. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sound simultaneously. ****Requires Critical Thinking****
 3. Recognize proper technique on student's instrument.
 4. Play in time with section and ensemble as directed by the conductor.
 5. Play the correct pitches as indicated with accurate intonation.
 6. Play with the articulation, dynamics, phrasing, and expression as directed.
 7. Demonstrate appropriate blend, balance and sound within the section and the ensemble. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Effectively perform a musical composition as non-verbal communication as an integral part of the ensemble. The performance will be a public performance and demonstrate technical proficiency and musicality.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through practices and performances.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- **Laboratory**
Students will rehearse in sections and with the entire ensemble.
 - **Lecture/Discussion**
The instructor will select the music for the semester, provide background information about the selections and their styles, give specific guidelines for improvements, organize performances, and direct the ensemble in rehearsals and performances.
 - **Other**
Guided music performance
-

Assignments

Hours per week on assignments outside of the class: 1

Other Assignments

Practice measures 30-75 to achieve fluency in the following manner.

- Count the beats and figure out the precise rhythm.
 - Observe the key signature and figure out the pitches and the appropriate fingering, tonguing, etc.
 - Play slowly, keeping the steady beat.
 - Observe articulation, dynamic, and other expressive markings.
 - Increase speed without sacrificing accuracy or intonation.
 - Identify difficult spot and drill.
-

Methods of Evaluation

- **Laboratory Assignments**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
-

Course Materials

Other:

1. Music repertoire appropriate to the ensemble. Different works will be selected each semester.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: THART 45A
Full Course Title: Stagecraft 1
Short Title: Stagecraft 1
Effective Term: Fall 2017

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

- Stagecraft **Or**
 - Theater Arts (Masters Required)
-

Course Description

Practices, terminology, and organization of contemporary theatre technology; exercises in construction and implementation of all technical aspects of production (sets, lighting, sound, costumes, properties, stage management, make-up). Integrated with College theatre productions.

Content

Course Lecture Content

1. Technical production, organization of theatre production, and equipment
 - a. The stage
 - b. Production personnel
 - c. Introduction to theatre instruments and equipment
 - d. Introduction to shop equipment
2. Safety
 - a. Shop protocol and safety
 - b. Performance protocols and safety
 - c. Theatrical rigging and safety
3. Interpretation of information for production
 - a. Reading a script with a focus on design and technical aspects for production
 - b. Interpretation of ground plans, elevations, cross-sections
 - c. Interpretation of lighting or sound plots
4. Basic scene design concepts
 - a. Set
 - b. Lighting
 - c. Stage properties
 - d. Sound
 - e. Demonstrated understanding of how designers and technicians work collaboratively

5. Implementation of design to production requirements
 - a. Basic scenic construction and painting
 - b. Rehearsal management
 - c. Hanging and focusing theatrical luminaires
 - d. Sound recording
 - e. PA methods
-

Objectives

1. Handle stage properties.
 2. Interpret a script for production values. ****Requires Critical Thinking****
 3. Analyze the special problems of a production. ****Requires Critical Thinking****
 4. Create a simple set design. ****Requires Critical Thinking****
 5. Construct and paint basic scene units. ****Requires Critical Thinking****
 6. Set up and control simple stage lighting plots. ****Requires Critical Thinking****
 7. Develop and control a simple sound design. ****Requires Critical Thinking****
 8. Appraise the complete process of technical stage production on a beginning scale. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Acquire knowledge of basic tools and techniques of set construction; properties construction, acquisition and management; basic tools, equipment and techniques for sound systems; and basic tools, equipment and techniques for lighting systems.
 2. Understand the job of each member of a theatre design team and the requirements of each member of a backstage crew.
-

Methods of Instruction

- Lecture/Discussion
-

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments

Students will read textbook and selected theatre scripts.

Writing Assignments

Students will write critical papers and learn the use of technical theatre written forms.

Other Assignments

Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Laboratory Assignments
- Oral Tests/Class Performance

- **Participation**
- **Portfolio**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Skills Demonstrations/Performance Exam**
- **Other**

Teacher evaluation of student's performance while working as a member of stage crew for various performances

Course Materials

Textbooks:

1. Gillette, J. Michael . *THEATRICAL DESIGN AND PRODUCTION*, 7th ed. McGraw-Hill Education, 2012, ISBN: 978-0073382227
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 3
Full Course Title: Medical Surgical Nursing III
Short Title: MED/SURG NURS III
Effective Term: Fall 2015

Course Standards

Lecture Hours: 36.000
Activity Hours: 0.000
Lab Hours: 162.000
Total Units: 5.000
Total Hours: 198.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Nursing (Masters Required)
-

Course Description

This course is designed to provide learning opportunities for in-depth application of the nursing process to the health needs of a selection of acutely ill patients and simulated acutely ill patients. Emphasis is on the application of biophysical and psychosocial knowledge to meet the health care needs of the adult with acute and chronic disorders in selected body systems. Prerequisite: NURS 2.

Conditions of Enrollment

Completion with a C or better in: NURS 2

Advisories

- **Computer Literacy - recommended basic computer skills**
 - **Language - recommended eligibility for English 1A**
 - **Mathematics - recommended eligibility for Math 52**
-

Content

Course Lecture Content

- I. General disease concepts of pathophysiology, pharmacology, assessment, diagnostics, and nursing care treatments of diseases of Cardiovascular, Endocrine and Neurological system
- II. Cardiovascular
 - a. General problems of perfusion with cardiovascular disease
 - b. Myocardial Infarctions
 - c. Congestive Heart Failure
 - d. Valvular disorders
 - e. Infectious and inflammatory cardiac disorders

- f. Problem with cardiac conduction
- g. Peripheral Vascular Disease
- h. Acute Coronary Syndrome
- g. Geriatric considerations with the cardiovascular
- h. Nursing responsibilities
- III. Neurological
 - a. General problems of sensory motor with neurological disease
 - b. Acute traumatic neurological injury
 - c. Spinal cord injury
 - d. Neurological rehabilitation
 - e. Chronic neurological disease
 - f. Infectious disease of the neurological system
 - g. Stroke
 - h. Geriatric consideration with neurological dysfunction
- IV. Endocrine
 - a. Diabetes Mellitus
 - b. Diseases of the thyroid gland
 - c. Diabetes Insipitus
 - d. Syndrome of Inappropriate Anti-Diuretic Hormone
 - e. Growth hormone dysfunction
 - f. Hyper/Hypo function of the pituitary gland.
 - g. Hyperparathyroid
 - h. Disorders of the adrenal cortex
 - i. Geriatric consideration with endocrine dysfunction

Course Lab/Activity Content

Hands on patient care demonstrating mastery of lecture content of cardiac, endocrine and nursing care.

Objectives

1. Theory Objectives: Demonstrate knowledge in the care of: a. the patient with teaching and learning needs b. the patient with Cardiovascular needs c. the patient with Neurological needs d. clients with Endocrine needs e. clients with geriatric needs f. the client with advocacy needs
2. Prioritize and evaluate information relevant to the care of a patient with diseases from selected body systems.
3. Discuss significant psychosocial variables including age, family and culture when caring for adult and geriatric patients.
4. Discuss how the nursing process is applied to health problems and safety concerns of selected patients.
5. Demonstrate an understanding of therapeutic communication at the N3 level with selected patients.
6. Demonstrate proficiency in critically evaluating selected clients subjective and objective assessment finding.
7. Integrate the roles and responsibilities of the nurse into patient care planning for selected patients.
8. Demonstrate knowledge of assessments & diagnostics for the patient with disorder of the body systems under study.
9. Discuss legal/ethical issues relevant to specific patient care.
10. Discuss nursing concepts and theory on patients with acute and chronic illness of the Cardiovascular system, Endocrine system and Neurological system.
11. Laboratory Objectives: Demonstrate the roles of the RN in the care of the acutely ill patients.
12. Prioritize information and assessment finding on the acutely ill patient. ****Requires Critical Thinking****

13. Take instructor guided action on abnormal assessment finding on the acutely ill patient. ****Requires Critical Thinking****
 14. Critically think about assessment findings and develop a plan to correct any problems identified from the assessment findings. ****Requires Critical Thinking****
 15. Provide verbal & written patient reports to instructor that illustrate identification of patient problems, prioritization of assessments, plans for correction and potential complications associated with patients acute illnesses. ****Requires Critical Thinking****
 16. Administer intravenous medication and solutions safely and therapeutically. ****Requires Critical Thinking****
 17. Evaluate & validate the effectiveness of these medications & solutions ****Requires Critical Thinking****
 18. Administer blood and blood products. ****Requires Critical Thinking****
 19. Perform full & focused physical assessment on patients within these selected systems. ****Requires Critical Thinking****
 20. Identify acute problems or complications of pathologies of selected patients. ****Requires Critical Thinking****
 21. Initiate patient referrals.
 22. Initiate patient teaching based upon a learning needs assessment.
 23. Advocate for the patients when a standard of care is unmet or if the patient needs are not being met.
 24. Communicate therapeutically with instructor, peers, patients and all other health team members.
 25. Develop comprehensive care plans to treat patient problems.
 26. Perform basic interpretation of basic cardiac dysrhythmias.
-

Student Learning Outcomes

1. demonstrate problem solving and clinical reasoning related to patient care of the adult medical surgical population, with a focus on IV medications.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. demonstrate and practice critical thinking skills in relation to safe and comprehensive patient care.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. communicate and collaborate with interdisciplinary health care partners in providing care to a diverse population of patients and families.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
-

Methods of Instruction

- **Laboratory**
Lab consists of on site high fidelity simulation experiences, low fidelity simulation, case study, group work, and individual skills work. Clinical consists of adult med-surg patient care at area hospitals.
- **Lecture/Discussion**
Lecture on cardiac, endocrine, neuro content of medical surgical adult patients, nursing care, priorities, NCLEX prep. Classroom discussions, group work, interactive discussions.
- **Other**

Assignments

Hours per week on assignments outside of the class: 4

Reading Assignments

ReReading assignment:

Unit 1

Ignatavicius & Workman Medical Surgical Nursing, 8th edition: 33, (34), 35, 36, 38.

ATI content is found at www.atitesting.com.

Complete: ATI review modules, Complete: ATI review modules, Adult Med-Surg, Cardiovascular: pg 294-434 (2013 ed); book pgs 161- 239 (2016 ed).

