Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ACCT 3
Full Course Title: Computerized Accounting
Short Title: Computerized Accounting
TOP Code: 0502.00 - Accounting*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Lecture hours: 45.0
Lab hours: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Accounting (Masters Required)

Course Description

Computerized accounting using QuickBooks Pro. Basic through Intermediate features for small and medium size businesses including banking, sales and customers, purchases and vendors, inventory, reports and graphs. Application of all aspects of accounting cycle.

Conditions of Enrollment

Satisfactory completion of: ACCT 10A or Or equivalent -)

Advisories

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

Content

Course Lecture Content

1. Backup and restore company data.
2. Customize a chart of accounts. Understand relationship to all other aspects of accounting.
3. Banking and check register: deposits, writing checks, bank reconciliation. Discussion of on-line banking.

4. Customers and sales: record sales transactions, invoices, accounts receivable, customer payments, reports.
5. Vendors, purchases and inventory: record purchase transactions, purchase orders, accounts payable, bill payment, reports.
6. Employees and payroll: time tracking and customer invoices, process payroll with QuickBooks, reports.
7. Reports and graphs: process numerous accounting financial reports, prepare adjusting entries, export to excel.
8. Create virtual service company.
9. Create merchandising company.
10. Advanced topics: budgets, estimates, progress billing, credit card sales, accounting for bad debts, and audit trail.

Objectives

1. Apply accounting principles and practices to the operation of a small to mid-size company using QuickBooks Pro. Create a virtual service company and merchandising company.

2. Effectively use the General Ledger, Accounts Receivable, and Account Payable, manage inventory, create payroll, and create a variety of reports.

3. Identify the operational sequence for each component and the underlying processes.

4. Understand and apply principles of accounting in an automated environment.

5. Analyze transactions and determine appropriate process and operational sequence; apply problem solving skills to detect and correct any errors made either in the transaction or the data input process; use problem-solving skills to choose among a number of options; think through the entire accounting cycle process and relate it to an automated environment using sound and ethical business practices. ****Requires Critical Thinking****

Student Learning Outcomes

1. Demonstrate proficiency in computerized accounting in the setup of a new company
2. Skilled in the use of practical applications for payroll accounting
3. Demonstrate mastery of accounting procedures and practices

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments
Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Donna Kay. *Computer Accounting with QuickBooks Pro 2012,* 14th ed. McGraw-Hill, 2012, ISBN: 9780077624538
   Equivalent text is acceptable

Other:

1. Student storage device-floppy disk or flash drive

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 33
Full Course Title: Advanced Photography
Short Title: Advanced Photography
TOP Code: -
Effective Term: Fall 2009

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Lecture hours: 36.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Course Description

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

Conditions of Enrollment

Satisfactory completion of: ART 32A and Prerequisite: Art 34B -

Advisories

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

Content

Course Lecture Content

1. Studio Lighting
    a. Tungsten - Quartz Halogen
    b. Electronic Strobe
        i. product illustration
        ii. portraiture
        iii. architecture
2. The Large Format Camera
3. Preparation of Portfolios
    a. Targeting Specific Markets
    b. Presentation - CD/DVD/PDF

    c. Resume writing
4. Final Portfolio Reviews

Objectives

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

Student Learning Outcomes

None

Methods of Instruction

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

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Methods of Evaluation

- **Participation**

- **Portfolio**

Course Materials

Other:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 35
Full Course Title: Creative Photo Documentary
Short Title: Creative Photo Documentary
TOP Code: -
Effective Term: Spring 2009

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Lecture hours: 36.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Course Description

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

Conditions of Enrollment

Satisfactory completion of: ART 31 or MCOMM 11

Advisories

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

Content

Course Lecture Content

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

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

Objectives

1. Conceive, execute, edit and assemble a series of photographs that reflect the student's intent and personal point of view. Supporting written excerpts will accompany the project and presented as a gallery presentation, book or electronic format.

2. Produce a body of photographs that recognizes the application, function and potential of photography as a potent documentative tool. ****Requires Critical Thinking****

3. Demonstrate specialized darkroom and lighting techniques to solve various problems. ****Requires Critical Thinking****

4. Produce a project oriented portfolio of images in preparation for various vocational areas within photography. ****Requires Critical Thinking****

Student Learning Outcomes

None

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Assigned readings via handouts, online sources.

Maintain project journal, transcribe and edit interviews, personal observations.

Methods of Evaluation

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

Course Materials

Other:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

Course Type: Credit - Degree Applicable
Units: 4.0
Lecture hours: 18.0
Lab hours: 162.0
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

Advisories

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

Content

Course Lecture 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 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 Aromas 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 Aromas 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

Methods of Evaluation

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

Course Materials

Textbooks:

1. Labensky Sarah. *On Cooking,* 5th ed. Person, 2011, ISBN: 0-13-715576-x

Other:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ECON 1A
Full Course Title: Elementary Economics-Macro
Short Title: Macro Economics
TOP Code: -
Effective Term: Spring 2016

Course Standards

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

Minimum Qualifications for Instructors

- Economics (Masters Required)

Course Description

An introduction to macroeconomic concepts and principles of economic analysis. Topics include: foundations of economic life, national income and employment, financial systems, business cycles, money and banking, monetary and fiscal policy, economic growth and stability, public finance, international trade and the position of the U.S. within the context of the global economy, World Trade Organization policies, International Monetary Fund, World Bank structure, and global agricultural subsidies.

Conditions of Enrollment

Satisfactory completion of: MATH 101 or (Placement Exam Score)Appropriate score on the math placement exam Students can test out of the Math 50 prerequisite

Advisories

- **Language - recommended eligibility for English 1A**
  To successfully complete this class, a student needs to be able to read and understand the textbook reading and the assignments required for a passing grade.

Content

Course Lecture Content

1. A Brief Economic History

2. Resource Utilization/Production Possibilities Curve
3. The Mixed Economy/Economic Role of Government/Market Failures
4. Economic measurements/Business Cycle
5. Supply and Demand/Shifts/Price Ceilings and Floors
6. The Household Consumption Sector/Consumption/Savings/Marginal Propensity to Consume
7. Graphing Consumption and other components of the financial system
8. The Business-Investment Sector
9. The Government Sector/Taxes/Economic role of Government
10. The Export-Import Sector
11. Specialization and Exchange/Outsourcing and Offshoring
12. World Trade Agreements/Free Trade Zones
13. Gross Domestic Product/Nominal versus Real GDP
14. Economic Fluctuations/Unemployment/Inflation
15. Classical and Keynesian Economics
16. Aggregate Supply/Aggregate Demand/Equilibrium versus Disequilibrium
17. Fiscal Policy and the National Debt
18. Recessionary Gaps/Inflationary Gaps/Automatic Stabilizers
19. Discretionary Fiscal Policy/Fiscal Policy Lags
20. National Debt/Debt Ceilings/Fiscal Cliffs
21. Money and Banking
22. Federal Reserve/Monetary Policy
23. Economic Growth and Productivity
24. International Trade/International Finance/Trade Deficits

Objectives

1. Define and apply the economic theories presented in this course. ****Requires Critical Thinking****

2. Apply economic principles such as opportunity cost, finite resources, and trade-offs to students' everyday lives where spending, working, and saving decisions are concerned. ****Requires Critical Thinking****

3. Apply market theory principles to help understand the potential role of government in the economy in relation to Fiscal Policy and Monetary Policy. ****Requires Critical Thinking****

4. Synthesize ideas in order to derive new solutions to economic problems.

5. Formulate better informed decisions regarding health of national economy.

6. Gather and analyze economic data and formulate conclusions that demonstrate a sound understanding of economic models. ****Requires Critical Thinking****

7. Describe and analyze the economy using quantitative and graphical analysis utilizing national income, unemployment, inflation, and monetary data. ****Requires Critical Thinking****

8. Analyze current events, including U.S. and World Markets, reported upon in the news media. ****Requires Critical Thinking****

9. Understand the structure of the Federal Reserve banking system, its components, and how it functions with regard to the central bank.

10. Explain and apply economic theories regarding globalization and predict future developments.

11. Analyze proposed political solutions to state of economy and determine whether these are based on sound economic principles.

12. Analyze current events reported upon in the news media. ****Requires Critical Thinking****

Student Learning Outcomes

1. Assess market conditions applying laws of supply and demand.
2. Assess economic growth using the principles of aggregate demand and supply.
3. Determine the various roles of public policy on market economies.
4. Describe the role of the Federal Reserve Bank in the domestic and global economy.
5. Evaluate economic growth from both a domestic and global perspective.
6. Describe and evaluate differing perspectives of income distribution, standards of living, poverty, and healthcare.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Simulation exercises

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments
Writing Assignments
Other Assignments

See attached

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Other**
  Written news analyses

Course Materials

Textbooks:

1. Slavin, Stephen L. . *Macroeconomics,* 11th ed. McGraw-Hill, 2014, ISBN: 978-0-07-764155-9
   Equivalent text is acceptable

Other:

1. Online homework package such as Aplia or MyEconLab at instructor's discretion
2. Current subscription to newspaper, magazines also at instructor's discretion.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ECON 1B
Full Course Title: Elementary Economics-Micro
Short Title: Micro Economics
TOP Code: -
Effective Term: Spring 2016

Course Standards

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

Minimum Qualifications for Instructors

- Economics (Masters Required)

Course Description

An introduction to Microeconomic concepts, principles, scarcity problems and policies. Theories include: equilibrium price, supply and demand, elasticity, marginal utility, cost and revenue concepts, market structure, labor economics, comparative economic systems and pricing the factors of production. Students learn to use economic principles to analyze the economic challenges facing the individual and business organization.

