Yuba College Course Outline

Course Information

Course Number: CUL 51A Full Course Title: Basic Food Preparation Short Title: Basic Food Prep TOP Code: -Effective Term:

Course Standards

Course Type: Credit Units: 3.0 Total class hours: 162.0 Total contact hours in class: 126.0 Lecture hours: 18.0 Lab hours: 108.0 Hours outside of class: 36.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Culinary Arts/

Course Description

Basic Food Preparation: Modern cooking techniques (including sauce making, meat cutting, lunch and dinner entree preparation), knife skills, operation of food service equipment and tools, history of culinary arts development, safety and sanitation, and recipe development.

Conditions of Enrollment

Course is Open Entry/Open Exit

Content

- 1. Tools and equipment used in the preparation and cooking of a variety of food.
- 2. Proper labelling and storage of food products in appropriate areas using industry approved methods.
- 3. Cleanliness and sanitation of all work areas.
- 4. Cleanliness and sanitation of equipment and tools to industry standards.
- 5. Knife skill.
- 6. Utilizing standard recipes.
- 7. The Par Production Sheet for daily needs of restaurant.
- 8. Identifing spices and their uses.

Course Lab/Activity Content

1. Utilize restaurant tool and equipment in the preparation and cooking of a variety of food and beverage products to be served in onsite restaurant or for catering events.

- 2. Label date and store food products in appropriate areas using industry approved methods.
- 3. Clean and sanitize all work areas, equipment and tools to industry standards.
- 4. Demonstrate knife skill.
- 5. Follow standard recipes in the production of item.
- 6. Follow Par Production Sheet for daily needs of restaurant.
- 7. Identify spices and their uses.

Objectives

- 1. 1. Utilize restaurant tool and equipment in the preparation and cooking of a variety of food and beverage products to be served in onsite restaurant or for catering events. ****Requires Critical Thinking****
- 2. 2. Label date and store food products in appropriate areas using industry approved methods. ****Requires** Critical Thinking**
- 3. 3. Clean and sanitize all work areas, equipment and tools to industry standards.
- 4. 4. Demonstrate knife skill. **Requires Critical Thinking**
- 5. 5. Follow standard recipes in the production of item. **Requires Critical Thinking**
- 6. 6. Follow Par Production Sheet for daily needs of restaurant. **Requires Critical Thinking**
- 7. 7. Identify spices and their uses. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate the ability to successfully pass a knife skill 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, the student should be able to demonstrate the ability to successfully identify tools used in production of food service products.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 3. Upon completion of this course, the student should be able to demonstrate the ability to successfully produce a food service item following a standard recipe.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the

implications and applications of basic scientific principles.

• **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

Assignments

Reading Assignments

Read the chapter on sauces from On Cooking and be prepared to be tested. Writing Assignments Develop unique recipes for final projects. Complete weekly production requirements as needed for the culinary operation.

Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Participation
- Quizzes
- Skills Demonstrations/Performance Exam

Course Materials

Textbooks:

1. Labensky, Sarah. On Cooking, 6th ed. Pearson, 2018, ISBN: 978-0134441900

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Yuba College Course Outline

Course Information

Course Number: CUL 52A Full Course Title: Professional Baking Short Title: Professional Baking TOP Code: -Effective Term:

Course Standards

Course Type: Credit Units: 3.0 Total class hours: 162.0 Total contact hours in class: 126.0 Lecture hours: 18.0 Lab hours: 108.0 Hours outside of class: 36.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Culinary Arts/ Or
- Food Technology

Course Description

Modern baking techniques including, cake baking and decorating, French pastry, bread and dessert development techniques. Preparation takes place in an approved industry standard kitchen.

Conditions of Enrollment

Course is Open Entry/Open Exit

Content

- 1. Safety and sanitation in a commercial kitchen
- 2. Basic bakery equipment-selection, use of, care
- 3. Choosing the correct ingredients
- 4. Baked goods and dessert preparation
- 5. Decorating and icing
- 6. Use of mixes and other labor-saving products
- 7. Nutrition and recipe modification

Course Lab/Activity Content

Hands on application of the following:

- 1. Safety and sanitation in a commercial kitchen
- 2. Basic bakery equipment-selection, use of, care
- 3. Choosing the correct ingredients
- 4. Baked goods and dessert preparation
- 5. Decorating and icing
- 6. Use of mixes and other labor-saving products
- 7. Nutrition and recipe modification

Objectives

- 1. Define baking terms.
- 2. Identify equipment and utensils used in baking and discuss proper use and care.
- 3. Demonstrate proper selection of equipment and utensils for specific application.
- 4. Identify ingredients used in baking.
- 5. Demonstrate proper scaling and measurement techniques.
- 6. Apply basic math skills to recipe conversions.
- 7. Describe properties and list functions of various ingredients.
- 8. Prepare crusty, soft and specialty yeast products.
- 9. Prepare quickbreads.
- 10. Produce a variety of types of pie and tarts.
- 11. Produce a variety of types of cookies.
- 12. Prepare a variety of types of cakes, and describe the techniques used in mixing, panning, baking and basic decorating.
- 13. Demonstrate basic icing and decorating techniques.
- 14. Prepare laminate doughs.
- 15. Prepare Choux pastries.
- 16. Prepare the three basic meringue types.
- 17. Prepare creams, custards, puddings and related sauces.
- 18. Prepare a variety of dessert sauces.
- 19. Evaluate the appropriateness of using mixes and other labor-saving products.
- 20. Analyze nutritional content as it applies to baking, including recipe modification.
- 21. Prepare a variety of hot souffles.
- 22. Prepare fritters, crepes, cobblers, and crisps.
- 23. Prepare a variety of fillings and toppings for pastries and baked goods.

24. Prepare bake shop items as might be utilized in restaurants and commercial food service operations. **Requires Critical Thinking**

Student Learning Outcomes

- Upon completion of this course, the student should be able to successfully prepare laminate dough.
 Computation Students will use appropriate mathematical concepts and methods to understand.
 - analyze, and communicate issues in guantitative terms.
 - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- Upon completion of this course, the student should be able to demonstrate the ability to successfully prepare fondant.
 - Computation Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **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 completion of this course, the student should be able to identify utensils utilized in baking.
 - **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

Assignments

Reading Assignments

Complete chapter reading assignment prior to class.

Research material and recipes for weekly homework assinments.

Writing Assignments Other Assignments Prepare and bake a cake and decorate it appropriately for a child's birthday.

Methods of Evaluation

- Exams
- Laboratory Assignments
- Participation
- Quizzes
- Skills Demonstrations/Performance Exam

Course Materials

Textbooks:

1. Labensky, Sarah et al. On Baking, 3 ed. Pearson, 2015, ISBN: 978-0133886757

Yuba College Course Outline

Course Information

Course Number: CUL 54 Full Course Title: Food Sanitation, Safety, and Storage Short Title: Food Safety Storage TOP Code: -Effective Term: Fall 2013

Course Standards

Course Type: Credit Units: 0.5 Total class hours: 27.0 Total contact hours in class: 9.0 Lecture hours: 9.0 Hours outside of class: 18.0 Repeatable: No Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Culinary Arts/ Or
- Food Technology

Course Description

Preparation for the ServSafe Certification course and examination. The ServSafe program trains both managers and employees to guard against food borne illnesses. Meets the State of California (Cambell Bill) requirement for Certified Food Handler.

Conditions of Enrollment

Advisories

• Language - recommended eligibility for English 1A

Course is Open Entry/Open Exit

Content

- 1. Providing safe foods
- 2. Food safety hazards
- 3. Introduction to the Hazard Analysis Critical Control Point System (HACCP)
- 4. Purchasing, receiving and storing various foods
- 5. Keeping food safe during preparation and serving

- 6. Establishing and maintaining sanitary facilities and equipment
- 7. Developing an integrated pest management program

Objectives

- 1. Identify the critical control points during all food handling processes as a method for minimizing the risk of food borne illnesses (HACCP system).
- 2. Identify microorganisms which are related to food spoilage and food borne illnesses and describe their requirements and methods for growth.
- 3. Describe symptoms common to food borne illnesses and how these illnesses can be prevented.
- 4. Use acceptable procedures when preparing potentially hazardous foods to include time/temperature principles.
- 5. Recognize sanitary and safety design and construction features of food production equipment and facilities (NSF, UL, OSHA, ADA, etc.).
- 6. Describe types of cleaners and sanitizers and their proper use.
- 7. Review Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.
- 8. Develop cleaning and sanitizing schedules and procedures for equipment and facilities.
- 9. Describe appropriate measures for insect, rodent, and pest control eradication.
- 10. Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.
- 11. List common causes of typical accidents and injuries in the food service industry and outline a safety management program.
- 12. Pass a mock exam for National Certification. **Requires Critical Thinking**
- 13. Discuss right-to-know laws.