ATI practice assessment: Targeted Medical Surgical 2013: Cardiovascular;

ATI Tutorial, Pharmacology Made Easy: Cardiovascular System.

Writing Assignments

Concept map:

Concept Map General Instructions:

1. List patient acute physiological problems in order of priority; these may be written as nursing diagnoses, collaborative problems, or potential complications. For example: Ineffective tissue perfusion related to myocardial ischemia...or Collaborative Problem: Myocardial Ischemia or Potential Complication: Cardiogenic Shock

Example acute problem list, in order of priority:

1. Ineffective tissue perfusion
 2. Activity intolerance
 3. Deficient knowledge
-
1. Analyze / evaluate / integrate information on each problem by discussing, evaluating and correlating relevant:
 - a. Physical assessment findings
 - b. Diagnostic findings
 - c. IV solutions
 1. Complete an ongoing concept map for a patient whose nursing diagnosis/potential complication/collaborative problem is the most critical physiological problem. The concept map should incorporate all acute problems in the interventions and evaluations.

Further recommendations for concept maps:

1. Include pertinent recent events and history particularly since admission.

- Do not use identifying patient information on this concept map, such as the patient's actual initials, room number, MR number, etc. Instead, create a false set of initials or name for each patient.
- Do include age, gender, admit date, date of care, diagnosis, significant history, care up to the present, and patient's description of the problem. List admitting diagnosis, then list the acute problem/s for the day of care with a prioritized problem list of all the **acute** problems (see #2). List the problem clearly and simply, for example if the problems has developed pneumonia on your dates of care state the problems as "Nosocomial infection".

Utilize textbooks, pharmacology, pathophysiology and diagnostics to formulate evaluations of the patient's assessment finding, medications and diagnostics.

2. Write a concept map consisting of prioritized **acute problems**, in the order of priority or severity.

A good rule of thumb to distinguish priority acute problems is to ask if this problem cause death, disability, or serious complications if left untreated. The list of problems will vary according to the acute problems; there is no specific number of problems for each patient.

3. The concept map will address each acute problem and how they are interrelated. All priority problems should be reflected in the ongoing concept map.

Analyze/Evaluate each problem by discussing, evaluating & correlating relevant physical assessment findings, diagnostic findings, medications, IV solutions. The process of evaluation is not a description of the pathophysiology. Knowledge of the patients pathophysiology is however necessary to evaluation the patient's acute problems. Remember that the evaluation process also involves making personal and or professional judgments about what specific problem under evaluation. It is best to integrate findings below together an evaluation around a problem and not just discuss the issues separately.

Physical Assessment Findings:

How are these pathologies (acute problems) reflected in your findings? What are the major complications you would be anticipating given the acute pathologies involved based on your assessment findings? (How does the acute problem affect other systems?)

Diagnostic Findings:

How do these diagnostic findings related to the acute problem (s)? What do the diagnostic findings tell the nurse about the status of the patient? Are the diagnostic findings consistent with the physical assessment findings?

Medications/Therapeutics/IV Fluids:

Evaluate only relevant medications/IV fluids related to the most acute problem(s). This includes all the ordered medications that pertain to the acute problem(s), even if not given. Think about why these medications ordered. Were they effective? How was this determined? Consider specific findings such as assessments, labs, etc. Include evaluation of IV therapies as regards patient fluid and electrolyte/acid base status.

Remember that writing a concept map is a progressive process of learning that will take a bit of trial and error. Students have nearly the entire semester to gain and document this skill of priority problem identification, analysis, evaluation, and care planning of the acutely ill client and their corresponding clinical problems and complications.

See the following rubric with concept map for grading. See concept map example in Practicum Forms

section.

Other Assignments

Weekly dosage calculation worksheets:

Med Calculation/Critical Thinking Practice #1

1. Ann Arronson has this order: 1000 ml of NS to be administered every 8 hours.

a. What is the rate per hour? 125 ml

b. How much fluid will the patient receive in 3 hours? _____

c. Will you call the MD for order clarification? _____

1. Brett Butler has an order: NS 500 ml, IV, over 8 hours with a drip rate of 20 gtt/ml.

1. Calculate the rate of administration:

2. What will you give in 15 seconds?

3. Can you give partial drip?

1. Chris Christie has this order: 500 ml of LR, IV, over 8 hours. Indicate the rate on the IV pump: _____ ml

Dawn Downer has a history of deep vein thrombosis. Order is for Lovenox SQ, pharmacy guidelines for dosing, which state: 1.5 mg per kg. once daily. Patient weighs 175 pounds. Drug comes in vials of 100 mg. per ml.

1. Class/major S/E (side effects):

2. What will be your dose of lovenox? _____

3. How many ml's of lovenox will you draw up for your dose? _____ ml's

1. Your order reads, "Protonix 40 mg. IVP every day." Main IV fluid is normal saline (0.9%) with 20 mEq KCL/liter which is running at 50 ml's per hour. The patient is hospitalized with pneumonia and is also receiving Rocephin 1 Gm. IV every 24 hours.

a. Class/ major S/E:

b. Will you dilute the Protonix?

c. How long will you push the Protonix over? _____

d. Do you need another IV site to give this drug in? _____

e. You will push 1 ml over _____ seconds.

f. You will flush with _____ fluid.

g. You will push at _____ rate.

h. Pt now has S.L. How will you administer?

Evan Earning is vomiting. His PRN order is for Zofran 4 mg, IVP, every 4-6 hours prn nausea. Zofran comes in vials of 2 mg. per 1 ml.

1. Class/ major S/E:

2. How much will fluid from the vial will you draw up for your dose? _____

10. How long will you give this drug over? _____

11. Will you dilute the drug? _____

Fred Franklin has a DVT and is on a heparin drip. He reports feeling nauseated; the order reads: "Phenergan 25 mg. IV every 6 hours prn nausea." He has one IV site.

12. Class/ major S/E:
13. How long will you administer this drug over? _____
14. Will you use an infusion pump? _____
15. What is one obstacle you know of in giving this drug to your patient, and as the RN managing the patient's safe care, what would be an appropriate intervention?

Formulas: Use rounding rules; see syllabus

IV pushes: Time in seconds/lines

Example: Medication Z (volume of 10 ml) over 3 minutes = 180 seconds $(60 \times 3)/10 \text{ ml} = 18$ seconds per ml

IV fluids or piggy backs:

1. TV/TT (in hours)= ml/hour (can be whole numbers or decimals)
2. TV/TT(in minutes) x gtt factor = gtt/min (must be whole numbers)
3. IVPB: TV/TT (minutes) x 60 minutes

Methods of Evaluation

- Exams
 - Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Research Project
 - Skills Demonstrations/Performance Exam
 - Other
- Clinical observations

Course Materials

Textbooks:

1. D. Ignatavicius & M. Workman. *Medical Surgical Nursing: Patient-Centered Collaborative Care*, 8th ed. Elsevier, 2015, ISBN: 9781455772551
Equivalent text is acceptable

Other:

1. Publisher online materials, syllabus, lecture Notes or power points, Nursing skills attainment equipment, numerous clinical reference books, ATI medical surgical bundle.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 4A
Full Course Title: Medical-Surgical Nursing IV
Short Title: Med Surg Nurs IV
Effective Term: Fall 2015

Course Standards

Lecture Hours: 36.000
Activity Hours: 0.000
Lab Hours: 81.000
Total Units: 3.500
Total Hours: 117.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Nursing (Masters Required)
 - Education (Masters Required)
-

Course Description

This course is designed to provide lecture and clinical opportunities for in-depth application of the nursing process to the health needs of a selection of acutely ill patients and simulated acutely ill patients. Emphasis is on the application of biophysical and psychosocial knowledge to meet the health care needs of the adult with acute and chronic disorders in selected body systems.

Conditions of Enrollment

Completion with a C or better in: NURS 3

Advisories

- **Computer Literacy - recommended basic computer skills**
 - **Language - recommended eligibility for English 1A**
 - **Mathematics - recommended eligibility for Math 52**
-

Content

Course Lecture Content

I. General disease concepts of pathophysiology, pharmacology, assessment, diagnostics, and nursing care treatments of diseases of the immune system and hematological system, diseases of cellular dysfunction and infectious disease

II. Disease of the Immune System

a. General concepts of inflammation & immunity

- b. Disease that constitutes problems of immune protections
- c. Disease of immune excess
- d. Diseases of autoimmunity
- e. Diseases with immune deficiencies
- f. Acquired Immune Deficiency Syndrome
- g. Geriatric considerations with immunological dysfunction
- h. Nursing responsibilities

III. Disease Caused by Infectious Agents

- a. General concepts of infectious disease
- b. Physiological defenses against infectious agents
- c. Treatments and prevention of infections
- d. Systemic Inflammatory Response Syndrome
- e. Sepsis
- f. Resistant pathogens
- g. Assessment, care and management of the patient with infectious/immunological problems

IV. Disease of the Hematologic System

- a. General concepts of hematology
- b. Disease of hematological cell lines
- c. Disease of coagulopathy
- d. Assessment, care and management of the patient with hematology dysfunction
- e. Geriatric consideration with hematology dysfunction

V. Cancer

- a. Pathogenesis & cellular characteristics of cancer
- b. Cancer prevention
- c. Cancer treatments
- d. Psychology of cancer
- e. Complications of cancer
- f. Genetics of cancer
- g. Assessment, care and management of the patient with cancer
- h. Geriatric consideration with the patient with cancer

Course Lab/Activity Content

Students will complete an SBAR on their most acute patient while they are in their 12 hour clinical