Conditions of Enrollment

Satisfactory completion of: MATH 101 or (Placement Exam Score)Appropriate score on the math placement exam Students can test out of the Math 50 prerequisite

Advisories

- **Language - recommended eligibility for English 1A**
  To sucessfully complete this class, a student needs to be able to read and understand the textbook reading and the assignments required for a passing grade

Content

Course Lecture Content

1. Resource Utilization
    a. Scarcity

   b. Resource allocation
   c. Opportunity Cost
   d. Production Possibilities Curve
2. Mixed Economy
   a. The three basic economic questions: What do we produce, how much, for whom?
   b. Price Mechanism
   c. Equity and Efficiency
   d. Circular Flow Model
   e. Economic role of the government
   f. Market Failures
3. Supply and Demand
   a. Surpluses and Shortages
   b. Shifts in Demand and Supply
   c. Price Ceilings and Price Floors
   d. Equilibrium Price and Equilibrium Quantity
   e. Graphing Demand and Supply curves
4. Price Elasticities of Demand and Supply
   a. Calculating the price elasticity of demand
   b. Elastic, Inelastic and Total Revenue
   c. Income Elasticity of Demand
   d. Cross Elasticity of Demand
   e. Price Elasticity of Supply
   f. Tax Incidence
5. Theory of Consumer Behavior
   a. Utility, Marginal Utility and Total Utility
   b. Consumer Surplus
6. Cost Theory
   a. Fixed Cost, Variable Cost, Total Cost and Marginal Cost
   b. Short Run and Long Run
   c. Average Fixed Cost, Average Variable Cost and Average Total Cost
   d. Graphing all cost curves
   e. Production Function and the Law of Diminishing Returns
   f. Shut down decisions
7. Market Structures
   a. Perfect Competition
   b. Monopoly
   c. Monopolistic Competition
   d. Oligopoly
8. Labor Markets
   a. Demand and Supply of Labor
   b. Minimum Wage and Living Wage
9. Income Distribution, Poverty and Market Failures
   a. Equity and Efficiency
   b. Government Transfer Programs
   c. Poverty defined and solutions
10. International Trade and Finance
   a. Absolute Advantage, Comparative Advantage, Specialization
   b. Trade Balances, tariffs, and quotas
   c. Exchange Rate Systems

Objectives

1. Define and apply the economic theories such as scarcity, trade-offs, opportunity costs and rationalization to everyday experiences.

2. Relate economic theory to the "real world".
3. Infer possible policy solutions and evaluate the effectiveness of these solutions.
4. Synthesize the ideas in this course in order to derive new solutions to economic problems.
5. Formulate sound business operating decisions grounded in economic theory.
6. Address and explain reasons for market failures and appropriate government regulation.
7. Explain and relate personal consumer experiences to economic theories.
8. Develop optimal economic solutions under varying market structures. ****Requires Critical Thinking****
9. Define, calculate and interpret the different measurements of elasticities. ****Requires Critical Thinking****
10. Synthesize and analyze production data, resource allocation and pricing scenarios. ****Requires Critical Thinking****
11. Analyze consumer behavior in face of scarce resources. ****Requires Critical Thinking****
12. Research U.S. and world markets and apply economic theories to the decisions that have been made. ****Requires Critical Thinking****
13. Define and calculate production costs, quantity choices and pricing strategies for different types of firms in the short run and the long run.

Student Learning Outcomes

1. Mathematically and graphically demonstrate a clear understanding of microeconomic principles of supply, demand, and equilibrium price and quantity.
2. Assess the marginal cost and revenue dynamics of market structures, including perfect competition, monopoly, oligopoly and monopolistic competition.
3. Describe and evaluate domestic and global issues of income, poverty, and healthcare.
4. Assess consumer and business decision making using theories of utility and elasticity.
5. Develop opinions and synthesize microeconomic principles to current and historical economic trends and issues.
6. Demonstrate in writing and graphically the dynamics of the labor market, including factors such as unemployment, minimum wage, and labor unions.

Methods of Instruction

- **Lecture/Discussion**

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments
Writing Assignments
Other Assignments

See attached

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Other**
  Students will be expected to read, interpret and analyze current economic events. Students will also be responsible for participation in debates regarding current economic events.

Course Materials

Textbooks:

1. Slavin, Stephen L.. *Microeconomics,* 11th ed. McGraw Hill, 2014, ISBN: 978-0-07-764154-2
   Equivalent text is acceptable

Other:

1. Online homework package such as Aplia or MyEconLab at instructor's discretion
2. Current subscription to newspaper or magazine at instructor's discretion

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: EMT 61
Full Course Title: Emergency Medical Technician
Short Title: EMT
TOP Code: -
Effective Term: Spring 2015

Course Standards

Course Type: Credit - Not Degree Applicable
Units: 7.0
Lecture hours: 108.0
Lab hours: 54.0
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Emergency Medical Technologies

Course Description

The EMT program is a comprehensive curriculum that provides knowledge and critical thinking skills necessary to provide Emergency Medical Care in a pre-hospital environment. Academic rigor encompasses legal and moral aspects, scene safety, primary and secondary patient assessments, intervention and stabilization skills, proper use of emergency medical equipment, awareness of blood-borne pathogens and communicable diseases, recognizing signs and symptoms, and pathophysiology of medical emergencies and traumatic injuries. Practical skills training includes hands-on skills training and interactive simulations. This course meets EMT curriculum requirements of the California Code of Regulations Title 22, the California EMS Authority and the National Registry of Emergency Medical Technicians (NREMT). Upon successful completion, students are eligible to take the National Registry EMT certifying examination and qualify for a California State EMT certification.

Conditions of Enrollment

CURRENT CPR CERTIFICATION California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 2. Emergency Medical Technician Article 3. Program Requirements for EMT Training Programs 100066. Procedure for EMT Training Program Approval. (2) A statement verifying CPR training equivalent to the 2005 American Heart Association's Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the Healthcare Provider level is a prerequisite for admission to an EMT basic course. ; Students must be 18 years of age at start of EMT course. California Code of Regulations Title 22. Division 9. Chapter 2. Emergency Medical Technician Article 4. EMT Certification Section 100079(a)(5) ; Have all course materials (Textbook with Premier Package) on the first day of class. Course Materials required by EMT instructors; Provide proof of vaccinations; measles, mumps, and rubella (MMR) immunization. These vaccination requirements are outlined within the signed agreement between WCC and Mercy San Juan Medical Trauma

Center and American Medical Response. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and National Registry.; Provide proof of negative tuberculin (TB) skin test taken within 3 months of start of course. These vaccination requirements are outlined within the signed agreement between WCC and Mercy San Juan Medical Trauma Center and American Medical Response. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of varicella (chicken pox) vaccine, immunization, or a positive varicella titer test. These vaccination requirements are outlined within the signed agreement between WCC and Mercy San Juan Medical Trauma Center and American Medical Response. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of completed Hepatitis B vaccine series with a positive Hep B titer test, OR sign a declination form stating your voluntary refusal to obtain this vaccination. These vaccination requirements are outlined within the signed agreement between WCC and Mercy San Juan Medical Trauma Center and American Medical Response. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of a current season flu shot vaccination. These vaccination requirements are outlined within the signed agreement between WCC and Mercy San Juan Medical Trauma Center and American Medical Response. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Be prepared to purchase EMT uniform on the first day of class, and wear the uniform to all EMT class oriented activities. (approximately $100.00). Required as part of WCC's EMT Program; Complete and provide proof of completed drug screen test and criminal background. Information regarding this requirement is provided on the first day of class (approximate cost: $90.00.) - Required by SSV -Mercy San Juan Medical Trauma Center and American Medical Response; Obtain WCC student ID. Cost: $5.00 Required by Mercy San Juan Medical Trauma Center and American Medical Response.; Each student is required to obtain individual mal practice insurance. Required by Mercy San Juan Medical Trauma Center and American Medical Response.

Advisories

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

Content

Course Lecture Content

Lecture : (108 Hours)

I. EMS Systems, Roles and Responsibilities

A. Role and Responsibility

B. Overview EMS System

C. Legal Considerations

II. Human Anatomy and Patient Assessment

A. Medical Terminology

B. Anatomy and Physiology

C. Patient Assessment

D. Physical Examination

III. Shock

E. Perfusion Physiology

F. General Nature and Pathophysiology

G. Management Skills and Interventions

IV. Respiratory System

H. Anatomy and Physiology

I. Respiratory emergencies and Pathophysiology

J. Mechanism of Injury and stabilization

K. Management Skills and Interventions

V. External Automated Defibrillator

L. Anatomy and Physiology of the Heart

M. Basic Electrophysiology and Assessment

N. Defibrillator Operation and Defibrillation

O. Management Skills and Interventions

P. Post Conversion Care and Monitoring

VI. Cardiovascular System

P. Anatomy and Physiology

Q. Cardiac Emergencies and Pathophysiology

R. Management Skills and Interventions

VII. Nervous System

S. Anatomy and Physiology

T. Nature of Illness or Injury stabilization

U. Management Skills and Interventions

VIII. Soft Tissue Injuries

V. Anatomy and Physiology

W. Mechanism of Injury and Pathophysiology

X. Assessment Skills and Interventions

IX. Musculoskeletal System

Y. Anatomy and Physiology

Z. Mechanism of Injury and Pathophysiology

AA. Management Skills and Interventions

X. Medical Emergencies

BB. Nature of Illness and Pathophysiology

CC. Assessment Skills and Interventions

XI. Obstetric and Gynecological Emergencies

A. Anatomy, Physiology and Pathophysiology

B. Stages of Labor and Normal Delivery

C. Nature of Complications and Pathophystoloqy

D. Management Skills and Interventions

XII. Pediatrics

E. Special Considerations

F. Nature of the Problem and Patient Assessment

G. Management Skills and Interventions

Skills Lab Objectives (30 Hours):