Student Learning Outcomes

1. Students can successfully pass the Assessment ServSafe test worth 90 pt, with 72 pt+ or better.

Methods of Instruction

• Lecture/Discussion

Assignments

Reading Assignments

Read the chapter on food contaminants in the National Restaurant Associations ServSafe Management text and be prepared to take a quiz.

Methods of Evaluation

- Exams
- Homework
- Quizzes
- Other
 - Certification exam

Course Materials

Textbooks:

1. -. ServSafe Manager , 7th ed. National Restaurant Association Education Foundation, 2017, ISBN: 978-0134812335

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Yuba College Course Outline

Course Information

Course Number: CUL 59A Full Course Title: Basic Restaurant Operations Short Title: Basic Rest. Ops TOP Code: -Effective Term: Fall 2013

Course Standards

Course Type: Credit Units: 4.0 Total class hours: 216.0 Total contact hours in class: 180.0 Lecture hours: 18.0 Lab hours: 162.0 Hours outside of class: 36.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Culinary Arts/

Course Description

Set-up and operations of the campus restaurant, including planning, preparing, cooking, and serving food in the student-operated restaurant.

Conditions of Enrollment

Course is Open Entry/Open Exit

Content

- 1. Restaurant history and development through time.
- 2. Impact on today's customers and owners
- 3. Personal hygiene and uniform requirements
- 4. Safety and sanitation in the dining room and line kitchen
- 5. Menu development and costing
- 6. Front of house service fundamentals
- 7. Short order cooking
- 8. Par order sheets and ordering requirements
- 9. Cashier operation including new chip reading card technology
- 10. Balancing daily sales at end of day

Course Lab/Activity Content

- 1. Physical set-up of a restaurant
- 2. Utilizing safety and sanitation in the dining room and line kitchen
- 3. Menu production
- 4. Waiting tables
- 5. Cashier and credit card operation
- 6. Short order cooking
- 7. Controls and bookkeeping

Objectives

- 1. Demonstrate the use of restaurant equipment using industry standards of operation.
- 2. Demonstrate the ability to wait tables according to industry standards.
- 3. Demonstrate the ability to prepare short order food items.
- 4. Recognize and identify basic restaurant, dining room, and kitchen procedures and operations.
- 5. Demonstrate the ability to develop, organize, produce and plan staff restaurant menu items. ****Requires** Critical Thinking**
- 6. Demonstrate the ability to develop standard production food record sheets.

Student Learning Outcomes

- 1. Upon completion of this course students will demonstrate the ability to produce sandwiches to match recipe.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. Upon completion of this course students will pass a test of proper temperature control of food.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 3. Upon completion of this course students will demonstrate the ability to utilize culinary industry equipment.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 4. Upon completion of this course students will be in proper uniform during class.

- **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.
- 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

Assignments

Reading Assignments

REad On Cooking textbook chapters 1-8. Review during lecture and be prepared to be tested.

Writing Assignments

Recipe development and implementation. Practicing knife skills and performing catering events during semester outside of scheduled class time. Develop menu and unique recipes for final cooking project.

Other Assignments

Rotate to assigned stations throughout the semester to become accustom to all aspects of the restaurant operation.

Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Participation
- Problem Solving Exercises
- Quizzes
- Skills Demonstrations/Performance Exam

Course Materials

Textbooks:

1. Labensky, Sarah. On Cooking, 6th edition ed. Pearson, 2018, ISBN: 978-0134441900

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Yuba College Course Outline

Course Information

Course Number: CUL 59B Full Course Title: Advanced Restaurant Operations Short Title: Adv. Restaurant Ops TOP Code: -Effective Term: Fall 2013

Course Standards

Course Type: Credit Units: 4.0 Total class hours: 216.0 Total contact hours in class: 180.0 Lecture hours: 18.0 Lab hours: 162.0 Hours outside of class: 36.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Culinary Arts/

Course Description

Set-up and management of the campus restaurant including scheduling, marketing, inventory, menu planning, and costing.

Conditions of Enrollment

Satisfactory completion of: CUL 59A or CUL 60

Course is Open Entry/Open Exit

Content

- 1. Review
 - a. Physical set-up and management of a restaurant.
 - b. Safety and sanitation in the dining room and line kitchen.
 - c. Short order cooking.
 - d. Controls and bookkeeping.
- 2. New Topics
 - a. Menu development.
 - b. Managing tables.
 - c. Micro data enter.

- d. Point of sales
- e. Micros management.
- f. Barista training.

Course Lab/Activity Content

- 1. Lab Assignments
 - a. Physical set-up and management of a restaurant.
 - b. Safety and sanitation in the dining room and line kitchen.
 - c. Short order cooking.
 - d. Controls and bookkeeping.
- 2. Processing
 - a. Menu development.
 - b. Managing tables.
 - c. Micro data enter.
 - d. Point of sales Micros management.
 - e. Barista training.

Objectives

- 1. Demonstrate the ability to input items in the POS system
- 2. Demonstrate the ability to successfully market and advertise Flavors Restaurant
- 3. Prepare and use inventory sheets to industry standards
- 4. Demonstrate the ability to correctly cost a standardized recipe
- 5. Demonstrate the ability to develop standard production food records and recipes
- 6. Plan, prepare and order for a weekly Flavors menu. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Students can create and cost an Aromas weekly menu.
- 2. Students can work POS system during production lunch day.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Reading Assignments Writing Assignments Other Assignments With a group, plan and prepare a complete meal on a budget for 8 people.

Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments

- Participation
- Problem Solving Exercises
- Quizzes
- Skills Demonstrations/Performance Exam
- Other
 - Final competitive group cooking project

Course Materials

Textbooks:

1. Labensky Sarah. On Cooking, 6th ed. Person, 2018, ISBN: 978-0134441900

Other:

1. Black work pants, chef coat, chef knife, 3 ring binder, sharpie, pen, calculator, pocket thermometer, & nonslip shoes, beanie & Pocket Notebook

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Yuba College Course Outline

Course Information

Course Number: CUL 60 Full Course Title: Advanced Foods and Catering Short Title: Adv Food & Catering TOP Code: -Effective Term: Fall 2013

Course Standards

Course Type: Credit Units: 2.0 Total class hours: 108.0 Total contact hours in class: 72.0 Lecture hours: 18.0 Lab hours: 54.0 Hours outside of class: 36.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Culinary Arts/

Course Description

Plan, prepare and serve several large and small catered events during the semester.

Conditions of Enrollment

Advisories

• Mathematics - recommended eligibility for Math 52 Students will need mathematics skills for costing and budgeting.

Course is Open Entry/Open Exit

Content

- 1. Catering Management
 - a. Menu Selection
 - b. Pricing
 - c. Contracts
 - d. Laws and regulations
 - e. Customer relations

2. Advanced Food Preparation

- a. Commercial catering techniques
- b. Commercial catering equipment
- 3. Catering and Dining Room Service
 - a. Table service
 - b. Buffet
 - c. Wedding service
 - d. Banquets
 - e. Hotel-convention

Course Lab/Activity Content

- 1. Preparation of a variety of food and beverages.
- 2. Set up equipment and service tools for catering events.
- 3. Set up dining area to meet customers requirements.
- 4. Serve food and beverages both buffet and table side service.
- 5. Clean, sanitize and store products.

Objectives

- 1. Recognize and utilize commercial catering cooking equipment and products to prepare food for catered events.
- 2. Demonstrate, plan and prepare a variety of specialty foods and menus.
- 3. Demonstrate effective management skills for a catering business according to industry standards.
- 4. Make menu selections based on a budgeted amount. **Requires Critical Thinking**
- 5. Write contracts using current laws and regulations. **Requires Critical Thinking**

Student Learning Outcomes

- 1. 1. Upon completion of course student will successfully prepare food for a catering event. Students will be assessed by to 95% effectiveness of preparation.
- 2. 2. Upon completion of course student will develop a catering contract. Students will be assessed by completion at 75% or better of written assignment.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Reading Assignments

1. Read chapters as assigned from the *Introduction to Catering textbook prior to lecture*. Writing Assignments

1. Develop catering menu for events.

- 2. Develop contracts for possible catering clients and events.
- 3. Create equipment lists to accommodate catering event.

Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Laboratory Assignments
- Problem Solving Exercises
- Quizzes
- Skills Demonstrations/Performance Exam

Course Materials

Textbooks:

1. Bruce Mattel. Catering: A Guide to Managing, 1st ed. Wiley, 2008, ISBN: 978-0764557989

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Yuba College Course Outline

Course Information

Course Number: CUL 61 Full Course Title: Introductory Purchasing for Food Service and Hospitality Short Title: Intro Purchasing TOP Code: -Effective Term:

Course Standards

Course Type: Credit Units: 1.0 Total class hours: 54.0 Total contact hours in class: 18.0 Lecture hours: 18.0 Hours outside of class: 36.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Culinary Arts/

Course Description

Supervisory control procedures, receiving, costing, inventory and storeroom, employee access and maintenance of records for food service and hospitality professionals.