1. Demonstrate knowledge from the following subject areas in the • care of the patient with teaching and learning needs with cancer • care of the patient with cancer • care of the patient with hematologic dysfunction • care of the patient with infectious disease • care of the patient with immunological dysfunction • care of clients with geriatric needs with diseases of the selected systems under study • care of the client with advocacy needs ****Requires Critical Thinking****
2. Prioritize, plan and evaluate information relevant to the care of a patient with above diseases. ****Requires Critical Thinking****
3. Integrate significant psychosocial variables including age, family and culture when caring for adult and geriatric patients. ****Requires Critical Thinking****
4. Discuss how the nursing process is applied to health problems and safety concerns of selected patients. ****Requires Critical Thinking****
5. Demonstrate an understanding of therapeutic communication at the N4 level with selected patients ****Requires Critical Thinking****
6. Demonstrate proficiency in critically evaluating selected clients subjective and objective assessment finding. ****Requires Critical Thinking****
7. Integrate the roles and responsibilities of the nurse into patient care planning for selected patients. ****Requires Critical Thinking****
8. Assess and diagnose the patient with disorders of the body systems under study. ****Requires Critical Thinking****
9. Discuss legal/ethical issues relevant to specific patient care. ****Requires Critical Thinking****
10. Apply nursing concepts and theory on patients with acute and chronic illness of the Immune and Hematologic systems. ****Requires Critical Thinking****
11. Apply nursing concepts and theory on patients with acute and chronic stages of cancer and infectious disease. ****Requires Critical Thinking****
12. Demonstrate all roles of the RN in the care of the acutely ill patients with disease of the selected systems and states of cellular dysfunctions. ****Requires Critical Thinking****
13. Prioritize information and assessment finding on the acutely ill patient. ****Requires Critical Thinking****
14. Take instructor guided action and independent action on abnormal assessment finding on the acutely ill patient. ****Requires Critical Thinking****
15. Think critically about assessment findings and develop a plan to correct any problems identified from the assessment findings. ****Requires Critical Thinking****
16. Provide comprehensive care of patient problems and potential complications associated with patients acute illnesses with minimal instructor assistance. ****Requires Critical Thinking****
17. Administer intravenous medication and solutions safely and therapeutically. ****Requires Critical Thinking****
18. Manage intravenous therapies for a group of patients. ****Requires Critical Thinking****
19. Administer blood and blood products. ****Requires Critical Thinking****
20. Perform full & focused physical assessment on patients within selected systems. ****Requires Critical Thinking****
21. Manage the need for patient referrals. ****Requires Critical Thinking****
22. Initiate patient teaching based upon a learning-needs assessment. ****Requires Critical Thinking****

23. Advocate for the patients when a standard of care is unmet or if the patient needs are not being met.
****Requires Critical Thinking****
 24. Demonstrate leadership behaviors with instructor, peers, patients and all other health team members.
****Requires Critical Thinking****
 25. Develop comprehensive care plans to treat patient problems. ****Requires Critical Thinking****
 26. Demonstrate cultural competency with selected patient care situations. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of course Students will be able to communicate to the multidisciplinary team using SBAR format to improve the quality and safety in caring for patients
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Upon completion of course Students will demonstrate their critical thinking in hematology, oncology and immunology
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of course students will be able to identify the major evidence based practice concepts in the nursing process with patients with immune, hematological and cancer diagnosis
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Hours per week on assignments outside of the class: 8

Reading Assignments

Read chapter 39 and 40 in med-surg book

Writing Assignments

Complete SBAR on their most critical patient during clinical

Other Assignments

Methods of Evaluation

- Essay/Paper
 - Exams
 - Laboratory Assignments
 - Participation
 - Problem Solving Exercises
 - Quizzes
 - Research Project
 - Skills Demonstrations/Performance Exam
-

Course Materials

Textbooks:

1. Ignatavicius. *Medical Surgical Nursing*, 7th ed. Mosby, 2012, ISBN: ISBN: 978-1-4377-279

Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 4B
Full Course Title: Leadership in Nursing
Short Title: Nurse Leader
Effective Term: Spring 2016

Course Standards

Lecture Hours: 18.000
Activity Hours: 0.000
Lab Hours: 108.000
Total Units: 3.000
Total Hours: 126.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Nursing Science/
 - Nursing (Masters Required)
-

Course Description

Focuses on advanced concepts and principles of nursing practice as well as in-depth theory related to selected biophysical and psychosocial needs in a preceptor learning environment. Emphasis is on the management and leadership role of the nurse. Application of management and leadership concepts and skills is provided by selected patient care experiences for students who are assigned to work individually with an RN preceptor in a clinical agency.

Conditions of Enrollment

Completion with a C or better in: NURS 4A

Advisories

- **Computer Literacy - recommended basic computer skills**
 - **Language - recommended eligibility for English 1A**
 - **Mathematics - recommended eligibility for Math 52**
-

Content

Course Lecture Content

1. LEADERSHIP IN NURSING
 - a. Challenges of nursing management
 - b. Delegation and management of client care
 - c. Time management for the nurse manager and care giver
 - d. Giving & receiving feedback and conflict resolution
 - e. Organizations, power and empowerment in the workplace and change

- f. Legal issues in nursing practice
- g. Ethical issues in nursing practice
- h. Role transition from student to practicing nurse and reality shock
- 2. CLINICAL PRECEPTORSHIP/LAB
 - a. Orientation to the role of preceptee
 - b. Overview of preceptored experience
 - c. Practicum experience with individual preceptor

Course Lab/Activity Content

Students precept with an RN for 108 hours in the hospital

Objectives

1. Synthesize knowledge from biophysical and psychosocial science so as to interpret client's or group of clients' adaptive response to the learning environment with an independent preceptor. ****Requires Critical Thinking****
 2. Integrate knowledge from biophysical and psychosocial sciences in caring for clients either as primary caregiver or manager of care for a group of clients. ****Requires Critical Thinking****
 3. Analyze how social and cultural factors affect client care as a primary caregiver or manager of care for a group of clients. ****Requires Critical Thinking****
 4. Integrate communication theory in an individualized manner in caring for client, family, or when interacting with other health team members and preceptor. ****Requires Critical Thinking****
 5. Utilize a broad knowledge base from biophysical and psychosocial sciences as a basis for nursing practice. ****Requires Critical Thinking****
 6. Demonstrate an understanding of management principles in providing effective care through delegation and supervision. ****Requires Critical Thinking****
 7. Integrate teaching-learning theory into the role of the nurse manager. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of the course The student will analyze data/information in addressing and evaluating problems and issues in making decisions in the clinical setting
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Students will be able to identify a clinical question regarding a practice they have identified in their clinical setting with their preceptor
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 3. Upon completion of the course Students will be able to effectively communicate to the multi-disciplinary team in the clinical setting
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Preceptor Instruction
-

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments

Complete ATI material on leadership

Writing Assignments

Complete a journal on their particular shift

Other Assignments

Journal entry for each day of clinical work with a preceptor.

Methods of Evaluation

- Exams
 - Homework
 - Laboratory Assignments
 - Quizzes
 - Other
- Objective Tests Class Performance Attendance Preceptor evaluation
-

Course Materials

Textbooks:

1. ATI. *Leadership*, 2014 ed. ATI, 2014, ISBN: 9782367
Equivalent text is acceptable

Software:

1. *Leadership*. ATI, 2014 ed. Students purchase ATI software when they enter the program and used throughout.

Other:

1. Course Syllabus & Preceptor orientation materials
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 20
Full Course Title: Introduction To Nursing
Short Title: Intro to Nurs
Effective Term: Fall 2013

Course Standards

Lecture Hours: 18.000
Total Units: 1.000
Total Hours: 18.00
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications

- Nursing (Masters Required)
-

Course Description

Provides an overview of current nursing roles, responsibilities, and scope of practice as defined by the Board of Registered Nursing in a variety of settings for nursing practice with an emphasis on the rigors of being a nursing student and a newly graduated nurse are presented along with study strategies, sources for financial aid, and college and department learning resources to enhance student success. Open to nursing and non-nursing majors.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Introduction to Role – What is a Nurse?
 - a. Types of Nurses
 - i. Vocational Nurse
 - ii. Registered Nurse
2. Levels of Nursing Education
 - a. Diploma program
 - b. Associate Degree program
 - c. LVN to RN (ADN)
 - d. LVN to BSN program
 - e. Bachelor's program
 - f. Graduate study for advanced practice, faculty, research, administration

3. Scope of Practice
 - a. Board of Registered Nursing and the Board of Vocational Nursing & Psychiatric Technicians
 - i. NCLEX
 - ii. CA Nurse Practice Act
4. Introduction to Curriculum - Navigating the Pre-Requisites to the Program
 - a. Discussion of Requisites/Pre-Requisites
 - b. Selection formula and pre-admission testing
 - c. Sequence of nursing courses
5. Critical Thinking and Individual Learning Styles
 - a. Critical thinking defined
 - b. Critical thinking exercises
 - c. Learning Styles Inventory
 - i. Application of learning styles to nursing education
6. Physical Assessment
 - a. Relevance to nursing practice and patient condition
 - b. Relevance to pathophysiology
7. Lab and Diagnostic Interpretation
 - a. Categories of data (types of specimens, hematological vs. radiological)
 - b. Indication of patient condition
 - c. Relevance to nursing practice
8. Care Planning
 - a. Introduction to nursing diagnostics
 - b. Steps in care planning process
9. Medication Administration and Medication Calculations
 - a. Role of the RN in assuring safe, effective medication administration
 - b. Overview of medication calculation formulas
 - i. Calculations exercises
10. Documentation
 - a. Need for documentation in nursing care
 - b. Liability of institutions and nurses
 - c. Implication of poor documentation
 - d. Overview of correct documentation practices
11. Study Strategies
 - a. Review of best practices for studying
 - b. Student Success Kit – RHORC
 - c. Strategies for Student Success – RHORC
 - d. Computer Proficiency
 - e. Online Learning – how to be a successful online student
12. Financial Aid and Other College Resources
 - a. Financial Aid
 - i. Cost of the program
 - ii. To work or not to work?
 - iii. Review of current financial aid resources for nursing students
13. Campus Resources
 - a. College Success Center
 - b. Learning Resource Center
 - c. Computer Lab
 - d. Hard Math Cafe
 - e. Study Groups
14. Diversity in Nursing and in Patient Populations
 - a. The changing face of nursing
 - b. Opportunities for minorities in diversifying workforce
 - c. Opportunities for men in nursing
 - d. Nursing adaptive to diverse health care populations and practices
15. Ethical and Legal Considerations
 - a. The role of ethics in nursing practice – nursing as a practice of caring
 - b. American Nurses Association Code of Ethics
16. Legal Responsibilities in nursing practice
 - a. Liability for Nurses practicing in CA
 - b. BRN Enforcement program
17. Job Opportunities and Resources of the Student and Professional Nurse
 - a. Current employment surveys and employment forecasts
 - b. Online Resources

- i. Student and Professional organizations
 - ii. Learning resources for students
-