1. In a simulated training scenario, perform primary and secondary assessment on an ill patient and recognize the signs and symptoms associated with medical emergencies;

2. In a simulated training scenario, perform primary and secondary assessment on an injured patient and recognize the signs and symptoms of associated with traumatic injuries;

3. In a simulated training scenario, demonstrate the ability to perform a full set of vital signs, recognize the any abnormal discrepancies, and properly record and communicate the findings;

4. In a simulated training scenario, demonstrate the ability to perform initial spinal stabilization and to securely immobilize a patient to a backboard;

5. On a simulated training manikin, correctly assess the patient presenting with a compromised airway and properly insert the oral pharyngeal airway adjunct;

6. On a simulated training manikin, correctly assess the patient presenting with a compromised airway and properly insert the nasopharyngeal airway adjunct;

7. On a simulated training manikin, correctly assess the patient with a compromised respiratory effort and properly demonstrate the use of the bag valve mask and administration of positive pressure ventilation;

8. On a simulated training manikin, demonstrate the application of the non-rebreather oxygen mask and proper delivery of high flow supplemental oxygen;

9. On a simulated training manikin, demonstrate the application of the automatic external defibrillator and proper delivery of electrical cardio-version on the unconscious and pulseless patient;

10. On a simulated training manikin, demonstrate the proper application of the traction splint apparatus and stabilization of an orthopedic injury;

11. On a simulated training manikin, demonstrate the proper application of the air splinting device and stabilization of an orthopedic injury;

12. On a simulated training manikin, demonstrate the proper assessment of an obstetrical patient and the medical assistance required during emergency childbirth;

13. On a simulated training manikin, demonstrate the recognition of an obstetrical emergency and the required interventions for childbirth complications.

Clinical Experience Objectives (24 hours):

1. under the supervision of an assigned clinical or field preceptor, complete 24 hours of experience in a hospital emergency room environment and/or a field ride-along with a pre-hospital care provider;

2. under the supervision of an assigned clinical or field preceptor, participate as directed in all patient care management and interventions, performing skills and assessments within the EMT scope of practice;

3. under the supervision of an assigned clinical or field preceptor, participate in ten (10) patient contacts performing skills and assessments within the EMT scope of practice.

Objectives

1. Obtain accurate diagnostic signs.
2. Perform primary & secondary survey on medical or trauma patients. ****Requires Critical Thinking****
3. Perform single & 2 rescuer CPR standards, including AED application.
4. Perform infant CPR to standards.
5. Identify and treat complete airway obstruction. ****Requires Critical Thinking****
6. Demonstrate ventilation, suction and patient airway management.
7. Demonstrate immobilization and extrication of auto accident victim with suspected cervical spine fracture. ****Requires Critical Thinking****
8. Place patient on long board
9. Bandage and splint fractures
10. Remove helmet from trauma patient.
11. Control severe bleeding
12. Apply sling and swath
13. Assist in applying anti-shock trousers
14. Assist in intravenous and infusion set and monitoring
15. Treat penetrating chest wound
16. Demonstrate care for mother and infant during childbirth. ****Requires Critical Thinking****
17. Demonstrate lifting and moving patient
18. Demonstrate and perform proper procedures for Assessment, treatment and management of medical emergencies within authority of EMT 1. ****Requires Critical Thinking****

Student Learning Outcomes

1. Students will be able to Identify and demonstrate patient trauma assessment.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  -Practical Skill Test Scenarios -Computer based on- line through the JB Learning Premier package that utilizes a Navigate platform. This educational tool reinforces concepts and engage students in an Interactive educational environment that forces students to analyze and assess patients. -Experience Virtual Ride-Alongs taking the student educational experience to new level.

Assignments

Reading Assignments
Writing Assignments
Other Assignments

This is an intensive fast pace course that requires a significant amount of technical reading.

A. Typical Out-of-Class Assignments: (Credit courses require two hours of independent work outside of class for each lecture hour, less lab/activity classes.

B. Reading Assignments: (Submit at least 2 examples.)

1. Read The Airway Management lesson and explain the rational for providing high oxygen concentration through a high-flow non-rebreather oxygen mask to patients who, in the past, have received low oxygen concentrations through a nasal cannula.

2. Read the Vital signs and History lesson and explain the process for obtaining a "SAMPLE" history.

C. Writing, Problem Solving or Performance: (Submit at least 2 examples)

1. Given an emergency medical scenario, student will utilize accurate medical terminology and abbreviations to formulate a verbal report and compose a written document to summarize the management and interventions performed.

2. Based on a detailed written description of real-life scenario, respond to a series of questions such as:

1. What steps are performed in the primary assessment?
2. What signs and symptoms would present with given injury?
3. What interventions are required for patient stabilization?

D. Given a realistic scenario, demonstrate standardized EMT airway management skills for an unresponsive, non-breathing patient.

E. Attach National Registry Skill Sheets:

Course Required 24 Hour in field patient contacts:

- 12 Hour Emergency Room / Trauma Center

- 12 Hour Ambulance ride-a-long

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**

Course Materials

Textbooks:

1. Author(s):American Academy of Orthopaedic Surgeons (AAOS). *Emergency Care and Transportation of the Sick and Injured Premier Package,* 10th ed. JB Learning, 2013, ISBN: 13: 9781284043150

Other:

1. EMT 1 Skills Proficiency Exam Protocols

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 40A
Full Course Title: Low-Advanced Grammar
Short Title: Low-Advanced Grammar
TOP Code: -
Effective Term: Spring 2014

Course Standards

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

Course Description

Low-advanced grammar for ESL students. It introduces students to a theme-based grammar and teaches them to read, write and speak English with grammatical accuracy and fluency in real-life contexts. Includes a functional study of the 12 tenses. Concurrent enrollment in ESL/ENG 110A/110B,105, ESL 241R, ESL 111AR, ESL 111BR, ESL 106, or READ 110A/B/105 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 263 or ESL 233

Content

Course Lecture Content

1. Simple Present Tense
2. Present Continous Tense
3. Simple Past Tense
4. Past Continious Tense
5. Future Time (FC, FP, FPC)
6. Present Perfect
7. Present Perfect Continous
8. Past Perfect & PP Continious
9. Yes/No Questions (for the above tenses)
10. Information Questions (for the above tenses)
11. Sentence Mechanics: Capitalization and Punctuation

Objectives

1. Write and use appropriate tenses in individual sentences and paragraphs.
2. Demonstrate command of target structures through a variety of objective tests.
3. Identify the functional differences between perfect and non-perfect tenses.
4. Identify the functional differences between continuous and non-continuous tenses.
5. Form Wh- and Yes/No questions with any of the above tenses in appropriate contexts.
6. Write paragraphs containing compound and complex sentences in all of the above-mentioned tenses and structures.
7. Correct short essays containing errors in the above-mentioned structures.
8. Use sentence mechanics appropriately in writing.
9. Application of acquired knowledge of English grammar, vocabulary, and semantic structures in writing. ****Requires Critical Thinking****
10. Identification of sentence components and structures. ****Requires Critical Thinking****
11. Identification of parts of speech. ****Requires Critical Thinking****
12. Ability to distinguish functional differences among sentential constituents. ****Requires Critical Thinking****
13. Inducing grammatical rules and reasons behind those rules through discussions and comparisons with other languages. ****Requires Critical Thinking****
14. Ability to use all English tenses in paragraphs and essays. ****Requires Critical Thinking****

Student Learning Outcomes

1. Need to add

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Individual and group activities

Assignments

Methods of Evaluation

None

Course Materials

Textbooks:

1. Fuchs, Marjorie. *Focus on Grammar 4,* 3rd ed. Pearson Longman Publishers, 2006, ISBN: Need to add
   Equivalent text is acceptable
2. Wisniewska, Ingrid. *Grammar Dimensions 2,* 4th ed. Thomson & Heinle, 2007, ISBN: Need to add
   Equivalent text is acceptable
3. Van Zante, Janis et al. *Grammar Links 3,* Need to add ed. Houghton Mifflin Compnay, 2005, ISBN: Need to add
   Equivalent text is acceptable

Other:

1. Other textbooks contingent upon ESL faculty review and approval.
2. Supplemental material developed by instructor and/or workbooks such as Grammar Links, Workbook 3.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 40B
Full Course Title: Advanced Grammar
Short Title: Advanced Grammar
TOP Code: -
Effective Term: Spring 2014

Course Standards

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

Course Description

Advance grammar for ESL students. It introduces students to a theme-based grammar and teaches them to read, write, and speak English with grammatical accuracy and fluency in real-life contexts. Includes a functional study of NPs, Adj Ps and VP. Concurrent enrollment in ESL/ENG 110A/110B/105, ENG 51, ESL 241R, ESL111AR, ESL 111BR, ESL 106, OR READ 110A/B/105/70 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 40A or (Placement Exam Score)Satisfactory Score on ESL Placement Tests
Satisfactory Score on ESL Placement Tests

Content

Course Lecture Content

1. Phrasal Verbs
2. Tag questions
3. Nouns, Articles, and Quantifiers.
4. Determiners
5. Adjective Clauses
6. Gerunds and Infinitives
7. Modals
8. Sentence Mechanics: Capitalizations and Punctuation

