

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COUNS 30
Full Course Title: Transfer Preparation
Short Title: Transfer Prep
TOP Code: -
Effective Term: Fall 2013

Course Standards

Course Type: Credit
Units: 2.0
Total class hours: 108.0
 Total contact hours in class: 36.0
 Lecture hours: 36.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Counseling (Masters Required)
-

Course Description

Preparation for a successful transfer experience to a university; emphasis on understanding the UC and CSU systems, private university systems in California, and out-of-state colleges and universities. Students will evaluate and choose universities based on research about degrees offered, geographic location, transfer requirements, the application process, housing, financial aid, scholarship and support services.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. University of California, California State University, Independent/Private Colleges
2. Student educational plan
3. Applying to a four year university
4. Activities toward transfer

Objectives

1. Describe the differences between four year university systems.
 2. Understand the requirements necessary to enroll in any CA four year university.
 3. Write personal statement for university admission, scholarship application, or letter of appeal.
 4. Recognize activities that facilitate transfer option.
 5. Problem solving exercises/activities ****Requires Critical Thinking****
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Student Learning Outcomes

1. Upon completion of this course, students will be able to identify three transfer websites.
 2. Upon completion of this course, students will be able to locate five CSU campuses and ten UC campuses on a California map.
 3. Upon completion of this course, students will be able to calculate a transfer and overall grade point average (GPA).
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Methods of Instruction

- **Lecture/Discussion**
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Assignments

Reading Assignments

Researching and accessing various college and university websites to gain information about admission, cost of attendance, majors and programs and geographic location in California or the greater United States.

Writing Assignments

To develop a personal statement for college admission and /or a scholarship.

Methods of Evaluation

- **Assignments**
 - **Attendance**
 - **Class Performance**
 - **Essay Tests**
 - **Homework**
 - **Oral Tests/Class Performance**
 - **Research Project**
-

Course Materials

Other:

1. University catalogs,
2. Handouts.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUMAN 20
Full Course Title: Introduction To World Myth
Short Title: Intro World Myth
TOP Code: -
Effective Term: Spring 2013

Course Standards

Course Type: Credit
Units: 3.0
Total class hours: 162.0
Total contact hours in class: 54.0
Lecture hours: 54.0
Hours outside of class: 108.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Humanities (Masters Required)
-

Course Description

Compares and contrasts ethnic and universal messages of myth. Explores life's great themes across many cultures. This class will cover myths from around the world, including at least four of the following cultures each semester: India, Mesopotamia, Africa, North and South America, Celtic, Nordic, East Asia, and others.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Four Functions of Myth
 - a. Universal human (mystical) purpose
 - b. Cosmological
 - c. Sociological - Ethnic flow
 - d. Psychological - How the individual transcends the ethnocentric to the universal (human) level of awareness
 2. Four Functions Applied to at least four of the following:
 - a. North and South America
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- b. India, China, Southeast Asia, South Seas Islands,
 - c. Africa
 - d. Celts, Norse
 - e. Greek, Roman
 - f. Russian-European
3. How these myths address basic human universal issues: birth death dependence, independence, love, growth, and death.
-

Objectives

1. Distinguish between the ethnic and universal levels of myth.
 2. Recognize the difference between the ethnic (which belongs to a culture or society) and the universal human purpose of any myth.
 3. Understand that each myth has a purpose in each culture.
 4. Recognize the importance of the universal level of each myth.
 5. Explain how individual myths relate to today's cultural values, behaviors, and practices.
 6. Comparing and writing, analyzing, discussing, contrasting world mythic traditions. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will master the key narratives and controlling concepts of each myth.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Upon completion of this course, students will understand the relationships between ethnic and universal levels of each myth
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 3. Upon completion of this course, students will understand the relationship between myth and religion.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 4. Upon completion of this course, students will be able to demonstrate through writing and oral presentations a clear understanding of comparative mythic themes.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
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Methods of Instruction

- **Lecture/Discussion**
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Assignments

Reading Assignments

Read the assigned text before the next class session and be prepared to answer questions on the themes and characters.

Writing Assignments

Describe the qualities of the major characters from the reading and both ethnic and universal themes which are

represented.

Other Assignments

Research paper on comparative myths across cultures

Methods of Evaluation

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

Course Materials

Textbooks:

1. Leeming, D.A.. *The World of Myth: An Anthology*, -, 1992, ISBN: 10 01195074750
2. Campbell, J.. *The Power of Myth*, -, 1988, ISBN: 0385247737
3. Fagles, R; Homer & Knox, B.. *The Odyssey*, -, 1999, ISBN: 9780140268867
4. Stephen Mitchell (trans). *Gilgamesh*, Simon and Schuster, 2014, ISBN: 978-0-7432-6164-7
Equivalent text is acceptable
5. Neil Gaiman. *Norse Mythology*, Bloomsbury, 2017, ISBN: 978-1-4088-8680-9
Equivalent text is acceptable
6. Kamala Subramaniam. *Mahabharata*, Bharatiya Vidya Bhavan, 2016, ISBN: 978-0-520-27302-3
Equivalent text is acceptable

Other:

1. Handouts
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: EDUC 1

Full Course Title: Introduction To Teaching With Field Experience

Short Title: Intro Teach/Fld Exp

TOP Code: 0801.00 - Education, General

Effective Term: Spring 2009

Course Standards

Course Type: Credit

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 90.0

Lecture hours: 36.0

Lab hours: 54.0

Hours outside of class: 72.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Education (Masters Required)
-

Course Description

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher.

Conditions of Enrollment

Advisories

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

This course requires written reflections of observations and research paper. Students must be able to articulate information in a written format.