Objectives

1. Define the roles, responsibilities, characteristics, and different stages of nursing practice. ****Requires Critical Thinking****
 2. Identify the scope of practice of RN as defined by the CA BRN and the CA BVNPT. ****Requires Critical Thinking****
 3. List the pre-requisite courses and required level of academic success for nursing education, define options for completion, and define implications of repeating coursework within the program. ****Requires Critical Thinking****
 4. Compare critical and creative thinking and evaluate how critical thinking applies to the study of nursing. ****Requires Critical Thinking****
 5. Define successful study strategies and the role and impact of computer use in nursing education. ****Requires Critical Thinking****
 6. Define financial aid and current campus and outside resources available for student success. ****Requires Critical Thinking****
 7. Summarize the impact of diversity in delivery of nursing care. ****Requires Critical Thinking****
 8. Summarize coping mechanisms successfully utilized during nursing school and practice. ****Requires Critical Thinking****
 9. Describe key ethical and legal implications in nursing practice. ****Requires Critical Thinking****
 10. Describe job opportunities for beginning and advanced practice nurses, and resources for students and professional registered nurses. ****Requires Critical Thinking****
 11. Recognize and relate the basis of nursing diagnoses with the interpretation of physical assessment, lab, and diagnostic findings. ****Requires Critical Thinking****
 12. Summarize the steps involved in medication calculations and the premises for safe medication administration. ****Requires Critical Thinking****
 13. List the steps involved in medication calculations and the premises for safe medication administration. ****Requires Critical Thinking****
 14. Recognize and evaluate basic nursing documentation and the role documentation in nursing practice. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. describe, at a beginning level, the roles of a nurse as evidenced by scoring at least a 70% in online journal entries for these topics.
 - **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.
2. effectively use language and non-verbal communication appropriate for the audience and purpose, as evidenced by scoring at least 70% on final group project. The topic of project will address various issues of professional nursing and requires group work, collaboration, interpersonal communication and presentation skills.

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
-

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Guest Lecturers, Demonstrations, Case Studies
-

Assignments

Hours per week on assignments outside of the class: 2

Reading Assignments

Read the assigned chapter in the textbook and reflect on the topics. Chapters: 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13 (we skip chapter 9).

Writing Assignments

Journaling: 10 points for each journal/discussion posted. In order to earn Credit (CR) in this course, one must earn a minimum of **70%** of the total possible. **The majority of class points are based on the weekly journaling.** Journaling (10 points each): Read the assigned chapter in the textbook and reflect on the topics. Each week you will journal in the Discussion area of the Canvas website. Complete at least a one-page summary or at least 10 sentence reflection of the assigned reading from the textbook. Your post should be analytical, creative and practical. See grading rubric. Respond to at least two other students posts.

Chapters: 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13 (we skip chapter 9). Refer to the Discussion Page for the weekly assigned chapter. Remember that these are posted on a discussion board, so do not post anything you would not want other students to read. The journaling will prepare you for the class discussion of the week. There are 10 participation points awarded per journal/weekly chapter for individual work. No late work is accepted. No late points are assigned. See **Journaling Rubric**.

Other Assignments

Presentation:

A final group presentation is designed to address various aspects of nursing.

The presentation is worth 50 points. Each student in the group will be equally responsible for their portion of the preparation and presentation. The topic should address issues of professional nursing. Some ideas are listed below. Feel free to choose a topic not listed, but check with the instructor before proceeding.

Professionalism: examples include membership in a professional organization, ethics in nursing, legal aspects of nursing, professional behavior, presentation in the workplace, etc. Career Options: examples include hospice nursing, travel nursing, acute care nursing, trauma nursing, correctional (jail) nursing, advanced practice nursing, clinic nursing, long term care nursing, etc. Diversity in nursing: examples include med in nursing, ethnic diversity in nursing, generational differences among nurses, etc. Workforce issues: examples include shortage of nurses, A.D.N. vs B.S.N. as entry to practice, etc.

Explore your topic by interviewing at least one professional nurse. Feel free to supplement with internet research and other sources that support your information. Have fun and be creative! Consider making a video or designing a game to share your information. Consider something like "A day in the life of X nurse" or "The biggest challenges we face, as a profession, are..." or "Why I want to do X nursing". Use your computer skills, acting chops, musical ability, or innate sense of humor to convey your information. In the past, students have presented brief video clips that they discussed, sang, had skits, discussed a poster presentation, etc.

Relax and have fun. This is NOT a research project or term paper; it is a way to share fun and interesting information with the rest of the group. Dress in a professional manner and use appropriate audiovisual aids (video, clips, posters, etc.). Each group must turn in some project (outline, poster, handout, etc.).

See rubric below. Bring to final presentation.

Methods of Evaluation

- Homework
- Oral Tests/Class Performance
- Participation
- Quizzes
- Research Project
- Skills Demonstrations/Performance Exam
- Other
student presentations

Course Materials

Textbooks:

1. Katz, Carter, Bishop, Kravits. *Keys to Nursing Success*, 3rd ed. Pearson , 2009, ISBN: 9780137036844
Equivalent text is acceptable

Other:

1. Syllabus
2. Class handouts
3. Powerpoint presentations
4. Videos

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 21
Full Course Title: Pediatric Nursing
Short Title: Pediatric Nursing
Effective Term: Fall 2017

Course Standards

Lecture Hours: 27.000
Activity Hours: 0.000
Lab Hours: 108.000
Total Units: 3.500
Total Hours: 135.00
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications

- Nursing (Masters Required) **Or**
 - Education (Masters Required)
-

Course Description

This pediatric course focuses on registered nurses' care from infancy through adolescence. Health problems are studied in the acute and community care setting. Education of the pediatric client and their family on health promotion, growth and development, disease prevention, and safety issues are addressed. Ethical and legal issues are discussed. The impact of diverse cultural and spiritual beliefs on health care decisions are explored.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**
 - **Language - recommended eligibility for English 1A**
 - **Mathematics - recommended eligibility for Math 52**
-

Content

Course Lecture Content

1. Assessment of the Pediatric Clients and Their Family
2. Growth and Development Theory and Milestones
3. Physical and Developmental Assessment
4. Registered Nursing Care and Principles in Pediatrics

5. Health Promotion/Growth and Development from infant to adolescent
6. Family, Social, Ethical, Cultural, and Religious Influences
7. Acute/Chronic Illness and Hospitalization
8. Health Problems of Children
 - a. Respiratory Dysfunction
 - b. Gastrointestinal Dysfunction
 - c. Cardiovascular Dysfunction
 - d. Hematologic and Immunologic Dysfunction
 - e. Genitourinary Dysfunction
 - f. Cerebral Dysfunction
 - g. Endocrine Dysfunction
 - h. Integumentary Dysfunction
 - i. Musculoskeletal or Articular Dysfunction
 - j. Neuromuscular or Muscular Dysfunction
 - k. Chronic Disability and End-of-Life Care
 - l. Cognitive and Sensory Impairment

Course Lab/Activity Content

Application of the lecture objectives and content in a hospital and community settings.

Objectives

1. Define the registered nurses' role in the care of pediatric populations and the value of collaborating with a multidisciplinary health care team.
2. Comprehend basic health promotion and maintenance needs in pediatric clients with and without health problems.
3. Identify and provide care based on the normal or abnormal growth and development findings in pediatric clients.
4. Perform a physical and developmental assessment of the pediatric client and interpret results. ****Requires Critical Thinking****
5. Develop, implement, and evaluate an evidence-based plan of care for a pediatric client and their family that includes the multidisciplinary team. ****Requires Critical Thinking****
6. Deliver competent care to pediatric clients experiencing alterations in health while considering pediatric variations. ****Requires Critical Thinking****
7. Consider the social, ethical, cultural, religious and any ethical or legal aspects of the pediatric client and the family during care.
8. Analyze health risks in the pediatric population then design and implement a teaching plan related to health and safety. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of course the student will demonstrate problem solving skills while utilizing resources to apply best practices to deliver safe and effective care in pediatrics.
 2. Upon completion of the course the student will demonstrate understanding of and applies evidence based practice in rendering ethical, competent and culturally sensitive care to children and their families
 3. Upon completion of the course the student will communicate and collaborate with interdisciplinary health care partners in providing care to a diverse population of pediatric patients and families
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Simulation, learning modules/AV, evidence-based resources.
-

Assignments

Hours per week on assignments outside of the class: 3

Writing Assignments

Research Assignment

Here are the steps: 1) Research extensively and write your paper 2) Send draft to Turnitin via Canvas do not use the Turnitin website 3) Give peer your hard copy to review 4) Review your peers paper 5) Update your paper based on peer feedback and place the draft and peer feedback in your folder 6) Post your final paper to be graded (in an attachment) on Canvas in the Assignment area

Research Topic Selection

Choose a topic from the list under Discussions in Canvas.

Research Paper

Examine the pathophysiology of the disease along with signs & symptoms, labs and diagnostics, treatment modalities related. Use the rubric as a guide (30 points). Utilizing resources research your topic in depth. Resources used must be written for a professional in the medical field, not at the depth to educate a lay-person. Needs to be journals and research articles. The Yuba College library has some resources for you to use... Yuba College Portal >Student resources>Yuba College library> (scan down to) ProQuest Nursing & Allied Health

Research Paper Peer Review

You will be posting your Research Assignment Peer Review (in an attachment) on Canvas in both the Discussion area for your peer and in the Assignment area to be graded. You will earn up to 20 points after you post your assignment and reviewing your peers Research Assignment.

Review must demonstrate that you have read the content and contribute significant, original, and thoughtful information about peer's topic.

Review of Peer Rubric

- Contributes significant, original, priority information about peer's topic 20 points
- Contributes some significant and some non-significant info about peer's disease topic 5 points
- Generic information or does not turn in peer review or does not post their own assignment. 0 points

Research Assignment Presentation *rubric is below

Students will be present their Pathophysiology Research Assignment in class. Worth up to 20 points. This will include the pathophysiology of the disease along with s./s, labs and diagnostics, treatment modalities related. Include a mention of prevalence. These presentations will be about 7 minutes and must include visual aids. You should have a short video on patho if available (less than 2 minutes, you can use a section of a video). Presentation Guidelines- Introduce yourself, Do not read from your slides or notes- the content of your slides is for the audience, not for the presenter, Face the audience; make eye contact with the audience, Speak clear, loud, and slow enough they all can understand you.