Objectives

1. Distinguish between different types of phrasal verbs.
2. Use phrasal verbs in context.
3. Use various types of tag questions in context.
4. Identify the differences between count and noncount nouns.
5. Use articles, quantifiers, and other determiners with appropriate nouns in context.
6. Understand and use adjective clauses in sentences and paragraphs.
7. Write sentences containing verbal phrases with gerunds and infinitives.
8. Demonstrate command of modals in context.
9. Write paragraphs containing compound and complex sentences with the above-mentioned structures.
10. Correct short essays containing errors in the above-mentioned structures.
11. Use sentence mechanics appropriately in writing.
12. Applications of acquired knowledge of English grammar, vocabulary, and semantic structures in writing. ****Requires Critical Thinking****
13. Identification of sentence components and structures. ****Requires Critical Thinking****
14. Identification of parts of speech. ****Requires Critical Thinking****
15. Ability to distinguish functional differences among sentential constituents. ****Requires Critical Thinking****
16. Inducing grammatical rules and reasons behind those rules through discussions and comparisons with other languages. ****Requires Critical Thinking****
17. Ability to correct paragraphs and essays containing errors in subject-verb agreement, nominalizations, verb sequences, restrictive and nonrestiirictive relative clauses. ****Requires Critical Thinking****

Student Learning Outcomes

1. need to add

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Individual and group activities

Assignments

Methods of Evaluation

- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Quizzes**
- **Research Project**
- **Other**

Course Materials

Textbooks:

1. Fuchs, Marjorie. *Focus on Grammar 4,* 3rd ed. Pearson Longman Publishers, 2006, ISBN: -
2. Van Zante, Janis et al.. *Grammar Links,* Houghton Mifflin Company, 2005, ISBN: need to add
3. Thewlis, Stephen. *Grammar Dimensions,* 4th ed. Thomson & Heile, 2007, ISBN: -

Other:

1. Supplemental material developed by instructor and/or workbooks such as Grammar Links, Workbook 3

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 40C
Full Course Title: High-Advanced Grammar
Short Title: High-Advanced Grammar
TOP Code: -
Effective Term: Spring 2014

Course Standards

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

Course Description

High-advanced grammar for ESL students. It introduces students to a theme-based grammar and teaches them to read, write, and speak English with grammatical accuracy and fluency in real-life contexts. Includes passives, conditionals, and clauses. Concurrent enrollment in ESL/ENG 110A, 110B, 105, ENG 51, 1A, ESL 241R, 111AR, 111BR, 106, or READ 110A/B, 105, 70 is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 40B or Prerequisite Satisfactory score on ESL Placement Tests

Content

Course Lecture Content

1. Passive vs. active sentences
2. Conditionals
3. Nouns clauses
4. Reported speech
5. Adverb clauses
6. Compound and complex sentences
7. Sentence mechanics: capitalization and punctuation

Objectives

1. Understand and use passive sentences in paragraphs.

2. Distinguish among major types of conditional sentences.
3. Use various types of conditional sentences in paragraphs.
4. Distinguish between reported and direct speech.
5. Use sentences containing reported and direct speech structures in paragraphs.
6. Recognize and use various phrases, such as NP, AdjP, and AdvP, and clauses, such as adjective and adverb clauses in paragraphs.
7. Apply the common rules of punctuation and capitalization.
8. Analyze and write paragraphs containing compound and complex sentences with the above-mentioned structures.
9. Correct short essays containing errors in the above-mentioned structures.
10. Application of grammatical knowledge on phrasal and clausal levels. ****Requires Critical Thinking****
11. Identification of sentence components and structures. ****Requires Critical Thinking****
12. Identification of parts of speech. ****Requires Critical Thinking****
13. Ability to distinguish functional differences among sentential constituents. ****Requires Critical Thinking****
14. Inducing grammatical rules and reasons behind those rules through discussions and comparisons with other languages. ****Requires Critical Thinking****
15. Ability to correct paragraphs and essays containing errors in passive-active structures, conditional sentences, noun clauses, and adverb clauses. ****Requires Critical Thinking****

Student Learning Outcomes

1. Need to edit.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Individual and group activities.

Assignments

Other Assignments

Need to edit.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Maur, Jay. *Focus on Grammar 5,* 3 ed. Pearson Longman, 2005, ISBN: 0
2. Frodesen, Jan. *Grammar Dimensions 4,* 4 ed. Thomson and Heinle, 2007, ISBN: 0
3. Van zante, Janis, et. al.. *Grammar Links 3,* Houghton Mifflin Company, 2005, ISBN: 0

Other:

1. Other textbooks contingent upon ESL faculty review and approval.
2. Supplemental material developed by instructor and/or workbooks such as Grammar Links, Workbook 3.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 116A
Full Course Title: Academic Reading and Writing for ESL 1
Short Title: Acad Read & Comp 1
TOP Code: -
Effective Term: Spring 2017

Course Standards

Course Type: Credit - Not Degree Applicable
Units: 4.0
Lecture hours: 72.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- ESL (Masters Required)

Course Description

This course emphasizes the development of basic reading and writing skills including active reading and writing processes, vocabulary development, grammar and mechanics, simple and compound sentences, paragraph development, and small group and whole class work to strengthen basic reading skills.

Conditions of Enrollment

Satisfactory completion of: ESL 268 or ESL 265 or (Placement Exam Score)Satisfactory score on the placement exam .

Content

Course Lecture Content

1. Parts of Speech
2. Sentence Structure
    a. Grammatical functions
    b. Phrases
    c. Agreement
    d. Tense
3. Writing
    a. Sentence boundaries

   b. Writing Process
   c. Paragraphs
   d. Summaries
   e. Reading responses
   f. Short compositions
4. Mechanics
   a. Punctuation
   b. Capitalization
5. Basic reading skills training based on metacognitive reading strategies
   a. Vocabulary development
   b. Context clues
   c. Syntax clues
   d. Reading short passages for main idea
   e. Making simple inferences

Objectives

1. Demonstrate knowledge of and recognize independent and dependent clauses and sentence boundaries, including run-ons, comma splices, and fragments. ****Requires Critical Thinking****
2. Identify subjects, verbs, objects, and prepositional phrases and demonstrate a clear understanding of subject-verb and pronoun-antecedent agreements. ****Requires Critical Thinking****
3. Correctly use adjectival and adverbial phrases and pronouns in sentences.
4. Consistently write correct sentences using the past, present, and future tenses.
5. Write effective paragraphs with topic sentences, supportive details and examples and develop these into short compositions and/or responsive writings. ****Requires Critical Thinking****
6. Analyze short reading passages and models for writing. ****Requires Critical Thinking****
7. Understand and apply the writing process steps to produce varied types of writing such as paragraphs, summaries, reading responses, and short compositions.
8. Gain and apply strategies for understanding words from context, word parts, and dictionaries and discerning survival words. ****Requires Critical Thinking****
9. Read and comprehend short passages and demonstrate comprehension on criterion-referenced tests.
10. Identify expressed main ideas in paragraphs and correctly answer and write questions eliciting them. ****Requires Critical Thinking****
11. Infer main ideas in paragraphs and passages with implied main ideas and answer questions accordingly. ****Requires Critical Thinking****
12. Paraphrase and/or "chunk" main ideas of paragraphs. ****Requires Critical Thinking****
13. Recognize major and minor supporting details in paragraphs.
14. Correctly use sentence mechanics such as punctuation, capitalization, and spelling.

Student Learning Outcomes

1. Students will demonstrate reading and writing skills by reading and correctly interpreting a short written text that will be used to write a unified and coherent short summary of and response to a topic generated from the final-exam reading, using mostly correct sentences

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Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Group/Pair Work, Grammar Reviews from student writing.

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Becoming an Active Learner

Focus Question: How does the human brain learn? How can you use this knowledge to develop a highly effective system for learning?

Brain Basics

The brain you have today is not the one you were born with. From the moment you took your first breath, your brain began shaping itself especially for your particular environment. As a human being, your brain possess more uncommitted cortex[1] than any other species on earth. That gives you an extraordinary capacity for learning. In the presence of an enriched environment your brain continuously grows new and fast connections.

As the picture above shows, at birth, there are few connections between neurons. By the time a child is 3 years old, the brain has formed about 1,000 trillion connections — about twice as many as adults have. A baby's brain is super dense and will stay that way throughout the first decade of life. Beginning at about age 11, a child's brain gets rid of extra connections in a process calling "pruning," gradually making order out of a thick tangle of "wires."

The remaining "wiring" is more powerful and efficient. The increase in synaptic density in a child's brain can be seen above. The interactions that parents assist with in a child's environment are what spur the growth and patterns of these connections in the brain.

As the synapses in a child's brain are strengthened through **repeated** experiences, connections and pathways are formed that structure the way a child learns. If a pathway is not used, it's eliminated based on the "use it or lose it" principle. Things done a single time, either good or bad, are somewhat less likely to have an effect on brain development.

When a connection is used repeatedly in the early years, it becomes permanent. For example, when adults repeat words and phrases as they talk to babies, babies learn to understand speech and strengthen the language connections in the brain. This same process can be applied to stimulate brain development and prepare children with the early literacy skills needed to be ready to read.

Diagram of three synapses. Nerve impulse is indicated by arrows, showing that the direction of passage is from the terminal arborization *(TA)* or nerve endings of the axon of one neuron to the dendrites *(D)* of another neuron.