Course has additional enrollment fees: May require TB testing and fingerprint clearance

Content

Course Lecture Content

1. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
2. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
3. The teaching profession, including an emphasis on professional standards, ethics, and professionalism
4. The history, governance and finance of public schooling
5. Purposes and roles of schooling and their community contexts
6. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
7. Roles and functions of teachers and other school personnel both in general and special education
8. Protocols for visiting schools and entering classrooms
9. Methods and ethics of conducting and reporting classroom observations
10. Overview of the CSTPs and the TPEs
11. Introduction to California Academic Content and Performance Standards
12. Basic strategies for accommodating diverse learning needs

Course Lab/Activity Content

Observation of:

Must include but are not limited to:

1. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
2. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
3. The teaching profession, including an emphasis on professional standards, ethics, and professionalism
4. The history, governance and finance of public schooling
5. Purposes and roles of schooling and their community contexts
6. Overview of contemporary issues in schools: e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
7. Roles and functions of teachers and other school personnel both in general and special education
8. Protocols for visiting schools and entering classrooms
9. Methods and ethics of conducting and reporting classroom observations
10. Overview of the CSTPs and the TPEs
11. Introduction to California Academic Content and Performance Standards
12. Basic strategies for accommodating diverse learning needs

Objectives

1. Identify personal meanings related to teaching, reflecting upon why they want to become a teacher,

examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences and goals which could affect their development as a teacher

2. Articulate basic purposes of schooling and trace the history of their development.
3. Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students. ****Requires Critical Thinking****
4. Demonstrate knowledge of professional standards, ethics, and professionalism in classroom and school visits
5. Demonstrate an understanding of educational issues in a global context.
6. Demonstrate knowledge of the impact of cultural contexts on learning ****Requires Critical Thinking****
7. Analyze ecological challenges outside the classroom that impact student learning and identify school and community resources that address these challenges ****Requires Critical Thinking****
8. Demonstrate skill in implementing established protocols for visiting schools and classrooms
9. Demonstrate skill in implementing observation protocols
10. Relate course content to real classrooms through satisfactory completion of a minimum of 45 hours of approved fieldwork including structured assignments, observations, and reflections that demonstrate the observer's ability to:
 - Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs;
 - Observe the use of state adopted academic content and performance standards;
 - Compare and contrast classroom environments;
 - Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences;

Student Learning Outcomes

1. Upon successful completion of EDUC 1, a student should be able to identify and present a lesson based on learning theory and research
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Students will be able to analyze challenges outside of the classroom that impact student learning.
 - **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.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Students will examine and assess issues concerning diversity in students backgrounds, interests, experiences, and abilities.
 - **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.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Field placement, class presentations
-

Assignments

Reading Assignments

Writing Assignments

Teacher Observed _____

Teacher Observed Signature _____

School _____ Time _____

Subject _____ Grade _____

1. Curriculum

1a. What is the learning objective?

Objective:

1b. Learning objective is evident to the students; was it said, is it posted:

Evident Not Evident Unable to determine

1c. Learning objective on target for grade-level standard

Yes No

2. Instruction

2a. Identify instruction practices

<input type="checkbox"/> Checking for understanding	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Providing Practice Opportunities
<input type="checkbox"/> Coaching	<input type="checkbox"/> Lecture	<input type="checkbox"/> Teacher-direct Q&A
<input type="checkbox"/> Discussion	<input type="checkbox"/> Modeling	<input type="checkbox"/> Testing
<input type="checkbox"/> Group work	<input type="checkbox"/> Presentation	<input type="checkbox"/> Other
<input type="checkbox"/> Hands-on Exp.	<input type="checkbox"/> Providing Directions	

2b. Identify group format

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Whole Small group Paired

2c. Identify research-based instructional strategies

<input type="checkbox"/> Identify similarities and differences	<input type="checkbox"/> Cooperative Learning
<input type="checkbox"/> Summarizing/note taking	<input type="checkbox"/> Setting objectives/feedback
<input type="checkbox"/> Reinforcing effort/recognition	<input type="checkbox"/> Generating/testing hypotheses
<input type="checkbox"/> Homework/practice	<input type="checkbox"/> Cues/questions/advanced org.
<input type="checkbox"/> Nonlinguistic representation	

3. The Learner

3a. Identify student actions

<input type="checkbox"/> Listening	<input type="checkbox"/> Working with hands-on	<input type="checkbox"/> Speaking
<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Other

3b. Identify instructional materials

<input type="checkbox"/> Computer Software	<input type="checkbox"/> Overhead/board/flipchart	<input type="checkbox"/> Video
<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Published print material	<input type="checkbox"/> Web sites
<input type="checkbox"/> Hand held tech	<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Worksheets
<input type="checkbox"/> Lab/activity sheet	<input type="checkbox"/> Student created material	<input type="checkbox"/> Other
<input type="checkbox"/> Oral	<input type="checkbox"/> Textbook	

3c. Determine level of student work

<input type="checkbox"/> Recalling Information (Knowledge)	<input type="checkbox"/> Breeding down info into parts (analysis)
<input type="checkbox"/> Understanding info (comprehension)	<input type="checkbox"/> Putting information together in new ways (Synthesis)
<input type="checkbox"/> Using information in a new way (apply)	<input type="checkbox"/> Making judgements and justifying position (Evaluate)

3d. Determine levels of class engagement

Highly engaged – most students were authentically engaged

Well managed – Students are willingly compliant, ritually engaged

Dysfunctional – many students actively reject the assigned task or substitute another activity.