Methods of Evaluation

- Exams
 - Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Skills Demonstrations/Performance Exam
 - Other
- Ages and Stages Assessment

Course Materials

Textbooks:

1. Perry. *Maternal Child Nursing Care*, 5th ed. Evolve , 2014, ISBN: 9780323096102
Equivalent text is acceptable

Other:

1. Course syllabus

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 26
Full Course Title: Pharmacology
Short Title: Pharmacology
Effective Term: Fall 2016

Course Standards

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

Minimum Qualifications

- Nursing Science/
 - Nursing (Masters Required)
-

Course Description

Basic principles of pharmacology with focus on pharmacokinetics, pharmacodynamics and related therapeutic implication for major drug categories. This course may be taken by nursing and non-nursing students.

Conditions of Enrollment

Other: BIOL (Anatomy) 4 & BIOL 5 (Physiology) Recommended -

Advisories

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

Content

Course Lecture Content

1. Principles of Pharmacology
 - a. Legal and Ethical aspects
 - b. Principles of Drug Action
 - c. Life Span Consideration
2. Nursing Process and Pharmacology
3. Biopsychosocial Aspects
4. Drugs Affecting Specific Body Systems
 - a. Central and Autonomic Nervous System
 - b. Blood and the Cardiovascular System
 - c. Urinary and Reproductive System
 - d. Respiratory System
 - e. Gastrointestinal System

- f. Visual and Auditory System
 - g. Endocrine System
 - h. Immunologic System
 - i. Integumentary System
 - 5. Drugs used in Neoplastic Diseases
 - 6. Drugs used in infectious diseases and inflammation
 - 7. IV and Nutritional Therapy
 - 8. Miscellaneous Agents
-

Objectives

1. Identify and discuss the general principles, theories and facts about drugs and how they are administered.
 2. Discuss specific classifications of drugs in relation to the mechanisms of action, pharmacokinetics, indications, side effects, adverse reactions, significant drug interactions, dosage and administration
 3. Assess the patient receiving specific drug therapy for the following selected problems: risk of injury related to preexisting health conditions, management of medication regimen.
 4. Evaluate the therapeutic and non-therapeutic effects of drug therapy for patients utilizing outcome criteria
 5. Compare and contrast drug efficacy ****Requires Critical Thinking****
 6. Evaluate drug information in test and manufacturer monographs ****Requires Critical Thinking****
 7. Evaluation drug dosage for various age groups ****Requires Critical Thinking****
 8. Calculation of drug dosages ****Requires Critical Thinking****
 9. Participate in related case studies ****Requires Critical Thinking****
 10. Safely calculate basic house hold conversions, metric, calculate basic po, IM medications, basic IV calculation (mL/hour, drops per minute, intermentent IV drugs less then an hour), basic pediatric calculation (mg/Kg) ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon successful completion of this course students will identify safe medication administration principles based on pharmacokinetics, pharmacodynamics and mechanism of action of the major of medication
 - o **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - o **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**
Variety of online learning activities discussion and clinical written assignment
-

Distance Education

Delivery Methods

- Online
 - Broadcast Education
-

Assignments

Hours per week on assignments outside of the class: 6

Reading Assignments

Complete all modules in ATI pharmacology made easy. Modules are to be read and listened to.

Writing Assignments

Complete all the practice tests in ATI dosage calculation section as many times as needed to obtain 90% in preparation to be successful in the final dosage calculation exam

Other Assignments

There are 5 modules and each module has a discussion topic and clinical assignment

Methods of Evaluation

- Exams
 - Homework
-

Course Materials

Textbooks:

1. ATI. *Pharmacology for Nursing Care 6.0*, 6th ed. ATI, 2014, ISBN: RMRN14016
2. ATI. *Dosage Calculation*, 6th ed. ATI, 2014, ISBN: Online

Other:

1. ATI is online but the students keep the program for the whole time they are in the nursing program and longer if needed.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 56
Full Course Title: Advanced Nursing Skills Lab
Short Title: Nursing Skills Lab
Effective Term: Fall 2016

Course Standards

Total Units: 1.000
Total Hours: 54.00
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications

- Nursing Science/
-

Course Description

Designed for nursing students in the advanced instruction to practice and/or remediate in advanced nursing skills. Areas of practice include advanced procedures, technological equipment experience, help with advanced analysis of assessment findings, diagnostics, and multiple system acute pathologies, activities to promote critical thinking, simulation, and developing complex nursing care plans.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**
 - **Language - recommended eligibility for English 1A**
 - **Mathematics - recommended eligibility for Math 52**
-

Content

Course Lecture Content

1. INTRAVENOUS THERAPY
 - a. Medication infusions
 - b. Infusions pumps and other delivery devices
 - c. Intravenous push medication administration
 - d. Intravenous access and insertion
 - e. Central Venous access, care, and drug administration
 - f. Policies and Procedures for IV Therapy
 - g. Intravenous drug calculations
 - h. Troubleshooting and problem solving IV therapy management and drug administration
2. CARDIAC DYSRHYTHMIA BASIC INTERPRETATION
 - a. Strip interpretation practice
 - b. Telemetry monitoring and management

3. ADVANCED PHYSICAL ASSESSMENT
 - a. Head to toe complete physical examination
4. ADVANCED NURSING CARE PLANNING
 - a. Advanced diagnosis, interventions, and evaluation for complex acutely ill medical surgical patients and psychiatric patients
5. CASE STUDY
 - a. Complex pathologies and complication management, multi-system failure, and complex critical care patients.
6. CRITICAL THINKING IN TEST TAKING
 - a. NCLEX practice
 - b. Application style exam question practice and review

Course Lab/Activity Content

Review and practice above listed skills to achieve mastery. Also work on instructor identified areas of growth to achieve competency at third semester level.

Objectives

1. Complete detailed care planning related to the five roles of the nurse ****Requires Critical Thinking****
 2. Administer all intravenous medication therapies with appropriate equipment safely and therapeutically. ****Requires Critical Thinking****
 3. Complete and interpret basic telemetry rhythm strips ****Requires Critical Thinking****
 4. Analyze and evaluate normal and abnormal assessment finding, normal and abnormal diagnostics for the acutely ill and or complex medical surgical patient. ****Requires Critical Thinking****
 5. Plan, adapt and evaluate nursing care provided to the acutely ill or complex medical surgical patient ****Requires Critical Thinking****
 6. Review and practice theory application exam questions. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. after lab attendance, practice and remediation, demonstrate competency at the third semester level in critical thinking related to course specific skills and instructor identified areas of need.
 - **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.
-

Methods of Instruction

- **Laboratory**
Hands on guided learning in skill development and critical thinking attainment for the third semester of medical surgical nursing and pediatrics.
 - **Other**
Individual instruction, hands-on practice, practice exams.
-

Assignments

Hours per week on assignments outside of the class: 0

Other Assignments

Work with instructor, in group, or independently on identified area of need, such as dosage calculation, IV

insertion, concept mapping, ATI computer work. and so forth.

Methods of Evaluation

- **Laboratory Assignments**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
 - Time spent in lab
-

Course Materials

Other:

1. The nursing lab equipment and resources textbooks are provided.
-

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Proposal Impact Report

HUSEV 15 - Aging: Concepts and Issues
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is not being used as a requisite for any course

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 15
Full Course Title: Aging: Concepts and Issues
Short Title: Aging:Con/Issue
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

Course Description

Social, economic and psychological factors related to aging and the changing roles in contemporary society. Topics include current controversies, personal adaptation to aging, income and housing, health and long-term care, employment and retirement, community social services, and social inequality. Not open for credit to students with credit in Sociology 30. (L)

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Phenomenon of Aging: An Introduction
 - a. Aging and ageism defined
 - b. Values and aging
 - c. History of aging in the USA
 - d. Myths and realities
 2. Process of Aging
 - a. Demographic data and changes
 - b. Biological and psychological changes
 - c. Health issues and their impact on aging
 - d. Sociological aspects of aging: Problems and potentials
-

Objectives

1. Demonstrate an understanding of personal and societal values and aging.

2. Differentiate myth and reality of aging.
 3. Demonstrate knowledge of the major concepts, the history, current issues, the process, and the changes in aging.
 4. Demonstrate an understanding of the dynamics of aging and apply this understanding to the students' personal and public lives.
 5. Differentiate the myths from the empirical facts about aging. ****Requires Critical Thinking****
 6. Identify both personal and societal values regarding aging. ****Requires Critical Thinking****
 7. Apply gerontological theories and concepts to real world examples, including students' own experiences. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Critical Thinking • Students will analyze the aging phenomenon and describe its effects on the biological and psychological self.
-

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Field trips, guest speakers, site visits, videos
-

Distance Education

Delivery Methods

- Online
 - Broadcast Education
-

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Methods of Evaluation

- **Essay/Paper**
 - **Exams**
 - **Homework**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Quizzes**
 - **Research Project**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Critical thinking scenarios
-

Course Materials

Textbooks:

1. Nancy Hooyman, H. Asuman Kiyak. *Social Gerontology: A Multidisciplinary Perspective: International Edition*, 9th ed. Allyn and Bacon, 2009, ISBN: 0205806392
Equivalent text is acceptable

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Proposal Impact Report

HUSEV 27 - Introduction to Professional and Personal Growth
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is not being used as a requisite for any course

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 27

Full Course Title: Introduction to Professional and Personal Growth

Short Title: Pro/Pers Grow

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 will introduce students to attitudes, values, and methods that enhance communication skills in human relations. Students will also explore personal growth, values, and bias from both personal and professional perspectives. Topics will include Nature vs. Nurture, developmental theories, relationship building, and personal assessments. Students will explore the concept of self as it relates to work, school, relationships, sexuality, and other aspects of life.