Conditions of Enrollment

Course is Open Entry/Open Exit

Content

Course Lecture Content

Supervisory control procedures including, labor and food costs, ordering and receiving, storage and rotation of inventory. Par guide development to match needs of operation, maintain accurate records of inventory and usages to assess operational food costs.

Objectives

None

Student Learning Outcomes

- 1. At the conclusion of this course, the student will be able to cost out three food recipes with a 75%+ accuracy
 - Computation Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

None

Assignments

Reading Assignments

Read assigned chapters weekly and research current price trends for food and beverage products. Writing Assignments

Develop a mock restaurant simulation and develop Par guide to go with operation needs.

Methods of Evaluation

None

Course Materials

None

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Yuba College Course Outline

Course Information

Course Number: CUL 64 Full Course Title: Beverage Control and Operation Short Title: Beverage Control/Op 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

- Culinary Arts/ Or
- Food Technology

Course Description

Regulations, licensing procedures, purchasing, inventory and cost control. Emphasis on bar setup, service methods, and beverage merchandising.

Conditions of Enrollment

Advisories

- Language recommended eligibility for English 1A Texts include legal verbiage.
- Mathematics recommended eligibility for Math 52 Mathematical skills necessary for alcohol pour costing.

Course is Open Entry/Open Exit

Content

- A. Alcohol history
- B. Purchasing from purveyors

- C. Inventory and cost control
- D. Service methods
- E. Responsible alcohol service
- F. Identify ingredient used in alcoholic beverages
- G. How to develop a Bar business plan.

Objectives

- 1. Recognize alcoholic beverage laws and regulations.
- 2. Recognize the history of various alcoholic beverages.
- 3. Demonstrate purchasing procedures according to industry standards.
- 4. Demonstrate good operating controls to industry standards. **Requires Critical Thinking**
- 5. Recognize various layouts and designs of bars and lounges.
- 6. Understand responsible alcohol service.

Student Learning Outcomes

- 1. Upon completion of this course students can effectively create a bar business plan. Students will be assessed by passing the written business plan report by 75% or better.
- 2. Upon completion of this course students will effectively find pour cost from business invoice. Students will be assessed by scoring 75% or better on costing exam.

Methods of Instruction

• Lecture/Discussion

Assignments

Reading Assignments

1. Read from chapters as assigned from the Pearson Bar and Beverage Management textbook prior to lecture. **Writing Assignments**

1. Write a Business plan for a mock Bar or/and Restaurant that includes Alcoholic beverages.

2. Cost out alcoholic drink costs.

Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Participation
- Problem Solving Exercises
- Quizzes

Skills Demonstrations/Performance Exam

Course Materials

Textbooks:

1. Chris Thomas. The Bar & Beverage, 5th ed ed. Wiley, 2012, ISBN: 987-0-470-24845-4

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Yuba College Course Outline

Course Information

Course Number: ATHL 2.07R Full Course Title: Football Skills Short Title: Football Skills TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics Effective Term: Spring 2018

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: Yes (3) Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Health (Masters Required) Or
- Physical Education (Masters Required) Or
- Coaching Or
- Kinesiology (Masters Required)

Course Description

Preparatory skills necessary for intercollegiate competition in football. Development in offensive and defensive systems, including passing, kicking, blocking and conditioning.

Content

Course Lecture Content

- 1. Individual skill development in offensive/defensive positions:
 - a. Handoff
 - b. Catching
 - c. Blocking
 - d. Tackling
 - e. Kicking
- 2. Conditioning development:
 - a. Proper Running Form
 - b. Plyometric Exercise
 - c. Agility
 - d. Weight Training for Football

3. Introduction to group offensive and defensive system:

a. Numbering System

- b. Offensive Alignment
- c. Coverages
- d. Pass and Run Schemes
- e. Defensive Alignment

Course Lab/Activity Content

- 1. Conditioning for intercollegiate football
- 2. Collegiate level football inter-squad competitions
- 3. Football defensive practice of skills and techniques
- 4. Implementation of football offensive strategies

Objectives

- 1. Demonstrate fundamentals of catching, blocking, kicking, and running with the ball.
- 2. Perform proper running form.
- 3. Demonstrate plyometrics and agility for individual positions.
- 4. Recognize the offensive and defensive numbering system.
- 5. Apply run and pass schemes to the proper individual position.
- 6. Analyze offensive and defensive strategies. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement in their defensive skills of football. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to demonstrate their knowledge of football strategies. Assessment Method: Instructor provided verbal exam.
 - **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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their offensive skills of football. Assessment Method: Instructor provided test.
 - **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
- Lecture/Discussion

• Other Analysis of game video.

Assignments

Reading Assignments

Other Assignments

Research, observe and analyze different football skills and verbally explain the techniques.

Methods of Evaluation

- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Skills Demonstrations/Performance Exam
- Other
 - Individual skill analysis.

Course Materials

Other:

1. Reading assignments given by the instructor.

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Yuba College Course Outline

Course Information

Course Number: ATHL 2.08R Full Course Title: Soccer Skills Short Title: Soccer Skills TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics Effective Term: Spring 2018

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: Yes (3) Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Health (Masters Required) Or
- Physical Education (Masters Required) Or
- · Coaching Or
- Kinesiology (Masters Required)

Course Description

Preparatory skills necessary for intercollegiate competition in soccer. Development in offensive and defensive systems, including passing, kicking, blocking and conditioning.

Content

- 1. Theory of soccer as a team sport
- 2. Fundamentals and techniques
 - a. Shooting
 - b. Dribbling
 - c. Heading
 - d. Tackling
 - e. Controlling
 - f. Passing
 - g. Throwing
 - h. Goalkeeping
- 3. Defensive strategy
- 4. Offensive strategy
- 5. Rules of the game

Course Lab/Activity Content

- 1. Soccer conditioning
 - a. Aerobic training
- 2. Collegiate level soccer inter-squad competitions
- 3. Soccer defensive practice of skills and techniques
- 4. Soccer offensive practice of skills and strategies

Objectives

- 1. Develop individual skills and techniques.
- 2. Develop team strategies in a competitive atmosphere.
- 3. Develop critical analysis of individual performance skills.
- 4. Analyze offensive and defensive strategies. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement in their defensive skills of soccer. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to demonstrate their knowledge of soccer strategies. Assessment Method: Instructor provided verbal exam.
 - **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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their offensive skills of soccer. Assessment Method: Instructor provided test.
 - **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
- Lecture/Discussion
- Other
- Video analysis.

Assignments

Reading Assignments

Other Assignments

Research, observe and analyze different soccer skills and verbally explain the techniques.

Methods of Evaluation

- Laboratory AssignmentsOral Tests/Class Performance
- Participation
- Skills Demonstrations/Performance Exam
- Other

Analysis of individual skills.

Course Materials

Other:

1. Reading as assigned by the instructor.

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Yuba College Course Outline

Course Information

Course Number: ATHL 2.09R Full Course Title: Softball Skills - Women Short Title: SB Skills - Women TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics Effective Term: Spring 2018

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: Yes (3) Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Health (Masters Required) Or
- Physical Education (Masters Required) Or
- Coaching Or
- Kinesiology (Masters Required)

Course Description

Techniques of softball and conditioning used in preparing for intercollegiate competition.

Content

- 1. History and development
- 2. Fundamentals and techniques of collegiate softball
 - a. Fielding
 - b. Throwing
 - c. Positioning
 - d. Hitting
 - e. Bunting
 - f. Base Running
 - g. Sliding
 - h. Rules
- 3. Offensive organization and play
- 4. Defensive organization and play

Course Lab/Activity Content

- 1. Conditioning for collegiate level softball
- 2. Collegiate level softball inter-squad competitions
- 3. Softball defensive practice of skills and techniques
- 4. Implementation of softball offensive strategies

Objectives

- 1. Demonstrate collegiate-level conditioning.
- 2. Describe the proper selection and care of equipment.
- 3. Execute offensive movement in game-like situations.
- 4. Execute team defensive movement in game-like situations.
- 5. Develop basic skills and techniques.
- 6. Diagnose one's own baseball strengths and weaknesses.
- 7. Analyze offensive and defensive strategies. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement in their defensive skills of softball. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to demonstrate their knowledge of softball strategies. Assessment Method: Instructor provided verbal exam.
 - **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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their offensive skills of softball. Assessment Method: Instructor provided test.
 - **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
- Lecture/Discussion
- Other
- Video analysis.

Assignments

Reading Assignments

Other Assignments

Research, observe and analyze different softball skills and verbally explain the techniques.

Methods of Evaluation

- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Skills Demonstrations/Performance Exam
- Other
 - Individual skill analysis.

Course Materials

Other:

1. Reading assignments given by the instructor.

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Yuba College Course Outline

Course Information

Course Number: ATHL 2.11R Full Course Title: Track and Field Skills (Men/Women) Short Title: Track & Field Sks TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics Effective Term: Spring 2018

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: Yes (1) Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Physical Education (Masters Required) Or
- Health (Masters Required) Or
- Coaching Or
- Kinesiology (Masters Required)

Course Description

Fundamental techniques and conditioning necessary for participation in intercollegiate track and field competition for men and women.