4. Classroom environment

Materials are available in the classroom Students interact with classroom environment

_____ Models/examples of quality work posted

_____ Student work displayed

_____ Routines and procedures are evident

_____ Scoring rubrics are displayed/provided

5. Do you see evidence that the teacher is responding to the different learning needs in the classroom?

_____ A Lot _____ Some _____ None _____ Unable to determine

Reflection: Based on your observation, describe the lesson(s) you observed and what are some things that will inform your practice in the future. Include both positive and negative if applicable. **For the secondary observation, were both lessons the same? What were differences between each class period** Based on the lesson, what changes you would make? Remember, no lesson is perfect. Explain your answers and provide justification. (500-750 words)

Other Assignments

Article Analyses, Essay Exam

Methods of Evaluation

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

Course Materials

Textbooks:

1. Paul D. Eggen, Donald P Kaucauchak. *Strategies and Models for Teachers*, Pearson, 2006, ISBN: 0-205-45332-5
2. Kauchak & Eggen. *Introduction to Teaching: Becoming a Professional*, Pearson, 2017, ISBN: 978-0-13-402815-6
3. Sadker & Zittleman. *Teachers, Schools and Society*, McGrawHill, 2017, ISBN: 9781259913792
4. Armstrong. *Teaching Today: An Introduction to Education*, Pearson, 2017, ISBN: 9780133830996

Other:

1. Selected Internet Articles on issues in education
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGR 10
Full Course Title: Introduction to Engineering & Science
Short Title: Intro Engr & Sci
TOP Code: -
Effective Term: Spring 2013

Course Standards

Course Type: Credit
Units: 3.0
Total class hours: 162.0
Total contact hours in class: 90.0
Lecture hours: 36.0
Lab hours: 54.0
Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Engineering (Masters Required)
-

Course Description

Exploration of the Science, Technology, Engineering and Mathematics (STEM) fields, particularly engineering, for both the decided engineering/STEM majors and others who may be curious about engineering. This course will provide the student with added college success skills which will improve his/her chances of succeeding in a technical field such as engineering. The course surveys the contemporary role of STEM professions in society, the engineering approach to problem solving, the design process, and ethics/responsibilities of engineers and scientists. The course offers a variety of hands-on activities and interactive laboratories.

Conditions of Enrollment

Satisfactory completion of: MATH 101 or MATH 101B

Advisories

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

Course Lecture Content

1. Orientation to the academic and career path one follows to become an engineer
2. Orientation to the courses in engineering taken during the first two years

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3. Career opportunities and professional resources
4. College success skills needed in a technical field such as engineering
5. A brief history of engineering and "What has engineering and science done for you lately"
6. Surveys of the engineering and science profession's contemporary role in society
7. Creating and using data in tables and graphs for analysis and problem solving
8. Technical communications and how to write an effective laboratory report
9. The engineering approach to problem solving
10. The design process
11. Engineering communication and the importance of team skills
12. Engineering and science ethics/ responsibilities

Course Lab/Activity Content

Lab activities that support the above mentioned learning objectives.

Objectives

1. Explain the education path necessary to become an engineer.
 2. Explain typical career paths one may follow to succeed in an engineering career.
 3. Demonstrate a general awareness of what topics are covered in the first two years of an engineering curriculum.
 4. Acquire and demonstrate the college success skills that are necessary for students majoring in engineering.
 5. Discuss some of the variety of contributions made by engineers over history.
 6. Discuss the various functions engineers perform, and how the engineering profession fits in with other professions in society.
 7. Use the engineering approach to problem solving. ****Requires Critical Thinking****
 8. Demonstrate through a group project the engineering design process. ****Requires Critical Thinking****
 9. Demonstrate the effective use of tables and graphs for data analysis and problem solving. ****Requires Critical Thinking****
 10. Critically discuss the responsibilities engineers and scientists have to society and the ethical issues that may confront engineers.
-

Student Learning Outcomes

1. STEM Disciplines -- Upon completion of this course, the student will successfully describe two or more STEM disciplines that led to a given significant technological achievement.
 2. Engineering Design Process -- Upon completion of this course, the student will learn the engineering design process, and, with a group of peers, use this process to successfully demonstrate how to solve a problem in science or engineering.
 3. Technical Communication -- Upon completion of this course, the student will demonstrate clear and effective communication of technical ideas in a laboratory report.
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Methods of Instruction

- Laboratory
- Lecture/Discussion
- Other

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Assignments

Reading Assignments

Writing Assignments

Other Assignments

Daily hand-in problem assignments and discussion questions

Methods of Evaluation

- **Essay/Paper**
 - **Exams**
 - **Homework**
 - **Laboratory Assignments**
 - **Problem Solving Exercises**
 - **Quizzes**
 - **Other**
 - Group project
-

Course Materials

Textbooks:

1. E.Stephan, D.Bowman, et al. *Thinking Like an Engineer: An Active Learning Approach* , 2nd ed. Prentice Hall, 2010, ISBN: 9780136064428
Equivalent text is acceptable
2. Philip Kosky, Robert T. Balmer, et al. *Exploring Engineering: An Introduction to Engineering and Design*, 2nd ed. Academic Press, Inc. , 2010, ISBN: 9780123747235
Equivalent text is acceptable

Other:

1. Videos and free online resources on STEM accomplishments and careers
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PHIL 6
Full Course Title: Political Philosophy
Short Title: Pol Philosophy
TOP Code: -
Effective Term: Spring 2016

Course Standards

Course Type: Credit
Units: 3.0
Lecture hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Philosophy (Masters Required)
 - Political Science (Masters Required)
-

Course Description

This course introduces students to the major authors of political thought and examines the assumptions and central issues involved in political thinking. Concepts such as: democracy, fascism, justice, rights, law liberty, political authority, political principles, and consequences will be examined through an analysis of classical and contemporary reading selections. Not open for credit to students with credit in POLSC 6.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

A. The Classical Text in Political Philosophy

1. What is political philosophy: Political philosophy, political science and politics
2. The nature of liberty, equality, justice, and power in history and in the modern era