The key to getting smarter is making new synaptic connections

How the Human Brain Learns[2]

The human brain weighs about three pounds and is composed of trillions of cells. About 100 billion of them are neurons, and here's where much of our learning takes place. When a potential learning experience occurs (such as reading this sentence), some neurons send out spike of electrical activity. This activity causes nearby neurons to do the same. When neurons fire together, they form what is called a "neural network." I like to picture a bunch of neurons joining hands in my brain, jumping up and down, and having a learning party. If this party happens only once, learning is weak (as when you see your instructor solve a math problem one day and can't recall how to do it the next). However, if you cause the same collection of neurons to fire repeatedly (as when you solve 10 similar math problems yourself), the result is likely a long-term memory. According to David Sousa, author of *How the Brain Learns,* "Eventually, repeated firing of the pattern binds the neurons together so that if one fires, they all fire, ultimately forming a new memory trace."

In other words, if you want learning to stick, you need to create strong neural networks. In this way, learning literally changes the structure of your brain. Through autopsies, neuroscientist Robert Jacobs and his colleagues determined that graduate students actually had 40 percent more neural connections than those of high school dropouts. Jacob's research joins many other brain studies to reveal an important fact: ***To excel as a learner, you need to create as many neural connections in your brain as possible.***

Three Principles of Deep and Lasting Learning

With this brief introduction to what goes on in our brains, let's explore how highly effective learners maximize their learning. Whether they know it or not, they have figured out how to create many strong neural connections in their brains. And you can too.

How? The short answer is: **Become an active learner**. Learning isn't a spectator sport. You don't create deep and lasting learning by passively listening to a lecture, casually skimming a textbook, or having a tutor solve math problems for you. In order to create strong neural networks, you've got to participate actively in the learning process.

Now, here's the longer answer. Good learners, consciously or unconsciously implement three principles for creating deep and lasting learning:

1. **Prior Learning**

Brain research reveals that when you connect what you are learning now to previously stored information (i.e., already-formed neural networks), you learn the new information or skill faster and more deeply. For example, the first word-processing program I learned was Word Perfect. It took me a long time to learn because I had no prior knowledge about word processing; thus, my brain contained few, if any, neural networks relevant to what I was learning. First, I needed to learn what word processing can do (such as delete whole paragraphs) and then I needed to learn how to perform that function with Word Perfect. Later, when I was learning another word-processing program, MicroSoft Word, I already knew what word processing can do, so I was able to learn this new program in a fraction of the time (much quicker). Put another way, I already had neural networks in my brain related to word processing, and learning Microsoft Word got those neurons partying.

The contribution of past learning to new learning helps explain why some learners have difficulty in college with academic skills such as math, reading, and writing. If their earlier learning was shaky, they're going to have difficulty with new learning. They don't have strong neural networks on which to attach the new learning. It's like trying to construct a house on a weak foundation. In such a situation, the best option is to go back and strengthen the foundation skills the same way you learned them before. After all, how you learned them before didn't make the information or skills stick. So this time, you'll need to employ different, more effective learning strategies, ones that will create the needed neural networks.

2. Quality of Processing.

How you exercise affects your physical strength. Likewise, how you study affects the strength of your neural networks and therefore the quality of your learning. Some information (such as math formulas or anatomy terms) must be recalled exactly as presented. For such learning tasks, effective memorization strategies are the types of processing that work best. However, much of what you'll be asked to learn in college is too complex for mere memorization (though many struggling students try). For mastering complex information and skills, you'll want to use what learning experts call **deep processing**. These are the very strategies that successful learners use to maximize their learning and make it stick. (See Strategies to Improve Reading that follows.)

Don't use just one deep-processing strategy, however. Successful athletes know the value of cross training, so they use a variety of training strategies. Similarly, successful learners know the value of employing *varied* deep-processing strategies. That's because the more ways you deep process new learning, the stronger your neural networks become.

When you actively study any information or skill using *numerous and varied deep-processing strategies*, you create and strengthen related neural networks and your learning soars.

3. Quantity of Processing:

The quality of your learning is significantly affected by how often and how long you engage in varied deep processing. This factor is often called "time on task," and the most effective approach is *distributed practice*. The human brain learns best when learning efforts are distributed over time. No successful athlete waits until the night before a competition to begin training. Why, then, do struggling students think they can start studying the night before a test? An all-night cram session may make a deposit in their short-term memories, perhaps even allowing them to pass a test the next day. However, even students who got good grades have experienced the ineffectiveness of cramming when they encounter "summer amnesia" – the inability to remember in fall-term classes what they learned during the previous school year. That's the result of not creating strong neural networks that make learning last. To create strong neural networks, you need to process the target information or skill with numerous and varied deep-processing strategies and do it *frequently*.

In addition to how frequently you use deep-processing strategies, also important is the *amount of time* you spend learning. Obviously, deep processing for 60 minutes generates more learning than deep processing for 5 minutes. So, highly effective learners put in **sufficient time on task**. The traditional guideline for a week's studying is two hours for each hour of class time. Thus, if you have 15 hours of classes per week, the estimate for your "sufficient time on task" is about 30 hours per week. Many struggling students neither study very often nor very long. However, some fool themselves by putting in "sufficient time," but spend little of it engaged in effective learning activities. They skim complex information in their textbooks. They attempt to memorize information they don't understand. Their mind wander to a conversation they had at lunch. They rummage through their book bags and dresser drawers and closets looking for the class notes. They play a video game or

two. They phone a classmate. They send a couple of text messages, and the next thing they know, it's time to go to bed. When they fail the test the next day, they complain, "But I studied *so long!"*.

Some students have a chemical imbalance that prevents them from focusing for long periods of time and their learning suffers. If you think this may be true for you, make an appointment with your college's disability counselor to get help. But ***the reason most students struggle with learning is fully within their control.*** You don't need a genius IQ to be a good learner and do well in college. What you do need is a learning system that employs what we now know about how the human brain learns. Billions of neurons between your ears are ready to party. Let the festival of learning begin.

THE CORE LEARNING SYSTEM (CORE)

Four general strategies are common to good learners. To remember these strategies, simply think of the word CORE (See Figure 1.2). CORE stands for **Collect, Organize, Rehearse,** and **Evaluate.** The CORE learning system is effective because it automatically guides you to implement all three of the active learning principles discussed earlier. Thus, by applying what we know about how the human brain learns, the CORE learning system helps you create deep and lasting learning. Here's how it works.

Collect: In every waking moment, we're constantly collecting perceptions through our five senses. Without conscious effort, the brain takes in a multitude of sights, sounds, smells, tastes, and physical sensations. Most perceptions disappear within moment. Some, such as our first language, stick for a lifetime. Thus, much of what we learn in life we do without intention. In college, however, learning needs to be more conscious. That's because instructors expect you to learn specific information and skills. Then, of course, they want you to demonstrate that knowledge on quizzes, tests, exams, term papers, and other forms of evaluation. In college, two of the most important ways you'll collect information and skills are through reading textbooks and attending classes.

Organize: Once we collect information, we need to make sense of it. When learning in everyday life, we tend to organize collected information in unconscious ways We don't even realize that we're doing it. However, in a college course, you need to organize information systematically so it makes sense to you. In fact, making meaning from collected information is one of the most important outcomes of studying.

Rehearse: Once we collect and organize our target knowledge, we need to remember it for future use. Rehearsing (also called "practicing") strengthens neural networks and makes learning stick. When you solve 10 challenging math problems, you're rehearsing. Over time, the process of solving becomes easier and more natural.

Evaluate: Life is great at giving us informal feedback about the quality of our learning. Maybe you tell a joke and forget the punch line. You know immediately you have more learning to do. Higher education, however, provides us with more formal feedback. In college, that's those pesky tests, term papers, quizzes, lab reports, essays, classroom questions, and final exams. Evaluations, both informal and formal, are an essential component of all learning is accurate or complete.

Learning doesn't occur in a tidy, step-by-step fashion. At any moment while learning, you may need to jump to a different component in the CORE system. For example, while **Rehearsing**, you might realize that

some information doesn't make sense to you, so you **Organize** it in a different way. At times you may engage two or more components simultaneously. For instance, when **Rehearsing** study materials, you're probably **Evaluating** your mastery of that knowledge at the same time. Thus, you can expect to use the four components of the CORE Learning System in any order and in any combination.

Although the CORE system is an effective blueprint for creating deep and lasting learning, not all learners prefer to **Collect, Organize, Rehearse,** and **Evaluate** in the same way. Your task is to experiment with and find the ones that work best for you. What you'll ultimately construct is a personalized learning system, one you can use for the rest of your life. In this way, you can be confident of your ability to learn anything you need to know on the path to achieving your goals and dreams in college and beyond.

Journal Entry: Writing Assignment	

In this activity, you'll explore how you learned something (anything) using the approach of an active learner. Then you'll plan how you could use this same approach to improve your learning outcomes and experiences in college.

1. Identify one thing you have learned simply because you enjoyed learning it. It can be something you learned in school or anywhere else. Think of the following questions to help your memory. What are you good at (e.g., solving math problems, playing video games, drawing). What skills have you mastered (e.g., cooking, fixing a car, English). What are your hobbies? (vegetable gardens, reading, sports). What have you spent a lot of time doing? (e.g., traveling, exercising). To complete this step, simply write the completion of this sentence in your journal: "One thing I enjoyed learning is _____."

2. With a focus on the information or skill identified in Step 1, write answers to each of the following questions. Use a separate sentence or paragraph for each answer.