Content

- 1. Orientation and Safety for Competitive Track and Field Events
- 2. Sprints Quarter-mile/Middle-distance
- 3. Jumps High/Triple/Long Jump
- 4. Pole Vault
- 5. Hurdles High hurdles/Intermediate hurdles
- 6. Throws Shotput/Discus/Javelin
- 7. Distance Running
- 8. Relays
- 9. Strength Training for Specific Events
- 10. Energy Use and Preservation
- 11. Dietary Analysis

12. Track and Field Techniques and Event Strategies

Course Lab/Activity Content

- 1. Conditioning for track and field events.
- 2. Track start and finish technique practice.
- 3. Field events skills and technique practice.

Objectives

- 1. Evaluate individual performances
- 2. Compare existing techniques and proper technique **Requires Critical Thinking**
- 3. Demonstrate an understanding of conditioning techniques used
- 4. Demonstrate an understanding of off-season conditioning for intercollegiate track and field
- 5. Evaluate individual diet
- 6. Analyze individual techniques through video evaluation **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement in their individual track and field events. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to demonstrate their knowledge of track and field race strategies. Assessment Method: Instructor provided verbal exam.
 - **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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their cardiovascular conditioning. Assessment Method: Mile and a half test.
 - **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
- Lecture/Discussion
- Other

Video analysis.

Assignments

Reading Assignments

Read two or three articles describing safe and appropriate stretching techniques and the benefits of them for injury prevention. Plan to demonstrate in small groups.

Writing Assignments Other Assignments

Research the differences between aerobic and anaerobic conditioning. Be prepared to discuss examples of each type of exercise in class.

Methods of Evaluation

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

Individual skills analysis.

Course Materials

Other:

1. Appropriate athletic shoes and clothing.

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Yuba College Course Outline

Course Information

Course Number: ATHL 2.13R Full Course Title: Volleyball Skills Short Title: Volleyball Skills TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics Effective Term: Spring 2018

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: Yes (3) Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Health (Masters Required) Or
- Physical Education (Masters Required) Or
- Coaching Or
- Kinesiology (Masters Required)

Course Description

Advanced skills and techniques necessary for competitive volleyball play including conditioning, rules of play, and advanced offensive and defensive strategies.

Content

- 1. Volleyball Skills and Techniques
 - a. Passing
 - b. Setting
 - c. Serving
 - d. Blocking
 - e. Defensive Skills-Rolls, Dives
- 2. Game Strategies
 - a. 6-2 Offense
 - b. 5-1 Offense
 - c. Rotation Defense
 - d. Advance Game Strategies
- 3. Rules, Regulations and Officiating Rules of Play
 - a. Scoring
- b. Court Dimensions
- c. Officiating
- d. Signals
- Conditioning for Volleyball
 - a. Strength Exercises
 - b. Anaerobic Exercises
 - c. Aerobic Exercises
 - d. Flexibility Exercises

Course Lab/Activity Content

- 1. Conditioning for collegiate volleyball.
- 2. Volleyball defensive practice of skills and techniques.
- 3. Implementation of volleyball offensive plays.

Objectives

4.

- 1. Demonstrate proper techniques for passing, setting, serving, blocking and defensive skills.
- 2. Diagram proper 6-2 offense, 5-1 offense and rotation defense.
- 3. Summarize advance game strategies.
- 4. Identify correct rules of play, scoring, court dimensions and officiating signals.
- 5. Officiate a volleyball match.
- 6. Recognize improved strength, cardiovascular endurance and flexibility specific to volleyball skills.
- 7. Analyze offensive and defensive strategies. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement in their defensive volleyball skills. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to demonstrate their knowledge of volleyball strategies. Assessment Method: Instructor provided verbal exam.
 - **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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their offensive volleyball skills. Assessment Method: Instructor provided test.
 - **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
- Lecture/Discussion
- Other
 - Video analysis.

Assignments

Reading Assignments

Other Assignments Research, observe and analyze different volleyball skills and verbally explain the techniques.

Methods of Evaluation

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

Individual skill analysis.

Course Materials

Other:

1. Reading assignments given by the instructor.

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Yuba College Course Outline

Course Information

Course Number: ATHL 1.55R Full Course Title: Sports Conditioning Short Title: Sports Conditioning TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics Effective Term: Spring 2018

Course Standards

Course Type: Credit Units: 0.5 - 1.5 Unit increment: 0.5 Total class hours: 27.0 - 81.0 Total contact hours in class: 18.0 - 54.0 Lecture hours: 4.5 - 13.5 Lab hours: 13.5 - 40.5 Hours outside of class: 9.0 - 27.0 Repeatable: Yes (3) Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Health (Masters Required) Or
- Physical Education (Masters Required) Or
- Coaching Or
- Kinesiology (Masters Required)

Course Description

Preparatory conditioning necessary for intercollegiate competition. Development of sport-specific strength, power, endurance, agility, and flexibility as well as mental training techniques.

Content

Course Lecture Content

Lecture content for the .5 unit course offering:

- I. Essential Principles of Strength Development and Conditioning
 - A. Exercise techniques
 - B. Specificity of training
 - C. Overload principle optimizing strength gains
- II. Strength and Fitness Evaluation
 - A. Core strength

- B. Preventive maintenance exercises
- C. Flexibility

Lecture content for the 1.0 unit offering of the course:

- I. Essential Principles of Strength Development and Conditioning
 - A. Exercise techniques
 - B. Specificity of training
 - C. Overload principle optimizing strength gains
 - D. Identification of common injury sites and prevention
- II. Strength and Fitness Evaluation
 - A. Core strength
 - B. Preventive maintenance exercises
 - C. Flexibility
 - D. Agility

Lecture content for the 1.5 unit offering of the course:

- I. Essential Principles of Strength Development and Conditioning
 - A. Exercise techniques
 - B. Specificity of training
 - C. Overload principle optimizing strength gains
 - D. Identification of common injury sites and prevention
 - E. Role of nutrition and training
 - F. Effects of steroid abuse
- II. Strength and Fitness Evaluation
 - A. Core strength
 - B. Preventive maintenance exercises
 - C. Flexibility
 - D. Agility
 - E. Speed
 - F. Power

Course Lab/Activity Content

The difference in unit value for this lab content is reflected in the hours of instructional practice, as outlined in the lab hour break-down in the course standards sections of this COR.

Lab Content for the .5 unit offering of the course:

I. Muscular endurance and strength

- A. Resistance training
 - 1. High reps, low weights (muscular endurance)
 - 2. Low reps, high weights (muscular strength gains)
- B. Circuit training
- II. Cardiovascular endurance
 - A. Long-term running
 - B. Short-term running
- **III.** Plyometrics
 - A. Leaping
 - B. Foot speed
 - C. Agility work
- IV. Flexibility
 - A. Lower body
 - B. Upper body

Lab content for the 1.0 unit offering of the course:

- I. Muscular endurance and strength
 - A. Resistance training
 - 1. High reps, low weights (muscular endurance)
 - 2. Low reps, high weights (muscular strength gains)
 - B. Circuit training
- II. Cardiovascular endurance
 - A. Long-term running
 - B. Short-term running
- **III.** Plyometrics
 - A. Leaping
 - B. Foot speed
 - C. Agility work
- IV. Flexibility
 - A. Lower body
 - B. Upper body

Lab content for the 1.5 unit offering of the course:

I. Muscular endurance and strength

- A. Resistance training
 - 1. High reps, low weights (muscular endurance)
 - 2. Low reps, high weights (muscular strength gains)
- B. Circuit training
- C. Power training
- II. Cardiovascular endurance
 - A. Long-term running
 - B. Short-term running
- **III.** Plyometrics
 - A. Leaping
 - B. Foot speed
 - C. Agility work
 - D. Plyometric circuits
- IV. Flexibility
 - A. Lower body
 - B. Upper body

Objectives

- 1. Recognize and explain five strength and conditioning requirements specific to their sport and/or position.
- 2. Demonstrate proper form in 10 basic lifts and their respective methods of spotting.
- 3. Demonstrate proper form for 15 stretching exercises.
- 4. Identify three common injury sites and explain possible preventative training measures for each. **Requires Critical Thinking**
- 5. Demonstrate goal-setting techniques and discuss the process of relaxation and visualization for sport.

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to Demonstrate improvement in cardiovascular endurance. Assessment Method: Mile and a half run test for time.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 2. Upon completion of this course, the student should be able to demonstrate advanced sport specific agility appropriate for intercollegiate competition. Assessment Method: Instructor provided physical assessment exam.
 - Information Competency Students will conduct, present, and use research necessary to achieve

educational, professional, and personal objectives.

- **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in muscular strength. Assessment Method: Bench test.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Reading Assignments Students may be expected to read 5-10 pages of handouts. Writing Assignments Students will journal their individual progress.

Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Quizzes
- Skills Demonstrations/Performance Exam
- Other
 - Journal keeping and skills practice.