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**
Students will be reading and writing at a college level. This course is a transfer level course.
-

Content

Course Lecture Content

1. Invitation to personal learning and growth
2. Reviewing your childhood to adulthood
3. Autonomy and Interdependence
4. Your body/wellness and life choices
5. Stress Management and life stressors/reduction techniques
6. Love, Barriers to loving and self appreciation
7. Relationships, Exploring intimacy and conflict
8. Becoming the person you want to be
9. Sexuality, Misconceptions
10. Work and recreation

11. Loneliness and solitude, the value of learning to confront our fears
12. Death and Loss, Stages of Grief
13. Finding meaning and values in life
14. Continuing your personal growth

Objectives

1. Demonstrate appropriate physical, verbal and non-verbal interpersonal response. ****Requires Critical Thinking****
2. Identify and demonstrate the differences between poor responses and effective responses. ****Requires Critical Thinking****
3. Describe innate emotional bias influencing the individual response patterns of different persons including the students which affect how they respond to their environment and situations. ****Requires Critical Thinking****
4. Describe value systems and how they are developed. ****Requires Critical Thinking****
5. Develop an understanding of how one's life experiences influence personal worldviews and demonstrate effective responses. ****Requires Critical Thinking****
6. Recognize and define a contradiction between client's spoken words and non-verbal behavior. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking: Students will analyze course material to define healthy and unhealthy values, attitudes, and behaviors to solve problems within the human condition.
2. Communication: Students will effectively identify appropriate physical, verbal, and non-verbal interpersonal skills of communication in human relations.

Methods of Instruction

- Lecture/Discussion
- Service Learning
- Other
- Self-assessments

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Oral Tests/Class Performance
- Portfolio
- Problem Solving Exercises

- **Quizzes**
 - **Research Project**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Case Studies
-

Course Materials

Textbooks:

1. Corey, M and Corey G. *I Never Knew I Had a Choice*, 9th ed. Brooks/Cole, 2010, ISBN: 9780495602293
Equivalent text is acceptable
-

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Proposal Impact Report

HUSEV 34 - Gender Differences Related to Substance Abuse

****YC - Course Inactivation****

Yuba College

Course Requisites

This course is not being used as a requisite for any course

Programs

This course is incorporated into the following program(s):

1. **Yuba College** YC - New Degree/Certificate-Cert of Achievement with 12-17.5 units *Active* CHEMICAL DEPENDENCY AWARENESS
2. **Yuba College** YC - New Degree/Certificate-Cert of Achievement with 30-59.5 units *Active* CHEMICAL DEPENDENCY COUNSELOR
3. **Yuba College** YC - Degree/Cert Inactivation-Cert of Achievement with 12-17.5 units *In Review* CHEMICAL DEPENDENCY AWARENESS

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 34

Full Course Title: Gender Differences Related to Substance Abuse

Short Title: Gender & Sub Abuse

Effective Term: Spring

Course Standards

Lecture Hours: 18.000

Total Units: 1.000

Total Hours: 18.00

Repeatable: No

Grading Method: Letter Grade Only

Course Description

Exploration of the socialization process for females and males as it relates to the development of addictive behavior, the differences in societal views and treatment issues. Not open for credit to students with credit in Human Services 64. (L)

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Gender roles in society
 2. Issues of love, sex and intimacy in addiction
 3. Societal views of male/female chemical dependency.
 4. Gender treatment issues.
 5. AIDS and drug abuse connection
-

Objectives

1. Describe the socialization process for males and females.
2. Identify the difference in societal views of males vs. female addicts/alcoholics.
3. Describe the causes of shame, guilt, and compulsive behavior.

4. List characteristic behaviors of a co-dependent male vs. co-dependent female and their relationships to addiction.
5. Identify the relationship of AIDS to drug abuse.
6. Summarize the Domestic Health Model for relationships.
7. Compare and contrast the differences in treatment issues for the female vs. male alcoholic/addict.
8. Problem solving scenarios and other participatory activities will be completed during class time.
****Requires Critical Thinking****

Student Learning Outcomes

1. Critical thinking - Students will analyze data regarding gender trends and barriers in substance abuse

Methods of Instruction

- Lecture/Discussion
- Other
Case studies

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Other Assignments

1. Written homework
2. Short Answer tests

Methods of Evaluation

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

Course Materials

Textbooks:

1. Hamel, J.. *Gender Inclusive Treatment*, Springer Publications, 2005, ISBN: 13-9780826118738
Equivalent text is acceptable

Other:

1. Handouts will be made available by instructor

Proposal Impact Report

HUSEV 36 - Chemical Dependency Prevention in Our Schools
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is not being used as a requisite for any course

Programs

This course is incorporated into the following program(s):

1. **Yuba College** YC - New Degree/Certificate-Cert of Achievement with 12-17.5 units *Active* CHEMICAL DEPENDENCY AWARENESS
2. **Yuba College** YC - New Degree/Certificate-Cert of Achievement with 30-59.5 units *Active* CHEMICAL DEPENDENCY COUNSELOR
3. **Yuba College** YC - Degree/Cert Inactivation-Cert of Achievement with 12-17.5 units *In Review* CHEMICAL DEPENDENCY AWARENESS

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 36
Full Course Title: Chemical Dependency Prevention in Our Schools
Short Title: Chem Dep
Effective Term: Spring 2014

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)
 - Psychology (Masters Required)
-

Course Description

Discussion of how parents, students, school systems and communities can achieve a drug-free community. Discussion of activities at the elementary and secondary levels. Class appropriate for all individuals concerned about chemical dependency in schools. Explores implementation of current models of prevention, and prevention strategies as applied to the school system. (L)

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Social drugs of abuse and the addiction process.
2. Models of prevention and prevention strategies:
 - a. National institute on Drug Abuse (NDA) Science-based drug abuse education designed to encourage young people to learn about the effects of drug abuse on the body and the brain.
 - b. Safe and Drug-Free School Program - Reducing drug, alcohol and tobacco use through education and prevention.
 - c. School Drug Education Program - Providing drug education, curriculum materials, teacher training, and guidelines.
3. Chemical Dependency prevention strategies:
 - a. Elementary school patterns
 - b. Secondary school patterns
4. Parent and community involvement:

- a. Home activiters that support and foster the involvement of adult family members in children's drug education.
- b. Increased communication between families, schools and students about health and drug education issues.

Objectives

1. Explain how drugs affect health, value, and maintain sound personal health. ****Requires Critical Thinking****
2. Compare and contrast models of current prevention strategies. ****Requires Critical Thinking****
3. List prevention strategies as they apply to the school system. ****Requires Critical Thinking****
4. Identify activities that reinforce positive, drug-free elements of student life.
5. Problem solving scenarios and other participatory activities will be completed during class time. ****Requires Critical Thinking****

Student Learning Outcomes

1. Communication: students will synthesis course material and be able to articulate it to varied audiences.

Methods of Instruction

- Lecture/Discussion
- Other
Case studies

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Course Materials

Other:

Inactivation Agenda - 13

1. Handouts and materials will be handed out in classes. some instructor's may choose to use books.

Proposal Impact Report

HUSEV 37 - Drug Free Workplace: Employee Assist Programs
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is not being used as a requisite for any course

Programs

This course is incorporated into the following program(s):

1. **Yuba College** YC - New Degree/Certificate-Cert of Achievement with 12-17.5 units *Active* CHEMICAL DEPENDENCY AWARENESS
2. **Yuba College** YC - New Degree/Certificate-Cert of Achievement with 30-59.5 units *Active* CHEMICAL DEPENDENCY COUNSELOR
3. **Yuba College** YC - Degree/Cert Inactivation-Cert of Achievement with 12-17.5 units *In Review* CHEMICAL DEPENDENCY AWARENESS

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 37

Full Course Title: Drug Free Workplace: Employee Assist Programs

Short Title: Drug Free Workplc

Effective Term: Spring

Course Standards

Lecture Hours: 18.000

Total Units: 1.000

Total Hours: 18.00

Repeatable: No

Grading Method: Letter Grade Only

Course Description

Awareness and understanding of chemical dependency in the workplace. Principles that staff can use in dealing with chemical dependency and job performance. Not open for credit to students with credit in Human Services 67. (L)

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Issues of chemical dependency and the workplace.
 2. Economic impact of chemical dependency in the workforce.
 3. Common drugs of abuse.
 4. Profile of the addicted employee
 5. Chemical dependency policies and programs.
 6. Personal action plan for employees and managers.
-

Objectives

1. Identify the effects of chemical dependency in the workplace.
2. Define the economic impact of chemical dependency in the workforce.
3. Describe the profile of the addicted employee.
4. Identify the common drugs of abuse.

5. List the components of effective chemical dependency.
6. Problem solving scenarios and other participatory activities will be completed during class time.
****Requires Critical Thinking****

Student Learning Outcomes

None

Methods of Instruction

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

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Other Assignments

1. Written homework
 2. Short answer tests
-

Methods of Evaluation

- **Assignments**
 - **Class Performance**
 - **Homework**
 - **Objective Tests**
 - **Oral Tests/Class Performance**
 - **Performance Exams**
 - **Quizzes**
 - **Research Project**
 - **Other**
Case Studies
-

Course Materials

Textbooks:

1. Richard, M. Emener, W.. *Employee Assistance Programs: Wellness/Enhancement Programming*, 4th ed. Charles C. Thomas Pub., 2009, ISBN: 0-398--07839-3

Other:

1. Handout will be mad available by instructor
-

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Proposal Impact Report

HUSEV 11B - Cross Cultural Perspectives in Human Service Work
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is not being used as a requisite for any course

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUSEV 11B

Full Course Title: Cross Cultural Perspectives in Human Service Work

Short Title: Cross Cult Persp

Effective Term: Fall 2008

Course Standards

Lecture Hours: 54.000

Total Units: 3.000

Total Hours: 54.00

Repeatable: No

Grading Method: Letter Grade Only

Course Description

Provide students with a consistent framework which can inform and provide a better, more in-depth understanding of culture and its relationship to psychological processes. (L)

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. An examination of culture in the field of psychology
 2. Defining Culture
 3. Factors that influence culture
 4. Contrasting culture, race, personality and popular culture.
 5. How cultures influence human behavior and mental processes
 6. Contributions of the knowledge in cross-cultural psychology to daily life and work
-

Objectives

1. Identify, examine, and explain the psychological content of various cultures.
2. Identify, analyze, and explain cross-cultural comparisons of psychological and cultural traits.
3. Explain the function of cultural identity and its influence in interpreting human behavior.
4. Apply cultural and psychological factors to understand, interpret, and enhance their ability to effectively live in a multicultural world.