B. Justification of the State and Political Obligation

1. Socratic citizenship

2. Plato's *Republic*

3. Aristotle's *Politics*

C. Liberty

1. The nature of free markets

2. Rights and property

3. Individual liberty and the general will

D. Justice

1. Plato and the execution of Socrates

2. The relation of truth to justice

3. Purpose of life

4. Care of the soul: Plato and modern consumer culture

5. Plato and contemporary political campaigning

E. Power

1. Machiavelli and Hobbes on power politics

2. Relation between virtue and power

a. Power politics (Realism) in modern international relations

b. Power politics/"dirty hands" in domestic politics

F. Equality

1. Class struggle

2. Economic equality and political equality

3. Private enterprise and democracy: Equality and the modern healthcare debate

4. Equality in modern society: Socialism and Marxism

G. Democracy, Participation, and the Social Contract

1. The state of nature

2. Natural rights and human rights

3. Constitutional Government

4. Representative v. pure democracy

5. Liberal v. social democracy

H. Modern Debates on Liberalism and Conservatism

I. National Sovereignty and Patronism

J. International Conventions and Governance

K. Comparison of Classical Political Theory and Modern Political Theory

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1. Classical political theory: Focus on the ethics and philosophy to achieve the best political order
 2. Modern/contemporary political theory: Emphasis on empiricism to establish a science of politics
-

Objectives

1. Compare and contrast the defining elements and assumptions (including the assumptions about “human nature” and “reality”) of major political theories. ****Requires Critical Thinking****
 2. Compare and evaluate the writings of different thinkers and the defining elements of major political theories in history and in the modern era. ****Requires Critical Thinking****
 3. Assess the relevance of historical issues to contemporary political problems. ****Requires Critical Thinking****
 4. Understand, evaluate, and debate the nature and influence of political power in society. ****Requires Critical Thinking****
 5. Examine different viewpoints concerning the relation between liberty and equality. ****Requires Critical Thinking****
 6. Evaluate different approaches to the question of how people should best live together. ****Requires Critical Thinking****
 7. Understand the nature and responsibilities of citizenship. ****Requires Critical Thinking****
 8. Compare democracy to other political systems. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will identify and analyze the political structure of major governing bodies/political regimes, such as: republican democratic regimes and theocratic regimes.
 - **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.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 2. Upon completion of this course, students will perform/break down the thought experiment of “living in a (pre-political) state of nature” and identify its “intuition pump.”
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of this course, students will identify and analyze the premises and conclusions of opposing arguments regarding the virtues of private property.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
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Methods of Instruction

- **Lecture/Discussion**
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Distance Education

Delivery Methods

- Online
 - Hybrid
 - Some lecture hours will be online
 - Broadcast Education
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Assignments

Reading Assignments

Students have to read "The Republic" written by Plato.

Writing Assignments

Starting on page 62 of our assigned reading "from Republic" written by Plato, please identify and reconstruct Plato's three arguments (or "proofs") for the *extrinsic* value (i.e., the best benefits) of the just life. Be sure to use quotes and page numbers to support your answers.

Other Assignments

Timed in-class assignments, homework, short essays

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Participation**
- **Quizzes**
- **Research Project**
- **Other**

Instructors may require students to deliver in-class presentations.

Course Materials

Textbooks:

1. Cahn, Steven M. . *Classics of Political and Moral Philosophy*, Oxford University Press, 2012, ISBN: 9780199791156
Equivalent text is acceptable
2. Pojman, Louis P.. *Political Philosophy*, McGraw Hill, 2002, ISBN: 9780072448115
Equivalent text is acceptable

Other:

1. Handouts and information in the reserve section in the library (To be provided by the instructor)
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: POLSC 6
Full Course Title: Political Philosophy
Short Title: Pol Philosophy
TOP Code: 1509.00 - Philosophy
Effective Term: Spring 2016

Course Standards

Course Type: Credit
Units: 3.0
Lecture hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Political Science (Masters Required)
 - Philosophy (Masters Required)
-

Course Description

This course introduces students to the major authors of political thought and examines the assumptions and central issues involved in political thinking. Concepts such as democracy, fascism, justice, rights, law liberty, political authority, political principles, and consequences will be examined through an analysis of classical and contemporary reading selections. Not open for credit to students with credit in PHIL 6.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

A. The Classical Text in Political Philosophy

1. What is political philosophy: Political philosophy, political science and politics
2. The nature of liberty, equality, justice, and power in history and in the modern era

B. Justification of the State and Political Obligation

1. Socratic citizenship

2. Plato's *Republic*

3. Aristotle's *Politics*

C. Liberty

1. The nature of free markets

2. Rights and property

3. Individual liberty and the general will

D. Justice

1. Plato and the execution of Socrates

2. The relation of truth to justice

3. Purpose of life

4. Care of the soul: Plato and modern consumer culture

5. Plato and contemporary political campaigning

E. Power

1. Machiavelli and Hobbes on power politics

2. Relation between virtue and power

a. Power politics (Realism) in modern international relations

b. Power politics/"dirty hands" in domestic politics

F. Equality

1. Class struggle

2. Economic equality and political equality

3. Private enterprise and democracy: Equality and the modern healthcare debate

4. Equality in modern society: Socialism and Marxism

G. Democracy, Participation, and the Social Contract

1. The state of nature

2. Natural rights and human rights

3. Constitutional Government

4. Representative v. pure democracy

5. Liberal v. social democracy

H. Modern Debates on Liberalism and Conservatism

I. National Sovereignty and Patronism

J. International Conventions and Governance

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K. Comparison of Classical Political Theory and Modern Political Theory

1. Classical political theory: Focus on the ethics and philosophy to achieve the best political order
 2. Modern/contemporary political theory: Emphasis on empiricism to establish a science of politics
-

Objectives

1. Compare and contrast the defining elements and assumptions (including the assumptions about “human nature” and “reality”) of major political theories. ****Requires Critical Thinking****
 2. Compare and evaluate the writings of different thinkers and the defining elements of major political theories in history and in the modern era. ****Requires Critical Thinking****
 3. Assess the relevance of historical issues to contemporary political problems. ****Requires Critical Thinking****
 4. Understand, evaluate, and debate the nature and influence of political power in society. ****Requires Critical Thinking****
 5. Examine different viewpoints concerning the relation between liberty and equality. ****Requires Critical Thinking****
 6. Evaluate different approaches to the question of how people should best live together. ****Requires Critical Thinking****
 7. Understand the nature and responsibilities of citizenship. ****Requires Critical Thinking****
 8. Compare democracy to other political systems. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will identify and analyze the political structure of major governing bodies/political regimes, such as: republican democratic regimes and theocratic regimes.
 - **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.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 2. Upon completion of this course, students will perform the thought experiment of “living in a (pre-political) state of nature” and identify its “intuition pump.”
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of this course, students will identify and analyze the premises and conclusions of opposing arguments regarding the virtues of private property.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Lecture/Discussion**

!"#!