Course Materials

Other:

1. Internet articles and videos as assigned by the instructor.

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Yuba College Course Outline

Course Information

Course Number: ACCT 10A Full Course Title: General Accounting Short Title: General Accounting TOP Code: 0502.00 - Accounting* Effective Term: Fall 2011

Course Standards

Course Type: Credit Units: 4.0 Total class hours: 216.0 Total contact hours in class: 72.0 Lecture hours: 72.0 Hours outside of class: 144.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Accounting (Masters Required)
- Business (Masters Required)

Course Description

Introductory accounting course covering accounting principles and practices, the complete accounting cycle, and creation of financial reports. Use of proper procedures in the General Journal, Special Journals, General Ledger and Subsidiary Ledgers. Includes payroll processes, and proper financial reporting.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

- 1. Accounting for a Service Business
 - a. Introduction to Accounting
 - b. Analyzing Transactions: The Accounting Equation
 - c. The Double-Entry Framework
 - d. Journalizing and Posting Transactions
 - e. Adjusting Entries and the Work Sheet

- f. Financial Statements and the Closing Process
- 2. Account for Cash and Payroll
 - a. Accounting for Cash
 - b. Recording Payroll for Employees
 - c. Recording Payroll for Employer Liability
- 3. Accounting for a Merchandising Business
 - a. Accounting for Sales and Cash Receipts
 - b. Accounting for Purchases and Cash Payments
 - c. Special Journals
 - d. Accounting for Merchandise Inventory
 - e. Adjustments and the Work Sheet for a Merchandising Business
 - f. Financial Statements and Year-End Accounting for a Merchandising Business

Objectives

- 1. Analyze business transactions applying the rules of debits and credits. **Requires Critical Thinking**
- 2. Apply GAAP guidelines in the input, processing, and output phases of accounting. ****Requires Critical Thinking****
- 3. Complete the accounting cycle using Work Sheets, Journals, Ledger and Financial Reports.
- 4. Understand the payroll process fundamentals and complete various payroll reports.
- Identify and apply the operational sequence and process for the entire accounting cycle. **Requires Critical Thinking**
- 6. Complete a project covering the accounting cycle for a sole proprietor.

Student Learning Outcomes

- 1. Analyze and record information to complete the full accounting cycle using the general journal, special journals, and general ledger as well as worksheets.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- 2. Demonstrate ability to prepare financial statements in good form.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 3. Complete an accounting cycle for a service type business.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 4. Prepare a simple payroll register for a service type business.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

Methods of Instruction

Lecture/Discussion

Daily lecture on chapter topic materials. Including class demonstration using whiteboard or overhead. Students will participate in class through interactive questions and responses.

Assignments

Reading Assignments

Reading from chapter textbook.

Writing Assignments

Completing worksheets, financial statements, journalizing transactions, posting transactions, and evaluating health of business entity.

Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Participation
- Skills Demonstrations/Performance Exam
- Other Comprehensive analytical project for a service type business entity.

Course Materials

Textbooks:

1. Heintz & Parry. *College Accounting, Chapters 1-15,* 22nd ed. South Western/Cengage Learning Publishers, 2017, ISBN: 9781305666177 Equivalent text is acceptable

Other:

- 1. Publisher's online learning, CengageNOW Access Card
- 2. Calculator
- 3. Scantron forms
- 4. PKL Software

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Yuba College Course Outline

Course Information

Course Number: CHEM 1A Full Course Title: General Chemistry Short Title: General Chemistry TOP Code: 1905.00 - Chemistry, General Effective Term: Spring 2018

Course Standards

Course Type: Credit Units: 5.0 Total class hours: 270.0 Total contact hours in class: 162.0 Lecture hours: 54.0 Lab hours: 108.0 Hours outside of class: 108.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Chemistry (Masters Required)

Course Description

Students will explore the fundamental principles of inorganic chemistry including the nomenclature of inorganic compounds, chemical formulas, equations and reactions; stoichiometry; structure of atoms, ions, and molecules and the periodic table; oxidation-reduction and acid-base reactions; gas laws; thermochemistry and equilibrium. Laboratory techniques in the investigation of these chemical systems will be extensively developed, including experiments utilizing calorimetry to determine the enthalpy change associated with physical and chemical processes, fundamental gas laws analyzing pressure, volume, and temperature relationships, and acid-base chemistry utilizing titration analysis.

Conditions of Enrollment

Satisfactory completion of: MATH 52; CHEM 2A or High school chemistry with a grade of C or better AND a passing score on the Chemistry Assessment Examination.

Advisories

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

Content

Course Lecture Content

- 1. Matter, Measurement, and Problem Solving
 - a. Classification of matter
 - b. Physical/Chemical changes and properties
 - c. SI units and derived units (volume and density)
 - d. Significant figures in calculations
- 2. Atoms and Elements
 - a. Modern atomic theory
 - b. Law of conservation of mass; Law of definite proportions; Law of multiple proportions
 - c. Daltons Atomic Theory
 - d. Thompson, Rutherford, and Millikan's contributions
 - e. Atomic structure: protons, neutrons, and electrons
 - f. Isotopes and isotopic abundance
 - g. Periodic law and the Periodic Table
 - h. Molar mass; the mole and converting mass to moles; moles to mass
- 3. Molecules, Compounds, and Chemical Equations
 - a. lonic/covalent bonding
 - b. Nomenclature of inorganic compounds; ionic and molecular
 - c. Writing formulas from names; names from formulas
 - d. Polyatomic ions and nomenclature
 - e. Hydrates
 - f. Nomenclature of acids
 - g. Molar mass of a compound
 - h. Mass percent
 - i. Determining empirical and molecular formulas
 - j. Writing and balancing chemical equations
- 4. Chemical Quantities and Aqueous Reactions
 - a. Reaction stoichiometry
 - b. Limiting reactant, theoretical yield and percent yield calculations
 - c. Solution concentration and stoichiometry; molarity
 - d. Types of aqueous solutions and solubility
 - e. Precipitation reactions
 - f. Molecular, complete and net ionic equations
 - g. Acid-base and gas-evolving reactions
 - h. Balancing oxidation-reduction reactions using the half-reaction method
- 5. Gases
 - a. Boyle's, Charles's, and Avogadro's Laws
 - b. Ideal gas law
 - c. Dalton's law of partial pressures; collecting a gas over water
 - d. Stoichiometry of gas phase reactions; molar volume
 - e. Kinetic molecular theory
 - f. Real gases; Van der Waals equation
- 6. Chemical Equilibrium
 - a. Dynamic equilibrium and the equilibrium constant (K)
 - b. Heterogeneous equilibria
 - c. Calculating K from measured equibibrium concentrations
 - d. Reaction quotient (Q)
 - e. Finding equilibrium concentrations
 - f. Le Chatelier's Principle
- 7. Thermochemistry
 - a. Units of Energy
 - b. The First Law of Thermodynamics
 - c. Quantifying heat and work
 - d. Enthalpy and internal energy
 - e. Calorimetry and enthalpy of reaction
 - f. Standard heats of formation and enthalpy changes for a chemical reaction
- 8. Quantum-Mechanical Model of the Atom
 - a. The nature of light; electromagnetic spectrum
 - b. The Bohr Model
 - c. De Broglie wavelength, uncertainty principle, and the wave nature of matter
 - d. Quantum mechanics and the atom
 - e. Atomic orbitals; s, p, d, f.

- 9. Periodic Properties of the Elements
 - a. Electron configurations
 - b. Periodic trends; atomic and ionic radii; ionization energy; electron affinity
- 10. Chemical Bonding I: Lewis Theory
 - a. lonic bonding and lattice energy
 - b. Covalent bonding and Lewis structures
 - c. Electronegativity and bond polarity
 - d. Resonance
 - e. Exception to the octet rule
 - f. Bond energies
- 11. Chemical Bonding II: Molecular Shapes, Valence Bond Theory, and Molecular Orbital Theory
 - a. VSEPR theory and molecular geometry
 - b. Molecular polarity
 - c. Valence bond theory and orbital hybridization
 - d. Molecular orbital theory (LCAO)
 - e. Homonuclear and second-period heteronuclear diatomic molecules

Course Lab/Activity Content

Laboratory includes, but is not limited to, experiments in the areas of:

- 1. Mass and volume relationships and straight-line equations.
- 2. Identification of unknowns by physical and chemical properties.
- 3. Synthesis of a compound reinforcing the concept of limiting reactants.
- 4. A cycle of copper reactions reinforcing double-displacement and oxidation-reduction reactions.
- 5. Acid-base titration analysis to determine unknown concentration.
- 6. Acid-base titration to analyze the purity of a synthesized compound.
- 7. Gas-laws experiments investigating pressure, volume, and temperature relationships.
- 8. Determining the molar volume of a gas.
- 9. Experiments addressing Le Chatelier's principle on systems at equilibrium.
- 10. Spectrophotometric determination of an equilibrium constant.
- 11. Determining the enthalpy changes for physical and chemical systems utilizing calorimetry.
- 12. Investigating the electronic transitions of atoms by observing their emission spectra.
- 13. Molecular modeling to reinforce VSEPR and orbital hybridization concepts.