5. Exams and quizzes. ****Requires Critical Thinking****
6. Discussion and analysis of basic theories and techniques utilized in the subject matter. ****Requires Critical Thinking****
7. Problem solving and critical thinking scenarios and other participatory activities completed in class. ****Requires Critical Thinking****

Student Learning Outcomes

None

Methods of Instruction

- Lecture/Discussion
- Other
Guest speakers

Distance Education

Delivery Methods

- Online
- Broadcast Education

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Methods of Evaluation

- Exams
- Homework
- Oral Tests/Class Performance
- Participation
- Quizzes
- Other
Critical thinking scenarios

Course Materials

Textbooks:

1. Matsumoto, David; Juang, Linda. *Culture and Psychology*, -, 0, ISBN: -
2. Goldstein, Susan. *Cross-Cultural Explorations: Activities in Culture and Psychology*, -, 0, ISBN: -

Other:

1. Handouts on various course content.

Proposal Impact Report

MFGT 24L - Introduction To Physical Metallurgy
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is not being used as a requisite for any course

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MFGT 24L
Full Course Title: Introduction To Physical Metallurgy
Short Title: Intro to Metallurgy
Effective Term: Fall 2013

Course Standards

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

Course Description

This is a basic course in physical metallurgy. Metal structure, mechanical testing and metallurgical examination will be emphasized.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Safety
 2. Precision measurement
 3. Test metal for hardness using:
 - a. Rockwell hardness tester
 - b. Brinell hardness tester
 - c. Tensile tester
 - d. Impact tester
 - e. Fatigue tester
-

Objectives

1. Test metals for hardness
2. Test metals for mechanical and physical properties.

3. Identify alloy types
 4. Heat treat steel
 5. Activities that require critical thinking include: ****Requires Critical Thinking****
 6. Problem solving ****Requires Critical Thinking****
 7. Computation of formulas ****Requires Critical Thinking****
 8. Interpretation of drawings ****Requires Critical Thinking****
 9. Drawing interpretation in relation to numeric machine data. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Demonstrate an understanding of the definition of a metal.
 2. Demonstrate knowledge of phase diagrams for various metals.
 3. Identify the HAZ of a weld.
 4. Describe heat treating practices of metal as they pertain to welding and metal working.
 5. Demonstrate an understanding of the classification systems for steel, aluminum and stainless steel
 6. Identify the different crystal structures of steel.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Other
Lecture demonstration
-

Assignments

Hours per week on assignments outside of the class:

Reading Assignments
Writing Assignments

Methods of Evaluation

- Exams
 - Participation
 - Quizzes
-

Course Materials

Textbooks:

1. Brandt, Daniel A. and Warner, J. C.. *Metallurgy Fundamentals*, 5th Edition ed. Goodheart Willcox, 2009, ISBN: 978-1-60525-079-3

Other:

1. Machinery's Handbook & Machinist Ready Reference.
-

Proposal Impact Report

AJ 217A - Specialized Investigators Basic Course
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is a requisite for the following course(s):

1. **Yuba College Co-requisite:** AJ 217B - Specialized Investigators Basic Course *Active*
2. **Yuba College Co-requisite:** AJ 217B - Specialized Investigators Basic Course *In Review*

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AJ 217A

Full Course Title: Specialized Investigators Basic Course

Short Title: SIBC

Effective Term: Fall 2013

Course Standards

Lecture Hours: 330.500

Lab Hours: 114.000

Total Units: 20.000

Total Hours: 444.50

Explanation for the variation in minimum units between calculated and actual value:

(Override Units Calculation Explanation)Curricunet rounded up to 20.50.

Industry requires the identified number of hours to equal 20.00 units.

Repeatable: No

Grading Method: Letter Grade Only

Course Description

Specifically designed as an entry-level course for State and County Investigators. Meets requirements for State Investigators as prescribed by the Commission of Peace Officer Standards and Training. Students must enroll in one section of AJ 217B simultaneously.

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

LEARNING DOMAINS

1. History and Professionalism
2. Criminal Justice System
3. Community Relations
4. Victimology/Crisis Intervention
5. Introduction to Criminal Law
6. Crimes Against Property
7. Crimes Against Persons
8. General Criminal Statutes
9. Crimes against Children

10. Sex Crimes
11. Juvenile Law
12. Controlled Substance
13. Laws of Arrest
14. Search and Seizure
15. Presentation of Evidence
16. Vehicle Operations
17. Use of Force
18. Crimes in Progress
19. Domestic Violence
20. Unusual Occurrences
21. Preliminary Investigations
22. Custody Issues
23. Lifetime Fitness
24. Chemical Agents
25. Information Systems
26. Handling People with Disabilities
27. Gangs
28. Crimes Against Justice System
29. Weapons Violations
30. Hazardous materials
31. Cultural Diversity
32. Emergency management
33. Surveillance
34. Administrative Procedures
35. Case Management
36. Computers and Computer Crimes

1. YCCD: Arson and Explosives
2. YCCD: Midterm Preparation
3. YCCD: Scenario Tests
4. YCCD: Final Review
5. YCCD: Administrative Time
6. YCCD: Practice Scenarios

Objectives

1. Recognize the fundamental duties, obligations, influences, and philosophy inherent with acceptance of a peace officer commission.
2. Identify and utilize principles and techniques that promote community service, crime prevention and appropriate behavior by the individual law Enforcement officer
3. Recognize violations that an officer is likely to encounter and properly carry out the enforcement of those laws.
4. Proficiently apply the roles of evidence to Law Enforcement activities
5. Communicate effectively and professionally using written, oral, and mechanical methods.
6. Safely and effectively function as a field investigator
7. Perform investigative duties and responsibilities
8. Demonstrate how to properly function in a Law Enforcement agency
9. Practice scenarios. Role playing ****Requires Critical Thinking****

Student Learning Outcomes

1. add

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Other
Scenarios

Assignments

Hours per week on assignments outside of the class:

Methods of Evaluation

- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Quizzes
- Skills Demonstrations/Performance Exam

Course Materials

Other:

1. P.O.S.T. learning domain student workbooks. Current edition
2. Pupilometer card, scantrons, gym clothing, 3-ring binders for material handouts, academy clothing attire (polo shirt with academy name)

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Proposal Impact Report

AJ 217A1 - Specialized Investigators Basic Course
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is a requisite for the following course(s):

1. **Yuba College Prerequisite:** AJ 217A2 - Specialized Investigators Basic Course *Active*
2. **Yuba College Prerequisite:** AJ 217A2 - Specialized Investigators Basic Course *In Review*

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AJ 217A1
Full Course Title: Specialized Investigators Basic Course
Short Title: SIBC Mod 1
Effective Term: Fall 2013

Course Standards

Lecture Hours: 165.500
Lab Hours: 57.000
Total Units: 10.000
Total Hours: 222.50
Repeatable: No
Grading Method: Letter Grade Only

Course Description

First of two investigator academy modules needed to receive a completion of training certificate. Specifically designed as an entry-level course for State and County Investigators. Meets requirements for State Investigators as prescribed by the Commission of Peace Officer standards and training. Students must take AJ 217B1 simultaneously. Successful completion of both modules (AJ 217A1 & AJ 217A2) is the equivalence of completing AJ 217A. (L)

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

Learning Domains:

1. Professionalism & Ethics
2. Criminal Justice System
3. Policing in the Community
4. Victimology/Crisis Intervention
5. Introduction to Criminal law
6. Crimes Against Property
7. Crimes Against Persons
8. General Criminal Statues
9. Crimes Against Children
10. Sex Crimes
11. Juvenile Law
12. Controlled Substance
13. Laws of Arrest

14. Search and Seizure
15. Presentation of Evidence
16. Vehicle Operations
17. Use of Force
18. Crimes in Progress
19. Domestic Violence
20. Unusual occurrences
21. Preliminary Investigations
22. Custody Issues
23. Lifetime fitness
24. Chemical Agents
25. Information Systems
26. Handling People with Disabilities
27. Gangs
28. Crimes Against Justice System
29. Weapons Violations
30. Hazardous materials
31. Cultural Diversity/Discrimination
32. Emergency management
33. Surveillance
34. Administrative Procedures
35. Case Management
36. Computers & Computer Crimes

1. YCCD: Practice Scenarios
2. YCCD: Arson and Explosives
3. YCCD: Midterm Preparation
4. YCCD: Scenario Tests
5. YCCD: Final Review
6. YCCD: Administrative Time

Objectives

1. Recognize the fundamental duties, obligations, influences, and philosophy inherent with acceptance of a peace officer, commission.
 2. Identify and utilize principles and techniques that promote community service, crime prevention and appropriate behavior by the individual Law Enforcement Officer.
 3. Recognize violations that an officer is likely to encounter and properly carry out the enforcement of those laws. ****Requires Critical Thinking****
 4. Proficiently apply the rules of evidence to law enforcement activities. ****Requires Critical Thinking****
 5. Communicate effectively and professionally using written, oral, and mechanical methods. ****Requires Critical Thinking****
 6. Safely and effectively function as a field investigator ****Requires Critical Thinking****
 7. Perform investigative duties and responsibilities. ****Requires Critical Thinking****
 8. Demonstrate how to properly function in a Law Enforcement agency
-

Student Learning Outcomes

1. add

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Other
Scenarios

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Methods of Evaluation

- Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Skills Demonstrations/Performance Exam
-

Course Materials

Textbooks:

1. -. *P.O.S.T. Learning Domain Student Workbooks*, Current edition ed. -, 0, ISBN: -

Other:

1. Pupilometer card, scantrons, gym clothing, 3 ring binders for material handouts, academy clothing attire (polo shirt with academy name)
-

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Proposal Impact Report

AJ 217A2 - Specialized Investigators Basic Course
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is not being used as a requisite for any course

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AJ 217A2

Full Course Title: Specialized Investigators Basic Course

Short Title: SIBC Mod 2

Effective Term: Fall 2013

Course Standards

Lecture Hours: 165.500

Lab Hours: 57.000

Total Units: 10.000

Total Hours: 222.50

Repeatable: No

Grading Method: Letter Grade Only

Course Description

Second of two investigator academy modules needed to receive a completion of training certificate. Specifically designed as an entry-level course for State and County Investigators. Meets requirements for State Investigators as prescribed by the Commission of Peace Officer standards and training. Students must take AJ 217B2 simultaneously. Successful completion of both modules (AJ 217A1 & AJ 217A2) is the equivalence of completing AJ 217A. (L)

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

Learning Domains:

1. Professionalism & Ethics
2. Criminal Justice System
3. Policing in the Community
4. Victimology/Crisis Intervention
5. Introduction to Criminal law
6. Crimes Against Property
7. Crimes Against Persons
8. General Criminal Statutes
9. Crimes Against Children
10. Sex Crimes
11. Juvenile Law
12. Controlled Substance
13. Laws of Arrest
14. Search and Seizure