Distance Education

Delivery Methods

- Online
 - Hybrid
 - Some lecture hours will be online
 - Broadcast Education
-

Assignments

Reading Assignments

Students have to read "The Republic" written by Plato.

Writing Assignments

Starting on page 62 of our assigned reading "from Republic" written by Plato, please identify and reconstruct Plato's three arguments (or "proofs") for the *extrinsic* value (i.e., the best benefits) of the just life. Be sure to use quotes and page numbers to support your answers.

Other Assignments

Timed in-class assignments, homework, short essays

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Participation**
- **Quizzes**
- **Research Project**
- **Other**

Instructors may require students to deliver in-class presentations.

Course Materials

Textbooks:

1. Cahn, Steven M.. *Classics of Political and Moral Philosophy*, Oxford University Press, 2012, ISBN: 9780199791156
Equivalent text is acceptable
2. Pojman, Louis P.. *Political Philosophy*, McGraw Hill, 2002, ISBN: 9780072448115
Equivalent text is acceptable

Other:

1. Handouts and information in the reserve section in the library (to be provided by the instructor.)
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 1
Full Course Title: Music Fundamentals
Short Title: Music Fundamentals
TOP Code: -
Effective Term: Fall 2009

Course Standards

Course Type: Credit
Units: 3.0
Total class hours: 162.0
Total contact hours in class: 54.0
Lecture hours: 54.0
Hours outside of class: 108.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

An introduction to the notation and primary elements of tonal music, including staff notation in treble and bass clefs, rhythm and meter, basic properties of sound, intervals, diatonic scales and triads, and diatonic chords. Students will experience applying the skills learned to basic singing and keyboard playing. Suitable for both music majors and non-majors who have no previous experience in reading or playing music notation. Not open to students with credit in ECE 21.

Content

Course Lecture Content

1. Music Fundamentals
 - a. Duration and rhythmic notation
 - b. Pitch, intervals and accidentals
 - c. Handwritten notation of pitch and rhythm
 - d. Simple and compound meters
 - e. Major and minor scales
 - f. Key signatures and Circle of Fifths for major and minor keys
 - g. Diatonic chords
2. Basic Music Making
 - a. Keyboard fundamentals
 - b. Singing

!"#!

Objectives

1. Write and recognize in staff notation the elementary components of diatonic tonal music, including pitch and rhythm.
 2. Identify simple and compound meters, intervals up to the octave, major and minor key signatures, and commonly used diatonic triads and seventh chords.
 3. Construct major and minor scales and key signatures, intervals up to the octave, and commonly used diatonic triads and seventh chords. ****Requires Critical Thinking****
 4. Relate understanding of music fundamentals to analyze simple songs. ****Requires Critical Thinking****
 5. Demonstrate understanding of music fundamentals by application, using keyboard layout. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will recognize key and time signatures, pitches, and simple rhythms in staff notation in order to notate a simple musical phrase properly.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Upon completion of this course, students will construct scales, using proper key signatures and specific form of scales as specified.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of this course, students will analyze a simple song by demonstrating understanding of fundamental music theory.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Read chapter 4 and complete Exercises 1-5.

Other Assignments

Complete online exercises on Unit 3 to be able to recognize and hear musical intervals.

Methods of Evaluation

- Exams
- Homework

- Participation
 - Quizzes
 - Skills Demonstrations/Performance Exam
-

Course Materials

Textbooks:

1. White, Gary C.. *Music First!*, 9th ed. McGraw Hill, 2011, ISBN: 978-0077407148
Equivalent text is acceptable
2. Steinke, Greg and Harder, Paul O.. *Basic Materials in Music Theory*, 12th ed. Pearson, 2010, ISBN: 978-0205654208
Equivalent text is acceptable
3. Duckworth, William. *A Creative Approach to Music Fundamentals*, 11th ed. Cengage Learning, 2012, ISBN: 978-0840029980
Equivalent text is acceptable
4. Gerald, John. *A Plain English Guide to Music Fundamentals*, 3rd ed. Kendall Hunt, 2016, ISBN: 978-1524906726
Equivalent text is acceptable

Other:

1. Soprano recorder, music staff paper
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GNBUS 15A

Full Course Title: Beginning Keyboarding

Short Title: Beg. Keyboarding

TOP Code: 0514.00 - Administrative Assistant and Secretarial Science, General*

Effective Term: Spring 2016

Course Standards

Course Type: Credit

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 90.0

Lecture hours: 36.0

Lab hours: 54.0

Hours outside of class: 72.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Office Technologies
-

Course Description

Acquire basic beginning level of keyboarding skills and basic document formatting. Not open for credit to students with credit in OA15A-1, OA15A-2, and OA15A-3.

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Lecture
 - a. Touch control of the QWERTY alphanumeric keyboard
 - b. Proper keyboarding techniques
 - c. Basic speed and accuracy skill development
 - d. Basic formatting skills (margins, centering, correspondence and report styles)
 - e. Basic language arts skill development
 - f. Editing and proofreading skill development
 - g. Efficient use of reference materials.