Objectives

- 1. Describe fundamental concepts of chemistry and discuss their importance.
- 2. Predict how atoms bond together to form ionic compounds or molecules. **Requires Critical Thinking**
- 3. Write the name and formula of inorganic compounds.
- 4. Write a chemical equation, balance it, and from this equation predict the outcome of a reaction.
- 5. Recognize, write, and balance oxidation-reduction reactions.
- 6. Recognize, write, and balance acid-base reactions; identify acids, bases, and conjugates. ****Requires** Critical Thinking**
- 7. Solve problems related to ideal gases.
- 8. Solve problems related to solution chemistry.
- 9. Explain and solve problems related to the first law of thermodynamics.
- 10. Describe and solve problems related to chemical equilibrium. **Requires Critical Thinking**
- 11. Read, understand, and correctly evaluate chemistry-oriented word-problems **Requires Critical

Thinking**

- 12. Synthesize and report percent yield of an inorganic product.
- 13. Perform acid-base titrations to determine unknown concentrations and to determine purity of a synthesized product.
- 14. Determine the specific heat capacity and enthalpy of reaction using constant-pressure calorimetry.
- 15. Acquire and analyze experimental data using computers and various probes (Gas-pressure sensors and colorimeters/spectrometers)
- 16. Organize and input experimental data in a laboratory notebook.

Student Learning Outcomes

- 1. SLO1: Upon completion of the course students will demonstrate proficiency in solving problems and analyzing data related to chemical formulas and nomenclature.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 2. SLO2: Upon completion of the course students will demonstrate proficiency in solving problems and analyzing data related to chemical and physical equilibrium.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 3. SLO3: Upon completion of the course students will demonstrate proficiency in solving problems and analyzing data related to stoichiometric calculations.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - 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
- Other

Internet-based online homework assignments

Assignments

Reading Assignments Writing Assignments Other Assignments

Worksheets, and lab reports

Methods of Evaluation

• Exams

- Homework
- Laboratory Assignments
- Quizzes
- Other

Written laboratory reports. Internet-based Homework assignments.

Course Materials

Textbooks:

1. Tro, Nivaldo J. *Chemistry: A Molecular Approach with Mastering General Chemistry,* 4th ed. Pearson, Prentice Hall, 2017, ISBN: 9780134103976 Equivalent text is acceptable

Manuals:

1. Nivaldo, Tro J., John J. Vincent, and Erica Livingston. *Laboratory Manual for Chemistry: A Molecular Approach, 3E,* 4th ed. Prentice Hall, 2016, ISBN: 978-0134066264 Equivalent text is acceptable

Other:

- 1. Lab Coat
- 2. OSHA-approved Safety Goggles

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Yuba College Course Outline

Course Information

Course Number: HLTH 3 Full Course Title: First Aid and CPR for Kinesiology Majors Short Title: First Aid and CPR TOP Code: -Effective Term: Fall 2014

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 or Pass/No Pass

Minimum Qualifications for Instructors

- Physical Education (Masters Required) Or
- Health (Masters Required) Or
- Kinesiology (Masters Required)

Course Description

This course involves the theory and detailed demonstration of the first aid care of the injured. The student will learn to assess a victim's condition and incorporate proper treatment. Standard first aid, CPR, and AED certification(s) will be granted upon successful completion of requirements.

Content

Course Lecture Content

I. Course Content for Infant, Child, and Adult CPR

- 1. Body Systems
- 2. Victim Assessment
- 3. Legal Issues
- 4. Emergency Action Plan

5. Care for Emergencies: Breathing, Cardiac, Choking, Bleeding, Shock, Anaphylaxis and Special Circumstances (Sudden Illness, Poisoning, Bites, Stings, and Heat & Cold Emergencies)

II. AED - Automated External Defibrillator

III. First Aid

- 1. Internal/Soft Tissue Injuries and Burns
- 2. Musculoskeletal Injuries: Head, Spine, Bone, Joint, and Extremities
- 3. Splinting and Immobilization
- 4. Moving Victims
- 5. People with Special Needs
- 6. Healthy Lifestyles and Safety Measures

Objectives

- 1. Analyze and assess victims of injury and medical emergencies and apply the appropriate emergency action plan. **Requires Critical Thinking**
- 2. Describe the signs and symptoms associated with common medical emergencies and demonstrate the first aid care that is needed in common medical emergencies.
- 3. Demonstrate cardiopulmonary resuscitation and the use of an AED.
- 4. Demonstrate bandaging and splinting techniques.
- 5. Demonstrate emergency rescue moves.
- 6. Evaluate their lifestyle for health and safety concerns and set personal goals for achieving a safe and healthy lifestyle.

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate CPR for adults, children and infants. Assessment Method: Instructor observation and skill analysis of the compression technique needed for CPR on adults, children and infants.
 - **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.
- Upon completion of this course, the student should be able to use an AED properly on adults, children and infants. Assessment Method: Instructor observation and skill analysis of the proper use of an AED on adults, children and infants.
 - 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.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- Upon completion of this course, the student should be able to demonstrate the understanding and knowledge of CPR and First Aid. Assessment Method: Passing with 70% or better the American Red Cross exams for CPR and First Aid
 - **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
- Other
 - Demonstrations and student participation in scenarios.

Assignments

Reading Assignments Read the chapter on AED's. Other Assignments

Students will be asked to write personal goals to reflect a safe and healthy lifestyle. These goals will be evaluated at the end of the course. With the attainment of their goals, their lifestyle for health and safety will be improved.

Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Oral Tests/Class Performance
- Participation
- Quizzes
- Skills Demonstrations/Performance Exam

Course Materials

Manuals:

1. American Red Cross. *First Aid/CPR/AED Participant's Manual*, 2nd ed. StayWell Health & Safety Solutions, 2016, ISBN: 978-1-58480-665-3

Other:

1. Instructor may add information from the internet and/or American Red Cross website.

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ESL CERTIFICATE OF ADVANCEMENT IN ACADEMIC PREPAREDNESS AND CAREER DEVELOPMENT, CERTIFICATE #4

CERTIFICATE OF ADVANCEMENT

Description

The Certificate of Advancement in Academic Preparedness and Career Development prepares advanced level students with the English language and literacy skills needed to function independently in most vocational and academic situations. The certificate focuses on developing the requisite level of grammar, reading, writing and speaking skills needed to transition into mainstream courses or to be successful in seeking appropriate employment.

Program Learning Outcomes

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

- 1. Demonstrate ability to write coherent expository essays and/or summary-responses at a level sufficient to transition to ENG 105 or 56.
- 2. Demonstrate ability to produce and comprehend advanced grammatical structures at a level sufficient to transition to ENG 105 or 56.
- 3. Demonstrate grammar, listening, speaking, and reading skills needed to clearly communicate and understand information and ideas in personal, academic, and vocational settings.

Program Requirements:

Required Courses		Course Block Units: (7 Required)	
ESL40A or	Low-Advanced Grammar	3	
ESL40B	Advanced Grammar	3	
ESL116A or	Academic Reading and Writing for ESL 1	4	
ESL116B	Academic Reading and Writing for ESL 2	4	

Total: 7

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ESL CERTIFICATE OF COMPETENCY IN ACADEMIC PREPAREDNESS AND CAREER DEVELOPMENT, CERTIFICATE #4

CERTIFICATE OF COMPETENCY

Description

The Certificate of Competency in Academic Preparedness and Career Development prepares advanced-level students with the English language and literacy skills needed to function independently in most vocational and academic situations. The certificate focuses on developing the requisite level of grammar, reading, writing and speaking skills needed to transition into mainstream courses or to be successful in seeking appropriate employment.

Program Learning Outcomes

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

- 1. Demonstrate ability to write coherent expository essays and/or summary-responses at a level sufficient to transition to ENG 105 or 56.
- 2. Demonstrate ability to produce and comprehend advanced grammatical structures at a level sufficient to transition to ENG 105 or 56.
- 3. Demonstrate grammar, listening, speaking, and reading skills needed to clearly communicate and understand information and ideas in personal, academic, and vocational settings.

Program Requirements:

12

Required Courses

Course Block Units: (0 Required)

ESL540A or	Low-Advanced Grammar
ESL540B	Advanced Grammar
ESL516A or	Academic Reading and Writing for ESL
ESL516B	Academic Reading and Writing for ESL

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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. Pre-admission 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 NURS1	Fundamentals of Medical Surgical	Course Block Units: (9 Required) 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 passed with a "C" (7	through the Associate Degree in Nursing Program, al 75%) or better.	l courses must be

Total: 38.5

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OPTION TWO - LVN TO RN ONLY (30-UNIT OPTION)

ASSOCIATE IN SCIENCE

Description

Meets California State Regulation 1429, and those completing this track are eligible to apply for the National Council of State Boards of Nursing Licensing Examination in preparation for licensure as a Registered Nurse. This is a non-degree option. States other than California may not grant Registered Nurse (RN) licensure based on completion of this option. Career laddering to a higher level such as Bachelor of Science in Nursing may be limited by this option as well. It is recommended the applicant call the Nursing Department for more information. Students who gualify will be admitted each semester on a space available basis.