15. Presentation of Evidence
16. Vehicle Operations
17. Use of Force
18. Crimes in Progress
19. Domestic Violence
20. Unusual occurrences
21. Preliminary Investigations
22. Custody Issues
23. Lifetime fitness
24. Chemical Agents
25. Information Systems
26. Handling People with Disabilities
27. Gangs
28. Crimes Against Justice System
29. Weapons Violations
30. Hazardous materials
31. Cultural Diversity/Discrimination
32. Emergency management
33. Surveillance
34. Administrative Procedures
35. Case Management
36. Computers & Computer Crimes

1. YCCD: Practice Scenarios
2. YCCD: Arson and Explosives
3. YCCD: Midterm Preparation
4. YCCD: Scenario Tests
5. YCCD: Final Review
6. YCCD: Administrative Time

Objectives

1. Recognize the fundamental duties, obligations, influences, and philosophy inherent with acceptance of a peace officer, commission.
2. Identify and utilize principles and techniques that promote community service, crime prevention and appropriate behavior by the individual Law Enforcement Officer.
3. Recognize violations that an officer is likely to encounter and properly carry out the enforcement of those laws. ****Requires Critical Thinking****
4. Proficiently apply the rules of evidence to law enforcement activities. ****Requires Critical Thinking****
5. Communicate effectively and professionally using written, oral, and mechanical methods. ****Requires Critical Thinking****
6. Safely and effectively function as a field investigator ****Requires Critical Thinking****
7. Perform investigative duties and responsibilities. ****Requires Critical Thinking****
8. Demonstrate how to properly function in a Law Enforcement agency

Student Learning Outcomes

1. add

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Other
Scenarios
-

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Methods of Evaluation

- Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Skills Demonstrations/Performance Exam
-

Course Materials

Textbooks:

1. -. *P.O.S.T. Learning Domain Student Workbooks*, Current edition, 0, ISBN: -

Other:

1. Pupilometer card, scantrons, gym clothing, 3 ring binders for material handouts, academy clothing attire (polo shirt with academy name)
-

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Proposal Impact Report

AJ 217B - Specialized Investigators Basic Course
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is a requisite for the following course(s):

1. **Yuba College Co-requisite:** AJ 217A - Specialized Investigators Basic Course *Active*
2. **Yuba College Co-requisite:** AJ 217A - Specialized Investigators Basic Course *In Review*

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AJ 217B

Full Course Title: Specialized Investigators Basic Course

Short Title: SIBC

Effective Term: Fall 2013

Course Standards

Lecture Hours: 115.000

Lab Hours: 98.000

Total Units: 8.000

Total Hours: 213.00

Repeatable: No

Grading Method: Letter Grade Only

Course Description

Motor Skills Module Specifically designed as an entry-level course for state and County Investigators. Meets requirements for State Investigators as prescribed by the Commission of Peace Officer Standards and Training. Students must enroll in AJ 217A simultaneously.

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. LD33: Defensive Tactics
 2. LD35: Firearms Training
 3. LD 18: Report writing skills
 4. LD34: CPR/First Aid Certification
 5. Misc. Scenario Training
-

Objectives

1. Identify and utilize principles and techniques that promote community service, crime prevention and appropriate behavior by the individual law Enforcement officer.
2. Recognize violations that an officer is likely to encounter and properly carry out the enforcement of those laws.
3. Communicate effectively and professionally using written, oral, and mechanical methods.

4. Exercise good judgement and competency in the use of deadly and weaponless defense.
5. Safely and effectively function as a field investigator
6. Perform investigative duties and responsibilities.
7. List those physical ailments that typically affect Law Enforcement Officers.
8. Practice Scenarios in all areas. ****Requires Critical Thinking****

Student Learning Outcomes

1. add

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Other
Scenarios

Assignments

Hours per week on assignments outside of the class:

Methods of Evaluation

- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Skills Demonstrations/Performance Exam

Course Materials

Other:

1. American Red Cross "Emergency Response" and P.O.S.T. learning domains student workbooks Current editions available
2. Pupilometer card, scantrons, gym clothing, ammunition, 3-ring binders for material handouts. academy clothing attire (polo shirt with academy name)

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Proposal Impact Report

AJ 217B1 - Specialized Investigators Basic Course
****YC - Course Inactivation****
Yuba College

Course Requisites

This course is a requisite for the following course(s):

1. **Yuba College Co-requisite:** AJ 217A1 - Specialized Investigators Basic Course *Active*
2. **Yuba College Co-requisite:** AJ 217A1 - Specialized Investigators Basic Course *In Review*
3. **Yuba College Prerequisite:** AJ 217B2 - Specialized Investigator's Basic Course Module 2 *Active*

Programs

This course is a stand-alone course and is not incorporated into any programs

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AJ 217B1
Full Course Title: Specialized Investigators Basic Course
Short Title: SIBC Mod 1
Effective Term: Fall 2013

Course Standards

Lecture Hours: 57.500
Lab Hours: 57.000
Total Units: 4.000
Total Hours: 114.50
Repeatable: No
Grading Method: Letter Grade Only

Course Description

First of two investigator academy modules needed to receive a completion of training certificate. Motor Skills Module specifically designed as an entry-level course for State and County Investigators. Meets requirements for State Investigators as prescribed by the Commission of Peace Officer standards and training. Students must take AJ 217A1 simultaneously. Successful completion of both modules (AJ 217B1 & AJ 217B2) is the equivalence of completing AJ 217B. (L)

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

Learning Domains

1. LD33: Defensive Tactics
 2. LD35: Firearms Training
 3. LD18: Report Writing Skills
 4. LD 34: CPR/First Aid Certification
 5. LD60: Surveillance
 6. Misc. Scenario Training
-

Objectives

1. Identify and utilize principles and techniques that promote community service, crime prevention and appropriate behavior by the individual Law Enforcement Officer.

2. Recognize violations that an officer is likely to encounter and properly carry out the enforcement of those laws ****Requires Critical Thinking****
3. Communicate effectively and professionally using written, oral, and mechanical methods. ****Requires Critical Thinking****
4. Exercise good judgement and competency in the use of deadly and weaponless defense. ****Requires Critical Thinking****
5. Safely and effectively function as a field investigator ****Requires Critical Thinking****
6. Perform investigative duties and responsibilities. ****Requires Critical Thinking****
7. List those physical ailments that typically affect Law Enforcement Officers

Student Learning Outcomes

1. add

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Other
Scenarios

Assignments

Hours per week on assignments outside of the class:

Reading Assignments

Writing Assignments

Methods of Evaluation

- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Quizzes
- Skills Demonstrations/Performance Exam

Course Materials

Other:

1. P.O.S.T. Learning Domain Student Workbooks. Current edition
2. Firearm, baton, handcuffs, OC spray, pupilometer card, scantrons, gym clothing, 3-ring binders for material handouts, academy clothing/uniform attire

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SUBSTANCE ABUSE COUNSELOR – INFORMATION

CERTIFICATE OF TRAINING

Description

Certification is by the California Certification Board of Alcohol and Drug Counselors. Extensive internships beyond the Yuba College Chemical Dependency Counselor Program are required for State Certification. The value of the Yuba College program of instruction is to:

1. Qualify for additional internships; and
2. Qualify for entry-level non-certified employment.

The required internships defined below are usually completed during employment and do accept 255 hours of the Yuba College practicum toward completion.

Program Requirements:

Certification Designation

Course Block Units: (0 Required)

Certified Alcohol/Drug Counselor.....	6,000 Required Internship Hours
Certified Alcohol Counselor.....	4,000 Required Internship Hours
Certified Drug Counselor.....	4,000 Required Internship Hours

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CHEMICAL DEPENDENCY AWARENESS

CERT OF ACHIEVEMENT WITH 12-17.5 UNITS

Program Requirements:

Required Courses

Course Block Units: (15 Required)

HUSEV20	Introduction To Chemical Dependency Studies	3
HUSEV21	Introduction to Physiological and Psychological Effects of Drug Abuse	3
HUSEV22	Introduction To The Development and Progression of Addictive Patterns of Behavior	3
Electives (select 6 units from Categories I or II following)		6

Category I – All count toward elective requirement

Course Block Units: (8 Required)

HUSEV30	Adult Children of Alcoholics	1
HUSEV31	Family Treatment Approaches	1
HUSEV32	Relationship Addiction/Co-Dependency	1
HUSEV33	Self-Awareness: The Key To Non-Addictive Behavior	1
HUSEV34	Gender Differences Related to Substance Abuse	1
HUSEV35	Addiction and Domestic Violence	1
HUSEV36	Chemical Dependency Prevention in Our Schools	1
HUSEV37	Drug Free Workplace: Employee Assist Programs	1

Category II – Only 3 units count toward certificate

Course Block Units: (9 Required)

HUSEV10	Introduction To Human Services	3
PSYCH1A	General Psychology	3
SOCIL1	Introduction to Sociology	3

Total: 32

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HUMAN SERVICES

ASSOCIATE IN SCIENCE

Description

The two-year Human Services program is designed to meet an increasing need for paraprofessional and volunteer human services generalists. The program is specifically designed to

- Prepare for employment as Human Service counselors, workers, and aides in areas of welfare, vocational rehabilitation, mental health, chemical dependency, and education.
- Provide transfer students with lower division human service applied education in substance abuse counseling. (Students should check with receiving university for transfer acceptance of lower division occupational classes), and,
- Provide additional training and skills to paraprofessionals and volunteer human service workers currently employed, enabling them to more effectively meet human services needs.

Program Requirements:

Required Courses

Course Block Units: (21 Required)

HUSEV10	Introduction To Human Services	3
PSYCH1A	General Psychology	3
PSYCH33	Personal and Social Adjustment	3
SOCIL1	Introduction to Sociology	3
SOCIL2	Social Problems	3
SOCIL10	Sociology of Marriage and Family	3
SPECH7	Interpersonal Communication	3

Additional Recommended Courses

Course Block Units: (0 Required)

AJ 31 Criminal and Delinquent Behavior, AJ 33 Introduction To Correctional Counseling, ETHN 14 Asian-American History, EDUC 1 Introduction To Teaching With Field Experience, ECE 31 Child, Family, Community, ETHN 1 Introduction To Chicano Studies, PSYCH 40 Childhood/Adolescence

Total: 21

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