Course Lab/Activity Content

1. Laboratory
 - a. Application of skills and knowledge through the production of simple business correspondence, tabulations, and reports from both straight copy and rough-draft copy sources.
-

Objectives

1. Key for five consecutive minutes from straight copy sources at a minimum of 30 net words a minute with no more than 6 errors.
 2. Key to mailable standards business letters, memos, reports, and tables. ****Requires Critical Thinking****
 3. Efficiently use reference materials to successfully accomplish the above items. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will key 30 net words a minute on a 5-minute test.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. Upon completion of this course, students will accurately key and format a memorandum.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- **Laboratory**
Apply lecture content to computer lab assignments
 - **Lecture/Discussion**
Lecture on tools for creating business documents
 - **Other**
Demonstration
-

Assignments

Reading Assignments

Read Unit 2 lesson 4 on Memos and Letters

Writing Assignments

Using tools available create a professional memo

Other Assignments

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Laboratory Assignments**
 - **Participation**
 - **Quizzes**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Pass Timed drills Objective Tests
-

Course Materials

Textbooks:

1. VanHuss, Forde Woo. *Keyboarding & Word Processing Lessons 1-110*, 20th ed. South-Western Cengage Learning, 2017, ISBN: 9781337103275
Equivalent text is acceptable

Software:

1. *Microsoft Word*. Microsoft, 2016 ed.

Other:

1. USB, memory stick, flash drive storage device

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GNBUS 15B

Full Course Title: Intermediate Keyboarding

Short Title: Int. Keyboarding

TOP Code: 0514.00 - Administrative Assistant and Secretarial Science, General*

Effective Term: Spring 2016

Course Standards

Course Type: Credit

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 90.0

Lecture hours: 36.0

Lab hours: 54.0

Hours outside of class: 72.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Office Technologies
-

Course Description

Refinement of basic keyboarding and document formatting skills to more advanced speed and accuracy levels. Not open for credit to students with credit in OA15B-1, OA15B-2, and OA15B-3.

Conditions of Enrollment

Satisfactory completion of: OA 15A or ability to key at 30 net words a minute 30 net words a minute entry level is necessary for success in OA15B

Advisories

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

Content

Course Lecture Content

1. Lecture
 - a. Intermediate level of formatting skills (margins, centering, correspondence, report and other miscellaneous office documents)
 - b. Editing and proofreading skill refinement.
 - c. Word 2013 features necessary to complete laboratory assignments.
 - d. Efficient use of reference materials.

Course Lab/Activity Content

1. Laboratory
 - a. Speed and accuracy skill building
 - b. Higher level of language arts skill development
 - c. Editing and proofreading skill refinement
 - d. Application of skills and knowledge through the production of higher level of business correspondence, tabulations, reports, and miscellaneous office documents from both straight copy and rough-draft copy sources.
-

Objectives

1. Key for five consecutive minutes from straight copy sources at a minimum of 40 net words a minute with no more than 5 errors.
 2. Key to mailable standards business letters, memos, tables, reports, and other miscellaneous office documents. ****Requires Critical Thinking****
 3. Complete office keyboarding simulation projects with a minimum of instructor assistance ****Requires Critical Thinking****
 4. Efficiently use reference materials to successfully accomplish the above items. ****Requires Critical Thinking****
 5. Creative designs and formatting. Composition. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will key for 5 minutes at 40 net words a minute.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. Upon completion of this course, students will accurately format a multi-page academic report
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Laboratory**
Application of lecture topics to demonstrate understanding of topics.
 - **Lecture/Discussion**
Presentation and discussion on topics. Determining how they apply to real-world business, academic and personal use.
 - **Other**
Demonstration
-

Assignments

Reading Assignments

Read part III unit 13 on Mail Merge

Writing Assignments

Using the features in Word, create a mail merge for mailing labels.

Other Assignments

Timed Drills

Methods of Evaluation

- Exams
 - Homework
 - Laboratory Assignments
 - Participation
 - Quizzes
 - Skills Demonstrations/Performance Exam
 - Other
 - Pass timed drills Objective Tests
-

Course Materials

Textbooks:

1. VanHuss, Forde Woo. *Keyboarding & Word Processing Lessons 1-120*, 20th ed. South-Western Cengage Learning, 2017, ISBN: 9781337103275
Equivalent text is acceptable

Software:

1. *Microsoft Word* . Microsoft, 2016 ed.

Other:

1. USB, flash drive, memory stick storage device
-

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RADIOLOGIC TECHNOLOGY

ASSOCIATE IN SCIENCE

Description

Upon completion of this program, the student will receive an Associates in Science Degree and is eligible to take the American Registry of Radiologic Technologist (ARRT) examination. Upon successful completion of the ARRT examination, graduate will then be a Registered Technologist in Radiography - RT (R) and eligible to apply to be a Certified Radiologic Technologist (**CRT**) to work in the state of California

Accredited by the State of California Department of Public Health, Radiologic Health Branch and the Joint Review Committee on Education in Radiologic Technology.

Enrollment is limited. Please visit the Yuba College Radiologic Technology website for application and addition information.

Minimum Criteria for Admissions:

1. High School graduate or equivalent.
2. College Prerequisites:
 - Chemistry CHEM 1A General Chemistry or CHEM 2A Introductory Chemistry
 - BIOL 4 Human Anatomy
 - BIOL 5 Human Physiology
 - MATH 52 Intermediate Algebra or higher
 - ENGL 1A Composition
 - GE Humanities course
 - PSYCH 1A General Psychology
 - NURS 51 Medical Terminology

NOTE: Courses may be transferred from another accredited college or university, but must be equivalent to those listed above. A grade of "C" or higher is required for Radiologic Technology program admittance.