A. How did you gather the information or skills you needed to learn this? (Collect)

B. What did you do to learn the information or skills needed to learn this? (Organize).

C. What else did you engage in learning this? (Rehearse-Variety).

D. How often did you engage in learning this? (Rehearse-Frequency)

E. When you engaged in learning this, how long did you usually spend? (Rehearse-Duration)

F. What feedback did you use to determine how well you had learned this? (Evaluate)

G. How did you feel when you engage in learning this? (Motivating Experiences)

H. What were the rewards for learning this? (Motivating Experiences)

3. Write about the key points you have learned or relearned about learning and how you will use this knowledge to maximize your learning in college. For example, your journal entry might begin, "By reading and writing about learning, I have learned/relearned that…I will use this knowledge to maximize my learning in college by…" Be specific.

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[1] http://serendip.brynmawr.edu/bb/kinser/Structure1.html The cerebrum or cortex is the largest part of the human brain, associated with higher brain function such as thought and action. See link for further information.

[2] The following segment has been taken from Skip Downing's *On Course* – Strategies for Creating Success in College and in Life, Study Skills Plus (2014) , 2nd edition, pages 21-27.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Blass, Laurie & Vargo, Mari. *Pathways: Reading, Wrigin and Critical Thinking 2,* 1st ed. National Geographic Learning/Heinle, 2013, ISBN: 978-1-133-31708-1
   Equivalent text is acceptable
2. Debra Daise Charl Norloff, Paul Carne. *Q: Skills for Success 4 Reading and Writing,* 2nd ed. Oxford University Press, 2015, ISBN: 97890194819268
   Equivalent text is acceptable

Other:

1. Yuba College Integrated Reading and Writing Handbook, (Print Shop - Hulin)

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 116B
Full Course Title: Academic Reading and Writing for ESL2
Short Title: Acad Read and Comp 2
TOP Code: -
Effective Term: Spring 2016

Course Standards

Course Type: Credit - Not Degree Applicable
Units: 4.0
Lecture hours: 72.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- ESL (Masters Required)

Course Description

This course emphasizes the development of reading and writing skills including varied sentence types, use of phrases and clauses, grammar and mechanics, paragraphs, summary-response, short essays, the writing process, and small group and whole class work to strengthen basic reading skills and to make inferences and to read critically.

Conditions of Enrollment

Satisfactory completion of: ESL 116A or (Placement Exam Score)Elgibilty for ESL 116B Students need a certain English language proficiency to be successful.

Content

Course Lecture Content

1. Sentence Structures
    a. Phrases and Clauses
    b. Tense and aspect
2. Writing
    a. Sentence boundaries
    b. Sentence Variety
    c. Writing Process

    d. Paragraph components and development
    e. Essay components and development
3. Mechanics
4. Basic reading skills training based on metacognitive reading strategies
    a. Vocabulary development
    b. Main idea
    c. Text patterns
    d. Outlining/mapping
    e. Reading critically
    f. Making inferences

Objectives

1. Identify parts of speech, subjects, verbs, and objects. ****Requires Critical Thinking****
2. Identify and use basic types of phrases and clauses. ****Requires Critical Thinking****
3. Distinguish between dependent and independent clauses.
4. Correctly use infinitive phrases, gerund phrases, and the three basic conditionals.
5. Demonstrate appropriate use of simple and perfect tenses.
6. Recognize and correct run-ons, fragments, and comma splices.
7. Correctly write compound and complex sentences.
8. Demonstrate correct use of transitional words.
9. Write effective topic sentences and develop them into unified and coherent paragraphs.
10. Identify and write narrative, descriptive, and exemplification paragraphs and short essays.
11. Analyze short reading passages as models for writing. ****Requires Critical Thinking****
12. Understand and apply the writing process steps.
13. Correctly use end-marks and commas in series and compound sentences.
14. Apply basic strategies for vocabulary building and increase his/her basic reading vocabulary. ****Requires Critical Thinking****
15. Read and comprehend short passages with 70% mastery.
16. Recognize simple text patterns in paragraphs and short passages with 70% mastery.
17. Outline or map short text passages with 70% mastery.
18. Demonstrate understanding of some basic reasoning errors in what he or she reads on criterion-referenced tests.
19. Correctly infer main idea. ****Requires Critical Thinking****

Student Learning Outcomes

1. Students will demonstrate reading and writing skills by reading and correctly interpreting a short written text that will be used to write a unifed and coherent short essay generated from the reading, using mostly correct sentences.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Reading Apprenticeship classroom framework, including facilitated group work utilizing metacognitive, personal, social, cognitive, and knowledge dimensions.

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Becoming an Active Learner

Focus Question: How does the human brain learn? How can you use this knowledge to develop a highly effective system for learning?

Brain Basics

The brain you have today is not the one you were born with. From the moment you took your first breath, your brain began shaping itself especially for your particular environment. As a human being, your brain possess more uncommitted cortex[1] than any other species on earth. That gives you an extraordinary capacity for learning. In the presence of an enriched environment your brain continuously grows new and fast connections.

As the picture above shows, at birth, there are few connections between neurons. By the time a child is 3 years old, the brain has formed about 1,000 trillion connections — about twice as many as adults have. A baby's brain is super dense and will stay that way throughout the first decade of life. Beginning at about age 11, a child's brain gets rid of extra connections in a process calling "pruning," gradually making order out of a thick tangle of "wires."

The remaining "wiring" is more powerful and efficient. The increase in synaptic density in a child's brain can be seen above. The interactions that parents assist with in a child's environment are what spur the growth and patterns of these connections in the brain.

As the synapses in a child's brain are strengthened through **repeated** experiences, connections and pathways are formed that structure the way a child learns. If a pathway is not used, it's eliminated based on the "use it or lose it" principle. Things done a single time, either good or bad, are somewhat less likely to have an effect on brain development.

When a connection is used repeatedly in the early years, it becomes permanent. For example, when adults repeat words and phrases as they talk to babies, babies learn to understand speech and strengthen the language connections in the brain. This same process can be applied to stimulate brain development and prepare children with the early literacy skills needed to be ready to read.

Diagram of three synapses. Nerve impulse is indicated by arrows, showing that the direction of passage is from the terminal arborization *(TA)* or nerve endings of the axon of one neuron to the dendrites *(D)* of another neuron.

The key to getting smarter is making new synaptic connections

How the Human Brain Learns[2]

The human brain weighs about three pounds and is composed of trillions of cells. About 100 billion of them are neurons, and here's where much of our learning takes place. When a potential learning experience occurs (such as reading this sentence), some neurons send out spike of electrical activity. This activity causes nearby neurons to do the same. When neurons fire together, they form what is called a "neural network." I like to picture a bunch of neurons joining hands in my brain, jumping up and down, and having a learning party. If this party happens only once, learning is weak (as when you see your instructor solve a math problem one day and can't recall how to do it the next). However, if you cause the same collection of neurons to fire repeatedly (as when you solve 10 similar math problems yourself), the result is likely a long-term memory. According to David Sousa, author of *How the Brain Learns,* "Eventually, repeated firing of the pattern binds the neurons together so that if one fires, they all fire, ultimately forming a new memory trace."

In other words, if you want learning to stick, you need to create strong neural networks. In this way, learning literally changes the structure of your brain. Through autopsies, neuroscientist Robert Jacobs and his colleagues determined that graduate students actually had 40 percent more neural connections than those of high school dropouts. Jacob's research joins many other brain studies to reveal an important fact: ***To excel as a learner, you need to create as many neural connections in your brain as possible.***

Three Principles of Deep and Lasting Learning

With this brief introduction to what goes on in our brains, let's explore how highly effective learners maximize their learning. Whether they know it or not, they have figured out how to create many strong neural connections in their brains. And you can too.

How? The short answer is: **Become an active learner**. Learning isn't a spectator sport. You don't create deep and lasting learning by passively listening to a lecture, casually skimming a textbook, or having a tutor solve math problems for you. In order to create strong neural networks, you've got to participate actively in the learning process.

Now, here's the longer answer. Good learners, consciously or unconsciously implement three principles for creating deep and lasting learning:

1. **Prior Learning**

Brain research reveals that when you connect what you are learning now to previously stored information (i.e., already-formed neural networks), you learn the new information or skill faster and more deeply. For example, the first word-processing program I learned was Word Perfect. It took me a long time to learn because I had no prior knowledge about word processing; thus, my brain contained few, if any, neural networks relevant to what I was learning. First, I needed to learn what word processing can do (such as delete whole paragraphs) and then I needed to learn how to perform that function with Word Perfect. Later, when I was learning another word-processing program, MicroSoft Word, I already knew what word processing can do, so I was able to learn this new program in a fraction of the time (much quicker). Put another way, I already had neural networks in my brain related to word processing, and learning Microsoft Word got those neurons partying.

The contribution of past learning to new learning helps explain why some learners have difficulty in college with academic skills such as math, reading, and writing. If their earlier learning was shaky, they're going to have difficulty with new learning. They don't have strong neural networks on which to attach the new learning. It's like trying to construct a house on a weak foundation. In such a situation, the best option is to go back and strengthen the foundation skills the same way you learned them before. After all, how you learned them before didn't make the information or skills stick. So this time, you'll need to employ different, more effective learning strategies, ones that will create the needed neural networks.

2. Quality of Processing.

How you exercise affects your physical strength. Likewise, how you study affects the strength of your neural networks and therefore the quality of your learning. Some information (such as math formulas or anatomy terms) must be recalled exactly as presented. For such learning tasks, effective memorization strategies are the types of processing that work best. However, much of what you'll be asked to learn in college is too complex for mere memorization (though many struggling students try). For mastering complex information and skills, you'll want to use what learning experts call **deep processing**. These are the very strategies that successful learners use to maximize their learning and make it stick. (See Strategies to Improve Reading that follows.)