ADMISSION CRITERIA

A. All applications are obtained and filed with the Nursing Office at the Yuba College main campus in Marysville. Applicants will be admitted on a space-available basis points in multi-criteria screening process and by date of receipt of completed application packet. Contact the Nursing Office for admission procedures, information.

B. Eligibility. Minimum qualifications for admission to this track are:

1. Current California Vocational Nurse License. Recent V.N. graduates must submit proof of licensure prior to completing application.

2. Graduation from an accredited vocational school of nursing or demonstrated mastery of course content by Challenge Examination.

3. IV Certified

4. Completion of the following courses with a 2.5 GPA or higher: BIOL 5 Physiology, BIOL 6 Microbiology; Completion of the following with a "C" or higher: NURS 36 Pathophysiology

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 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:

PROGRAM PROGRESSION/REQUIREMENTS: NURSING MAJOR 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
NURS57	Second Year Advanced Nursing Skills Lab	1

Total: 21

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ASSOCIATE IN ARTS FOR TRANSFER IN THEATER ARTS

ASSOCIATE IN ARTS FOR TRANSFER

Description

The Theatre Arts Department provides a safe and inclusive environment for students to explore performance, and prepare them to succeed in their academic, career, and lifelong learning goals. Course offerings include introductory classes in theatre and film, which satisfy GE and transfer requirements, as well as courses in acting and stagecraft. Students can start with no previous training or experience and progress to advanced classes to prepare them for transfer and an opportunity to earn an AA degree in Theatre. Courses are integrated around the central ideas of collaboration, individual responsibility, student-centered learning, open and respectful dialogue, and practical application of theory and skills. Work in acting technique, design, costuming, makeup, lighting, technical production, and other crafts are taught in theory and practice resulting in public performances of a variety of plays and musicals.

Program Learning Outcomes

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

- 1. effectively use language, communicate their ideas, and creatively express themselves through the application of theatrical skills.
- 2. identify theatrical challenges, production needs, and potential problems; research, formulate and construct creative solutions; and execute an achievable plan using appropriate tools, theories, and techniques.
- 3. select appropriate acting techniques and apply technical skills, imagination, and script analysis toward the creation of a live or recorded performance.
- 4. demonstrate the ability to work as an ensemble member of a theatre company by meeting expectations, following safe production practices, and respecting the opinions, feelings and values of others.
- 5. identify similarities and differences among cultures, times, and environments expressed through dramatic texts, films, and live performances.
- 6. analyze and evaluate dramatic texts and performances in terms of their technical skills, artistic objectives, and their historical and cultural significance.

Program Requirements:

Required core courses		Course Block Units: (9 Required)
THART10	Introduction To Theatre	3
THART11A	Introduction To Acting I	3
THART29 or	College Theatre	2 - 3
THART30 or	Technical Theatre in Production	3
THART26	Musical Theatre Workshop	3
Additional Cours	ses	Course Block Units: (8 - 9 Required)
THART12A	Advanced Studies in Acting	3
THART45A	Production and Technical Theatre	3
		. (

THART12B or	Advanced Studies in Acting	3
THART29 or	College Theatre	2 - 3
THART26 or	Musical Theatre Workshop	3
THART30 or	Technical Theatre in Production	3
THART45B	Production and Technical Theatre	3

Total: 17.00 - 18.00

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Yuba College Course Outline

Course Information

Course Number: KINES 1.21 Full Course Title: Aerobic Exercise Short Title: Aerobic Exercise TOP Code: 0835.00 - Health and Physical Education, General Effective Term: Fall 2017

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) Or
- Physical Education (Masters Required) Or
- Kinesiology (Masters Required)

Course Description

Aerobic exercise designed to develop and/or maintain cardiovascular endurance, muscular strength, flexibility, and coordination through the use of continuous vigorous movements.

Content

Course Lecture Content

- 1. Physical Fitness Analysis
 - a. Body Fat Composition
 - b. Cardiovascular Endurance
 - c. Muscular Endurance and Strength
 - d. Flexibility
- 2. General Health Analysis
 - a. Nutrition
 - b. Posture
 - c. Body Measurements
 - d. Blood Pressure
- 3. Lecture Topics
 - a. FITT Factors
 - b. MyPlate
 - c. Benefits of Exercise

- d. Calculated Heartrates
- e. Nutrition
- f. Hydration

Course Lab/Activity Content

- 1. Exercise Performance
 - a. Rhythmical Aerobic Routines
 - b. Isolated Muscle Exercises
 - c. Stretching Techniques
- 2. Safety Procedures
 - a. Exercise Pulse Rates
 - b. Performing Exercises Correctly
 - c. Proper Hydration

Objectives

- 1. Evaluate Physical Fitness test results
- 2. Work at individual exercise pulse rate for a longer period of time.
- 3. Develop a basic understanding of how to improve one's physical fitness.
- 4. Demonstrate the proper and safe way to perform exercises.
- 5. Recognize improved coordination and learn a sequence of locomotor movements of average difficulty.
- 6. Analyze physical fitness test results and implement safety techniques. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement of their cardiovascular endurance. Assessment Method: 3-Minute Step Test or equivalent test
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam or equivalent test
 - **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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1 Minute Sit-Up Test or equivalent test
 - **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
- Lecture/Discussion

Assignments

Reading Assignments

Students will be asked to read and study the topical notes being covered each week. **Other Assignments**

Students will be asked to verbally explain the FITT factors.

Methods of Evaluation

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

Course Materials

Other:

1. Internet readings as assigned by individual instructors.

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Yuba College Course Outline

Course Information

Course Number: KINES 1.22 Full Course Title: Step Aerobics Short Title: Step Aerobics TOP Code: 0835.00 - Health and Physical Education, General Effective Term: Fall 2017

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) Or
- Physical Education (Masters Required) Or
- Kinesiology (Masters Required)

Course Description

Step aerobic exercise designed to develop and/or maintain cardiovascular fitness and endurance, muscular strength and endurance, and flexibility and coordination.

Content

Course Lecture Content

- 1. Physical Fitness Analysis
 - a. Body fat composition
 - b. Cardiovascular endurance
 - c. Muscular endurance
 - d. Flexibility
- e. Body composition
- 2. General Health Analysis
 - a. Nutrition
 - b. Posture
 - c. Body measurements
 - d. Blood pressure
- 3. Safety Procedures

- a. Exercise pulse rates
- b. Performing exercises correctly
- c. Correct nutrition and hydration

Course Lab/Activity Content

- 1. Exercise Performance
 - a. Rhythmical step aerobic routines
 - b. Isolated muscle exercises
 - c. Stretching techniques

Objectives

- 1. Evaluate Physical Fitness results
- 2. Demonstrate a basic understanding of how to improve one's cardiovascular endurance. **Requires Critical Thinking**
- 3. Demonstrate the ability to work at individual's exercise pulse rate for a longer period of time.
- 4. Recognize improved coordination and ability to learn a sequence of locomotor movements of average difficulty.
- 5. Demonstrate the proper and safe way to perform exercises.

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement on their cardiovascular endurance. Assessment Method: 3-Minute Step Test or equivalent test
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam or equivalent test
 - **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.
- Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1 Minute Sit-Up Test or equivalent test
 - **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
- Lecture/Discussion

Assignments

Reading Assignments

Read the lecture information that will be covered the department exam. Other Assignments

Students will be asked to verbally explain the FITT factors.

Methods of Evaluation

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

Course Materials

Other:

1. Student must provide notebook for taking notes. Students will need access to a computer to get notes off the Yuba College portal and/or Canvas.

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Yuba College Course Outline

Course Information

Course Number: KINES 1.26 Full Course Title: Body Toning Short Title: Body Toning TOP Code: 0835.00 - Health and Physical Education, General Effective Term: Fall 2017

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Physical Education (Masters Required) Or
- Health (Masters Required) Or
- Kinesiology (Masters Required)

Course Description

A full body conditioning and strengthening workout, improving functional strength, flexibility and coordination. Strategies for improving vital core strength.

Content

Course Lecture Content

- 1. Physical Fitness Analysis
 - a. Body fat composition
 - b. Cardiovascular endurance
 - c. Muscular endurance and strength
 - d. Flexibility
 - e. Body measurements
 - f. Posture
- 2. Fitness and Nutrition
 - a. FITT factors
 - b. Basic nutrition principles
 - c. Safety precautions
 - d. Proper warm up and cool down

Course Lab/Activity Content

- 1. Isolated Muscle Exercises
 - a. Upper body exercises
 - b. Abdominal exercises
 - c. Gluteal exercises
 - d. Lower body exercises
- 2. Circuit Training
- 3. Aerobic Training

Objectives

- 1. Analyze Physical Fitness results. **Requires Critical Thinking**
- 2. Demonstrate a basic understanding of how to improve one's muscular endurance.
- 3. Identify the proper/safe way to perform exercises.
- 4. Describe good nutritional habits.
- 5. Demonstrate ability to work within one's individual physical limits.