3. Hepatitis B immunization is complete or in progress.

Specific information and the application can be found on the program website.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Upon completion of the program, students will be able to employ critical thinking and problem solving skills.
 2. Upon completion of the program, students will demonstrate the clinical competency of an entry level Radiologic Technologist.
 3. Upon completion of the program, students will demonstrate appropriate workplace and patient communication skills
 4. Upon completion of the program, students will model professionalism and ethics.
-

Program Requirements:

First Spring Semester

RADT55 Introduction to Radiologic Sciences

Course Block Units: (1 Required)

1

First Fall Semester		Course Block Units: (16.5 Required)
RADT1	Fundamentals of Radiologic Science and Health Care	4
RADT2	Radiation Physics and Equipment	4
RADT3A	Radiographic Procedures 1	3
RADT6A	Radiologic Technology Internship 1	5.5

Second Spring Semester		Course Block Units: (13.5 Required)
RADT3B	Radiographic Procedures 2	3
RADT4	Principles of Radiation: Physics, Biology, & Protection	2
RADT5	Principles Radiation Exposure & Equipment	4
RADT6B	Radiologic Technology Internship 2	4.5

First Summer Session		Course Block Units: (7 Required)
RADT6C	Radiologic Technology Internship 3	7

Second Fall Semester		Course Block Units: (14 Required)
RADT3C	Radiographic Procedures 3	3
RADT6D	Radiologic Technology Internship 4	8
RADT7	Advanced Radiographic Studies	1
RADT8	Radiographic Pathology and Image Critique	2

Third Spring Semester		Course Block Units: (14 - 16.5 Required)
RADT3D	Radiographic Procedures 4	2
RADT9	Advanced Modalities	2
RADT12	Radiologic Technology Board Review	1.5
RADT6E	Radiologic Technology Internship 5	8.5 - 11

Total: 66.00 - 68.50

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PSYCHIATRIC TECHNICIAN

CERT OF ACHIEVEMENT WITH 30-59.5 UNITS

Description

The Psychiatric Technology Program is a four-semester and single-summer session program offered at the Yuba College Campus. The program includes 648 theoretical hours of classroom education, correlated with 1006 clinical practicum hours. The subject matter reflects the knowledge and skills specified by Board of Vocational Nursing Psychiatric Technology Education (BVNPTE) regulation, rules, and laws. All clinical practicum will be under the supervision of a licensed BVNPTE-approved clinical instructor. The curriculum may be periodically revised to reflect the evolution of the profession and BVNPTE laws and regulations.

Theory and clinical program content shall reflect the client and patient population that are normally associated with the licensed Psychiatric Technician which will include clients/patients with mental disorders, personality disorders, substance abuser, and developmentally disabled. Students will be admitted based upon date of special program application reflected to the program waitlist number. Call (530) 741-6742 to request additional information regarding program. Application is on the Yuba Community College, Psychiatric Technician web page.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Accurately perform and document basic nursing skills, basic physical and mental assessments and interventions while prioritizing patient care.
2. Effectively participate in a therapeutic environment and communicate in a professional and respectful manner to both staff and clients.
3. Pass the California state board exam for licensure as a psychiatric technician after completing all required theory and clinical hours.

Program Requirements:

MINIMUM CRITERIA.

1. High School graduation or equivalent to high school.
2. Age of 18 years by start of program

Course Block Units: (0 Required)

First Semester

PSYCT50	Anatomy and Physiology	3
PSYCT51	Human Development	3
PSYCT52	Nursing Science A	2

Course Block Units: (8 Required)

Second Semester

PSYCT53	Developmental Disabilities A	5
PSYCT54	Nursing Science B	5
HLTH10	Principles of Nutrition	3
PSYCT55	Pharmacology A	2

Course Block Units: (15 Required)

Summer

PSYCT56	Nursing Science C	6
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Course Block Units: (6 Required)

Third Semester**Course Block Units: (13 Required)**

PSYCT57	Psychiatric Disorders A	7
PSYCT58	Group Process	2
PSYCT59	Crisis Management	2
PSYCT60	Pharmacology B	2

Fourth Semester**Course Block Units: (12 Required)**

PSYCT61	Substance Abuse	2
PSYCT62	Psychiatric Disorders B	4
PSYCT63	Developmental Disabilities B	6

Completion/challenge/credit for the previously outlined courses will make the student eligible for licensure examination by the Board of Vocational Nurse and Psychiatric Technician Examiners following application. Students will receive an Certificate of Achievement.

Total: 54

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NURSING

ASSOCIATE IN SCIENCE

Description

GENERAL INFORMATION. The Nursing Department Curriculum is currently under revision. We are incrementally transitioning into new courses and curriculum. All students are advised to check the Yuba College Website for nursing (<http://nursing.yccd.edu/>) often for new information relative to application and admission. We recommend making an appointment with a Yuba College Counselor to insure successful admission and progression information about Nursing.

Nursing is a blend of science, technology, and compassion that allows the practitioner to provide health care in a wide variety of settings. It includes caring for the sick, helping people return to and maintain health, and prevention of disease. Examples of practice settings include acute care hospitals, extended care facilities, home health care, clinics, offices, schools, military service, occupational settings, and more. Yuba College offers an Associate Degree Nursing program leading to licensure as an RN. A career ladder program for LVN's wishing to advance to the RN level is also available. California is currently experiencing a nursing shortage, which is predicted to continue well into the twenty-first century. As a result, graduates, after passing the National Council of State Boards of Nursing Licensing Examination, are likely to have a variety of employment opportunities.

Yuba College Nursing Programs offer clinical experiences in a variety of health care settings including: acute care hospitals, extended care facilities, offices, and clinics. Most lectures are broadcast via interactive TV from Yuba College in Marysville and Woodland Community College. Skill labs, in Marysville and Woodland, are staffed with faculty to provide additional support to students. Media, including videotapes and computer assisted instructional programs, simulation, resource books, and professional journals are available at all three campuses.