Don't use just one deep-processing strategy, however. Successful athletes know the value of cross

training, so they use a variety of training strategies. Similarly, successful learners know the value of employing *varied* deep-processing strategies. That's because the more ways you deep process new learning, the stronger your neural networks become.

When you actively study any information or skill using *numerous and varied deep-processing strategies*, you create and strengthen related neural networks and your learning soars.

3. Quantity of Processing:

The quality of your learning is significantly affected by how often and how long you engage in varied deep processing. This factor is often called "time on task," and the most effective approach is *distributed practice*. The human brain learns best when learning efforts are distributed over time. No successful athlete waits until the night before a competition to begin training. Why, then, do struggling students think they can start studying the night before a test? An all-night cram session may make a deposit in their short-term memories, perhaps even allowing them to pass a test the next day. However, even students who got good grades have experienced the ineffectiveness of cramming when they encounter "summer amnesia" – the inability to remember in fall-term classes what they learned during the previous school year. That's the result of not creating strong neural networks that make learning last. To create strong neural networks, you need to process the target information or skill with numerous and varied deep-processing strategies and do it *frequently*.

In addition to how frequently you use deep-processing strategies, also important is the *amount of time* you spend learning. Obviously, deep processing for 60 minutes generates more learning than deep processing for 5 minutes. So, highly effective learners put in **sufficient time on task**. The traditional guideline for a week's studying is two hours for each hour of class time. Thus, if you have 15 hours of classes per week, the estimate for your "sufficient time on task" is about 30 hours per week. Many struggling students neither study very often nor very long. However, some fool themselves by putting in "sufficient time," but spend little of it engaged in effective learning activities. They skim complex information in their textbooks. They attempt to memorize information they don't understand. Their mind wander to a conversation they had at lunch. They rummage through their book bags and dresser drawers and closets looking for the class notes. They play a video game or two. They phone a classmate. They send a couple of text messages, and the next thing they know, it's time to go to bed. When they fail the test the next day, they complain, "But I studied *so long!"*.

Some students have a chemical imbalance that prevents them from focusing for long periods of time and their learning suffers. If you think this may be true for you, make an appointment with your college's disability counselor to get help. But ***the reason most students struggle with learning is fully within their control.*** You don't need a genius IQ to be a good learner and do well in college. What you do need is a learning system that employs what we now know about how the human brain learns. Billions of neurons between your ears are ready to party. Let the festival of learning begin.

THE CORE LEARNING SYSTEM (CORE)

Four general strategies are common to good learners. To remember these strategies, simply think of the word CORE (See Figure 1.2). CORE stands for **Collect, Organize, Rehearse,** and **Evaluate.** The CORE learning system is effective because it automatically guides you to implement all three of the active learning principles discussed earlier. Thus, by applying what we know about how the human brain learns, the CORE learning system helps you create deep and lasting learning. Here's how it works.

Collect: In every waking moment, we're constantly collecting perceptions through our five senses. Without conscious effort, the brain takes in a multitude of sights, sounds, smells, tastes, and physical sensations. Most perceptions disappear within moment. Some, such as our first language, stick for a lifetime. Thus, much of what we learn in life we do without intention. In college, however, learning needs to be more conscious. That's because instructors expect you to learn specific information and skills. Then, of course, they want you to demonstrate that knowledge on quizzes, tests, exams, term papers, and other forms of evaluation. In college, two of the most important ways you'll collect information and skills are through reading textbooks and attending classes.

Organize: Once we collect information, we need to make sense of it. When learning in everyday life, we tend to organize collected information in unconscious ways We don't even realize that we're doing it. However, in a college course, you need to organize information systematically so it makes sense to you. In fact, making meaning from collected information is one of the most important outcomes of studying.

Rehearse: Once we collect and organize our target knowledge, we need to remember it for future use. Rehearsing (also called "practicing") strengthens neural networks and makes learning stick. When you solve 10 challenging math problems, you're rehearsing. Over time, the process of solving becomes easier and more natural.

Evaluate: Life is great at giving us informal feedback about the quality of our learning. Maybe you tell a joke and forget the punch line. You know immediately you have more learning to do. Higher education, however, provides us with more formal feedback. In college, that's those pesky tests, term papers, quizzes, lab reports, essays, classroom questions, and final exams. Evaluations, both informal and formal, are an essential component of all learning is accurate or complete.

Learning doesn't occur in a tidy, step-by-step fashion. At any moment while learning, you may need to jump to a different component in the CORE system. For example, while **Rehearsing**, you might realize that some information doesn't make sense to you, so you **Organize** it in a different way. At times you may engage two or more components simultaneously. For instance, when **Rehearsing** study materials, you're probably **Evaluating** your mastery of that knowledge at the same time. Thus, you can expect to use the four components of the CORE Learning System in any order and in any combination.

Although the CORE system is an effective blueprint for creating deep and lasting learning, not all learners prefer to **Collect, Organize, Rehearse,** and **Evaluate** in the same way. Your task is to experiment with and find the ones that work best for you. What you'll ultimately construct is a personalized learning system, one you can use for the rest of your life. In this way, you can be confident of your ability to learn anything you need to know on the path to achieving your goals and dreams in college and beyond.

Journal Entry: Writing Assignment

In this activity, you'll explore how you learned something (anything) using the approach of an active learner. Then you'll plan how you could use this same approach to improve your learning outcomes and experiences in college.

1. Identify one thing you have learned simply because you enjoyed learning it. It can be something you learned in school or anywhere else. Think of the following questions to help your memory. What are you good at (e.g., solving math problems, playing video games, drawing). What skills have you mastered (e.g., cooking, fixing a car, English). What are your hobbies? (vegetable gardens, reading, sports). What have you spent a lot of time doing? (e.g., traveling, exercising). To complete this step, simply write the completion of this sentence in your journal: "One thing I enjoyed learning is _____."

2. With a focus on the information or skill identified in Step 1, write answers to each of the following questions. Use a separate sentence or paragraph for each answer.

A. How did you gather the information or skills you needed to learn this? (Collect)

B. What did you do to learn the information or skills needed to learn this? (Organize).

C. What else did you engage in learning this? (Rehearse-Variety).

D. How often did you engage in learning this? (Rehearse-Frequency)

E. When you engaged in learning this, how long did you usually spend? (Rehearse-Duration)

F. What feedback did you use to determine how well you had learned this? (Evaluate)

G. How did you feel when you engage in learning this? (Motivating Experiences)

H. What were the rewards for learning this? (Motivating Experiences)

3. Write about the key points you have learned or relearned about learning and how you will use this knowledge to maximize your learning in college. For example, your journal entry might begin, “By reading and writing about learning, I have learned/relearned that…I will use this knowledge to maximize my learning in college by…” Be specific.

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[1] http://serendip.brynmawr.edu/bb/kinser/Structure1.html The cerebrum or cortex is the largest part of the human brain, associated with higher brain function such as thought and action. See link for further information.

[2] The following segment has been taken from Skip Downing’s *On Course* – Strategies for Creating Success in College and in Life, Study Skills Plus (2014) , 2nd edition, pages 21-27.

Methods of Evaluation

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

Course Materials

Other:

1. Yuba College Integrated Reading and Writing Handbook

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GNBUS 21
Full Course Title: Business Communications
Short Title: Business Communications
TOP Code: 0514.00 - Administrative Assistant and Secretarial Science, General*
Effective Term: Fall 2015

Course Standards

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

Minimum Qualifications for Instructors

- Office Technologies

Course Description

Application of principles of ethical and effective communication to the creation of letters, memos, e-mails, and written and oral reports for a variety of business situations. Development and refinement of written and oral business communication skills including planning, composing, editing, and revising business documents using word processing software for written documents and presentation software to create and deliver professional oral reports. This course is designed for students who already have college-level writing skills. Not open for credit for students with credit in OA 21.

Conditions of Enrollment

Satisfactory completion of: OA 52 or Word Processing and Keyboarding Skill No handwritten work is accepted. and

Advisories

- **Language - recommended eligibility for English 1A**
  Course requires college-level reading comprehension and writing.

Content

Course Lecture Content

1. Communication Foundations

a. Career success and communications skills
2. The Business Writing Process
    a. Planning business messages
    b. Composing business messages
    c. Revising business messages
3. Business Communication Situations
    a. Electronic mail, memorandums, and digital media
    b. Direct strategy communications
        i. Positive messages
        ii. Goodwill communications
    c. Indirect strategy communications
        i. Negative messages
        ii. Persuasive communications
4. Reports and Proposals
    a. Research techniques
    b. Illustrating data
    c. Informal reports
    d. Formal reports and proposals
5. Professionalism, Teamwork, Meetings, and Speaking Skills
    a. Business ethics and etiquette
    b. Face-to-face communications
    c. Business meetings
    d. Telephone and technology enhanced communications
    e. Business presentations
    f. Oral presentations
    g. Multimedia presentations
        i. Employment Communications
            A. The job search, resumes, and cover letters
            B. Interviewing and follow-up

Objectives

1. Apply the business writing process to prepare effective business documents and presentations ****Requires Critical Thinking****

2. Analyze a communication situation and apply the appropriate delivery style ****Requires Critical Thinking****

3. Use technology skills to research business topics ****Requires Critical Thinking****

4. Identify specific techniques that improve effective communication among diverse workplace audiences ****Requires Critical Thinking****

5. Illustrate data using visuals appropriate to the data type ****Requires Critical Thinking****

6. Outline procedures for planning, leading, and participating in productive business meetings ****Requires Critical Thinking****

7. Application of the writing process and the principles of communication to prepare written and oral communications using the appropriate delivery strategy for the situation. ****Requires Critical Thinking****

8. Use presentation software to design and deliver a business presentation ****Requires Critical Thinking****

9. Prepare for employment by applying communication techniques to employment documents and

interviews. ****Requires Critical Thinking****

Student Learning Outcomes

1. Correctly compose and format a business letter that delivers positive news.
2. Correctly compose and format a business letter that delivers negative news.
3. Analyze a specific communication situation and apply an appropriate method of content delivery.
4. Explain the role of social media in business communications.