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement in their upper body strength. Assessment Method: 1-Minute Push-Up Test or equivalent test
 - **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.
- Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam or equivalent test
 - **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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1 Minute Sit-Up Test or equivalent test
 - **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
- Lecture/Discussion

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam. **Other Assignments**

Students will be tested on the FITT factors.

Methods of Evaluation

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

Course Materials

Other:

1. Students must provide notebook for taking notes. Students will need access to a computer to get notes off the Yuba College portal and/or Canvas.

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Yuba College Course Outline

Course Information

Course Number: KINES 1.27 Full Course Title: Fitness Walking/Jogging Short Title: Fit Walk/Jog TOP Code: 0835.00 - Health and Physical Education, General Effective Term: Fall 2017

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Physical Education (Masters Required) Or
- Health (Masters Required) Or
- Kinesiology (Masters Required)

Course Description

Individualized walking/jogging program designed to improve cardiovascular endurance and muscular strength. Emphasis is on lifetime fitness including principles of nutrition, fitness and safety.

Content

Course Lecture Content

- 1. Fitness Components
 - a. Percent body fat
 - b. Cardiovascular endurance
 - c. Muscular endurance
 - d. Flexibility
- 2. General Health Analysis
 - a. Nutrition
 - b. Posture
 - c. Body measurements
 - d. Blood pressure
- 3. Safety Procedures
 - a. Exercise pulse rate
 - b. Correct walking/jogging techniques
 - c. Proper shoes
d. Hydration

Course Lab/Activity Content

- 1. Individualized Walking/Jogging Programs
 - a. Distance/time
 - b. Intensity/speed
 - c. Technique

Objectives

- 1. Evaluate individual fitness components
- 2. Describe safety principles of walking/jogging.
- 3. Analyze FITTE components **Requires Critical Thinking**
- Develop an individual exercise program to improve cardiovascular endurance. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement of their cardiovascular endurance. Assessment Method: Mile and Half Run Test or equivalent test
 - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam or equivalent test
 - **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.
- Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1 Minute Sit-Up Test or equivalent test
 - **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
- Lecture/Discussion

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam. **Other Assignments**

Students will journal their individual workouts.

Methods of Evaluation

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

Course Materials

Other:

1. Handouts when applicable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.34 Full Course Title: Boot Camp Fitness Short Title: Boot Camp Fitness TOP Code: 0835.00 - Health and Physical Education, General Effective Term: Fall 2017

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Physical Education (Masters Required) Or
- Health (Masters Required) Or
- Kinesiology (Masters Required)

Course Description

Designed to provide the student with a physically intense and challenging fitness class. Training exercise used will include jogging, interval training, obstacle course and a variety of calisthenics designed to enhance muscular strength and endurance. In addition, students will be challenged to understand and apply fitness training principles. The students will train individually, with a partner and/or in a team setting.

Content

Course Lecture Content

- 1. Fitness Components
 - a. Percent body fat
 - b. Cardiovascular endurance
 - c. Muscular endurance
 - d. Flexibility
- 2. General Health Analysis
 - a. Nutrition
 - b. Posture
 - c. Body measurements
- 3. Safety Procedures
 - a. Exercise pulse rate
 - b. Correct walking/jogging techniques

- c. Proper shoes
- d. Hydration

Course Lab/Activity Content

- 1. Warm-up and cool down techniques to enhance fitness development
 - a. pre exercise cardio warm-up
 - b. flexibility training
 - c. floor work
 - d. breathing techniques
- 2. Increase core strength and endurance
 - a. balance
 - b. core body
 - c. speed ladder
 - d. medicine balls
 - e. light weights
- 3. Execute drills with proper biomechanics
 - a. motor skill development
 - b. techniques
 - c. modifications
- 4. Group exercise training
 - a. partner drills
 - b. relay exercises
 - c. team play and support

Objectives

- 1. Calculate target heart rate zone.
- 2. Analyze one's fitness levels and apply training methods to achieve fitness goals. **Requires Critical Thinking**
- 3. Design a fitness program based on the FITT principles
- 4. Follow the safety procedures designed in the course
- 5. Apply program content to out-of-class fitness program
- 6. Analyze individual progress from workout to workout by tracking results. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement in their cardiovascular endurance. Assessment Method: 3-Minute Step Test or equivalent test
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department Exam or equivalent test

- **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.
- Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1 Minute Sit-Up Test or equivalent test
 - 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
- Lecture/Discussion

Assignments

Reading Assignments Read the lecture information that will be covered on the department exam. Other Assignments

Students will journal their individual workout.

Methods of Evaluation

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

Course Materials

Other:

1. Handouts when applicable.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.76 Full Course Title: Advanced Soccer Short Title: Advanced Soccer TOP Code: 0835.00 - Health and Physical Education, General Effective Term: Fall 2017

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Physical Education (Masters Required) Or
- Health (Masters Required) **Or**
- Kinesiology (Masters Required)

Course Description

Advanced techniques of soccer including skills and conditioning used to prepare for competitive play.

Content

Course Lecture Content

- 1. Game Strategies
 - a. Soccer theories
 - b. Advanced offensive strategies
 - c. Advanced defensive strategies
- 2. Rules of Play
 - a. Rules
 - b. Officiating a soccer match
 - c. Official signals

Course Lab/Activity Content

1. Advanced Soccer Skills and Techniques

- a. Dribbling
- b. Passing
- c. Shooting
- d. Trapping
- e. Tackling
- f. Blocking
- g. Heading
- h. Conditioning for competitive soccer

Objectives

- 1. Demonstrate advanced skills in dribbling, passing, shooting, trapping, tackling, blocking, heading and goal tending.
- 2. Perform advanced offensive strategies. **Requires Critical Thinking**
- 3. Perform advanced defensive strategies. **Requires Critical Thinking**
- 4. Officiate a soccer game using proper official signals.
- 5. Explain the rules of play.
- 6. Play a fair game in a competitive atmosphere.

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules for advanced soccer. Assessment Method: Instructor provided exam.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the offenses for advanced soccer. Assessment Method: Instructor provided exam.
 - **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.
- 3. Upon completion of this course, the student should be able to describe and discuss the strategies for advanced soccer. Assessment Method: Instructor provided verbal exam.
 - **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

- Laboratory
- Lecture/Discussion

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam. **Other Assignments**

Analyze a video of a soccer match for offensive and defensive strategies.

Methods of Evaluation

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

Course Materials

Other:

1. Soccer equipment - cleats, shin guards, etc.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 4 Full Course Title: Low Impact Fitness Short Title: Low Impact Fitness TOP Code: 0835.80 - Therapeutic Recreation/ Recreational Therapy Effective Term: Fall 2017

Course Standards

Course Type: Credit Units: 1.5 Total class hours: 81.0 Total contact hours in class: 54.0 Lecture hours: 13.5 Lab hours: 40.5 Hours outside of class: 27.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Physical Education (Masters Required)
- Kinesiology (Masters Required)

Course Description

Individualized exercise prescription for persons with disabilities in various stages of wellness who are seeking opportunities to improve their fitness levels. Program includes exercise to improve posture, aerobics, flexibility, strength and balance. Students with disabilities will be required to show proof of disability from a physician.

Content

Course Lecture Content

- 1. Physical assessment to determine:
 - a. Posture
 - b. Cardiovascular endurance
 - c. Flexibility
 - d. Muscular strength
 - e. Balance
- 2. Psychosocial benefits of an exercise program
 - a. Locus of control
 - i. Extrinsic motivation
 - ii. Internal motivation
 - b. Independence

Course Lab/Activity Content

- 1. Components of exercise prescription
 - a. Warm-up phase
 - b. Conditioning phase
 - c. Cool down phase
- 2. Exercise for specific needs
 - a. Physical fitness components
 - b. Equipment
 - c. Contraindications
 - d. Transferability of skills

Objectives

- 1. Evaluate student's own level of fitness in the areas of posture, aerobics, flexibility, strength, and balance.
- 2. Describe the general structure of an exercise program: the three phases.
- 3. Perform specific exercise for individualized needs using standard equipment and simple exercises that can be done at home.
- 4. Identify motivating factors for continued participation in an exercise program such as health benefits, buddy system, log and exercise checklists, independence, and locus of control. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1-Minute Sit-Up Test or equivalent depending on individual need.
 - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department Exam or equivalent.
 - **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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their cardiovascular endurance. Assessment Method: Mile and half Test or equivalent depending on individual need.
 - **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
- Lecture/Discussion

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam. **Other Assignments**

Log exercises performed and the number of repetitions.

Methods of Evaluation

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

Course Materials

Other:

1. Handouts, class videos, exercise demo cards

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