COSTS. In addition to the expenses of regularly enrolled students (living costs, activity fees, books, tuition, etc.), Nursing students have the additional expenses of uniforms, licensing, health examination, drug testing, criminal background check, and others expenses. Nursing students are eligible for grants and loans available to any Yuba College student meeting the financial aid criteria. Upon completion of the Program, the graduate, unless otherwise disqualified by the licensing board, is eligible to take the National Council of State Boards of Nursing Licensing Examination.

DRUG POLICY. All students enrolled in nursing and allied health programs are subject to the department drug policy and procedure which can be found in the Student Handbook located on the Nursing Website Violation of this policy and procedure may result in denial of admission or dismissal from the program.

CRIMINAL BACKGROUND CHECKS. All clinical agencies used in the nursing programs require criminal background screening. Applicants who are found to have certain violations that preclude clinical placement will have the offer of admission rescinded. Costs associated with the background screening is the responsibility of the applicant.

PRE-ADMISSION TESTING. Prior to admission, all applicants are required to complete a pre-admission assessment exam (TEAS). Applicants who score below 70% will be required to re-admit and re-test. Recommended remediation is available and information will be provided to students following the exam. Notification of testing dates and location will be provided several months prior to scheduled program acceptance. Preadmission testing is required for all students including those entering the LVN to RN Career Ladder program.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Communicate and collaborate with interdisciplinary health care partners in providing care to diverse population of patients and families.
2. Demonstrate problem solving skills while utilizing resources to apply best practices to deliver safe and effective care.
3. Demonstrate understanding of and apply evidence based practice in rendering ethical, competent and culturally sensitive care across the lifespan to all patients.

Program Requirements:

First Semester		Course Block Units: (9 Required)
NURS1	Fundamentals of Medical Surgical	9
Second Semester		Course Block Units: (10.5 Required)
NURS2	Medical Surgical Nursing II	7
NURS22	Obstetrical Nursing	3.5
Third Semester		Course Block Units: (8.5 Required)
NURS3	Medical Surgical Nursing III	5
NURS21	Pediatric Nursing	3.5
Fourth Semester		Course Block Units: (10.5 Required)
NURS4A	Medical-Surgical Nursing IV	3.5
NURS4B	Leadership in Nursing	3
NURS33	Psychiatric/Mental Health Nursing	4

NOTE: To progress through the Associate Degree in Nursing Program, all courses must be passed with a "C" (75%) or better.

Total: 38.5

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LVN TO RN CAREER MOBILITY PROGRAMS

ASSOCIATE IN SCIENCE

Description

THE ADN PROGRAM IS BEING REVISED – CONTACT THE NURSING DEPARTMENT FOR CURRENT INFORMATION. OPTION ONE - LVN to ADN (RN plus degree). Consists of both general education and nursing major core courses. Successful completion of the Program qualifies the student to graduate from the College and to apply for the National Council of State Boards of Nursing Licensing Examination in preparation for licensure as a Registered Nurse. Students who qualify will be admitted each semester to the third semester of the ADN Program on a space-available basis.

ADMISSION CRITERIA

1. Application. All applications are obtained and filed with the Nursing Office at Yuba College campus in Marysville. Applicants will be admitted on a space-available basis by date of receipt of completed application packet. Since enrollment is limited, and the number of applicants traditionally outnumber available spaces, an applicant seeking admission to the ADN program who is already an LVN has two options:
 - a. Apply for the two-year ADN program the same as any other student and, if admitted, must go through the entire program.
 - b. Complete all prerequisite courses (see RN Program requirements) and apply to the Nursing Department to enter the program in the third semester on a space available basis. Visit the nursing website or contact the Nursing Department at 530-741-6784 for more detailed information.
2. Eligibility. Students are eligible for consideration as a Nursing major if the following have been met:
 - a. Current California Vocational Nurse License. Recent Vocational Nursing graduates must submit proof of licensure prior to the first day of class.
 - b. Completion of the following courses with a 2.5 GPA or better: BIOL 4, 5, 6; ENGL 1A. Completion of the following courses with a "C" or higher grade: Chemistry 2A or 2B, FCS 10 (Nutrition); MATH 52; NURS 36, N11R, Nurs 12R; and PSYCH 1A,
 - c. I.V. Therapy certification or completion of Nursing 224 IV Therapy.

Some of these prerequisite courses have their own prerequisite. Please refer to the individual courses in this catalog for complete information on prerequisites

CHANGE IN ADMISSION CRITERIA:

For LVN Step up applicants entering the ADN program the California Community College Chancellor's Office admission formula will be implemented. this formula includes:

1. Overall college GPA
2. English course GPA
3. Composite core Biology course GPA (Anatomy, Physiology, Microbiology), and
4. Number of repeats in core Biology courses (repeats lower the score).

This calculation results in a probability percentage. The higher the percentage, the more likely the student is to complete the program successfully. Students must score at the 80th percentile or higher to qualify for admission.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Communicate and collaborate with interdisciplinary healthcare partners in providing care to a diverse population of patients and families.
2. Demonstrate problem solving skills while utilizing resources to apply best practices to deliver safe and effective care.

3. Demonstrate understanding of and apply evidence based practice in rendering ethical, competent and culturally sensitive care across the lifespan to all patients.

Program Requirements:

Fall Semester		Course Block Units: (9.5 Required)
NURS3	Medical Surgical Nursing III	5
NURS21	Pediatric Nursing	3.5
NURS56	Advanced Nursing Skills Lab	1
Spring Semester		Course Block Units: (11.5 Required)
NURS33	Psychiatric/Mental Health Nursing	4
NURS4A	Medical-Surgical Nursing IV	3.5
NURS4B	Leadership in Nursing	3
NURS56	Advanced Nursing Skills Lab	1

Total: 21

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