Methods of Instruction

- **Lecture/Discussion**

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Examples of assignments:

Research report on business practices in a foreign country or on a current business topic

Oral presentation of the research report using presentation software or media of students' choice

Composition of emails, memos, and business letters to mailable standard; message types are routine positive/informative, negative, persuasive, and employment-related.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Mary Ellen Guffey & Dana Loewy. *Essentials of Business Communications,* 9e ed. South-Western Cengage Learning, 2013, ISBN: 978-1-111-82122-7

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MATH 58
Full Course Title: Quantitative Reasoning
Short Title: Quantitative Reason
TOP Code: -
Effective Term: Fall 2012

Course Standards

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

Course Description

Interpretation of and reasoning with quantitative information. Coverage of logic; units analysis; uses and abuses of percentages, ratios, and indices; financial management; and statistics. This course satisfies the AA and AS degree requirement but does not satisfy the prerequisite for a transferable math course. (L,M)

Conditions of Enrollment

Satisfactory completion of: MATH 50

Advisories

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

Content

Course Lecture Content

1. Logic and anlysis of arguments that use numbers
2. Units analysis and unit conversions
3. Problem solving strategies
4. Uses and abuses of percentages, ratios, indices, tables, and graphs
5. Error analysis
6. Financial mangement
7. Statistical reasoning

Objectives

1. Identify an argument's premises and conclusions.
2. Recognize fallacious arguments. ****Requires Critical Thinking****
3. Use Venn diagrams
4. Evaluate arguments that use numbers.
5. Identify and convert units.
6. Use units to check answers. ****Requires Critical Thinking****
7. Apply strategies for problem solving.
8. Solve problems that use percentages, ratios, indices, tables or graphs and identify abuses.
9. Identify sources of error. ****Requires Critical Thinking****
10. Apply rounding rules.
11. Identify contingency table errors.
12. Use different interest formulas
13. Use different types of investments.
14. Explain bond yield
15. Calculate loan payments.
16. Use budget principles.
17. Recognize different sampling methods.
18. Interpret different statistical graphs.
19. Distinguish between correlation and causality. ****Requires Critical Thinking****
20. Calculate measure of center and variation.
21. Recognize conditions under which a normal distribution can be expected.
22. Conduct a basic hypothesis test. ****Requires Critical Thinking****

Student Learning Outcomes

1. Critical Thinking – Differentiate fallacious and valid arguments.

Methods of Instruction

- **Lecture/Discussion**

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Homework

Methods of Evaluation

- **Exams**
- **Homework**
- **Quizzes**
- **Research Project**

Course Materials

Textbooks:

1. Bennett and Briggs. *Using and Understanding Mathematics: A Quantitative Reasoning Approach,* 4th ed. Addison Wesley, 2007, ISBN: 13: 978-0321458209

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MFGT 21
Full Course Title: Intermediate Machine Shop
Short Title: Int Machine Shop
TOP Code: -
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Lecture hours: 36.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Course Description

Emphasis in intermediate level machine shop, centers on the set-up and operation of the horizontal milling machine, surface grinder, vertical milling machine, engine lathe, tool & cutter grinder, precision layout and safety practices. The above mentioned machines will be used at an intermediate level to devlop skills acquired in MFG Tech 20 or equivalent. Production of a tool using the machine shop with special emphasis on the concept of fits.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Safety
2. Precision measurement
3. Lathe
4. Vertical mill
    a. Manual
    b. Computer controlled
5. Band machines
    a. Vertical
    b. Horizontal

6. Drilling machines

Objectives

1. Set-up and operate the basic machine tools in the precision metal working industry, the lathe, the milling machine, grinding machines, drilling machines and band machines.
2. The student will be able to operate all machines in a manner considered safe by industry standards.
3. The student will be able to make a series of parts that fit together will a tolerance of + or - .0005.
4. The student will be able to complete a project that entails complex fitting of components he has manufactured.
5. Computation of formulas ****Requires Critical Thinking****
6. How objects are held ****Requires Critical Thinking****
7. Calculating "fits" ****Requires Critical Thinking****
8. Calculating simple right triangles in relation to a sine bar ****Requires Critical Thinking****
9. The student will be able to communicate to industry standards by the typical means, measurement, reading shop drawings and calculating. ****Requires Critical Thinking****

Student Learning Outcomes

1. Demonstrate safe working habits that do not pose a threat to oneself or others.
2. Demonstrate an understanding of basic mathematics and formulas as they apply to machining principles.
3. Demonstrate an understanding of measuring tools used in the machine chop.
4. Demonstrate an understanding of measuring tools used in the machine shop.
5. Demonstrate an understanding of threads.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Lecture demonstration

Assignments

Reading Assignments
Writing Assignments

Methods of Evaluation

- **Exams**
- **Quizzes**

- **Other**
  Production of machined objects

Course Materials

Textbooks:

1. Krar, Steven. *Technology of Machine Tools,* 7th ed. McGraw-Hill Science/Engineering/Math, 2010, ISBN: 978-0073510835

Other:

1. Machinery's Handbook & Machinist Ready Reference.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MFGT 60
Full Course Title: Problems in Manufacturing Technology
Short Title: Problems in Manufacturing Technology
TOP Code: -
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 2.0
Lecture hours: 18.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Course Description

Analysis of special problems not offered in the general curriculum. This course allows for further study in specialized areas of manufacturing technology and welding technologies.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Safety
2. Precision measurement
3. An in-depth study of a concept('s) of interest to a student

Objectives

1. Demonstrate the skills developed in an individualized course of study ot industry standards.

2. Activities that require critical thinking include: ****Requires Critical Thinking****
3. Problem solving that includes: ****Requires Critical Thinking****
4. Computation of formulas ****Requires Critical Thinking****
5. Interpretation of drawings ****Requires Critical Thinking****
6. Drawing inerpretation in relation to numeric machine data ****Requires Critical Thinking****

Student Learning Outcomes

1. Demonstrate a knowledge of operating Machining equipment safely.
2. Demonstrate an understanding of selecting machining equipment to accomplish a task.
3. demonstrate a knowledge of metal selection for various projects.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Lecture demonstration

Assignments

Reading Assignments
Writing Assignments

Methods of Evaluation

- **Other**
  Production of machined/welded

Course Materials

Textbooks:

1. Krar, Steven. *Technology of Machine Tools,* 7th ed. McGraw-Hill Science/Engineering/Math, 2012, ISBN: 978-0073510835

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: RADT 3B
Full Course Title: Radiographic Procedures 2
Short Title: Rad Procedures 2
TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer*
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Lecture hours: 36.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Radiological Technology

Course Description

Knowledge and skills necessary to perform standard radiographic procedures that are of optimal diagnostic quality. Skills necessary for image critique. Areas studied: spine, skull, facial bones, digestive and urinary systems.

Conditions of Enrollment

Acceptance into Radiologic Technology Program

Content

Course Lecture Content

Lecture:

1. Enhanced medical and radiological terminology
2. Radiographic anatomy, positioning, and pathology.
    a. Spine
    b. Skull including facial bones & sinuses
    c. Digestive and urinary systems
    d. Contrast studies

Course Lab/Activity Content

1. Radiographic positioning demonstrations:
    a. Spine
    b. Skull including facial bones & sinuses
    c. Digestive and urinary systems
    d. Contrast studies

Objectives

1. Apply the skills necessary to position patients for routine radiographic procedures: spine, skull, digestive and urinary systems. ****Requires Critical Thinking****
2. Utilize positioning aids and accessory equipment for patient positioning, radiation protection and safety. ****Requires Critical Thinking****
3. Describe general procedural considerations for radiographic examinations.
4. Through role-playing, demonstrate the ability to use appropriate general considerations for varying patients with varying patient types.
5. Evaluate images for quality in terms of positioning, anatomy, centering and technical factors. ****Requires Critical Thinking****
6. Apply the principles of radiographic positioning procedures and radiologic physics to produce images of diagnostic quality. ****Requires Critical Thinking****
7. In a laboratory setting, simulate the radiographic routine on a person applying the principles of radiographic positioning procedures and radiologic physics to produce images of diagnostic quality in the clinical setting for interpretation by medical licentiates ****Requires Critical Thinking****

Student Learning Outcomes

1. Students will demonstrate appropriate radiation protection skills when demonstrating spine procedure.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**

Assignments

Reading Assignments
Read to prepare for daily quiz on radiographic positioning, patient care, and critical thinking scenarios.
Writing Assignments
Complete assignments in the workbook for submission

Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**

Course Materials

Textbooks:

1. Kenneth Bontrager MA RT, John Lumpignano. *Textbook of Radiographic Positioning and Related Anatomy,* 8th ed. Elsevier, 2014, ISBN: 9780323083881

Other:

1. Radiographic Positioning and related Anatomy 8th Ed. Workbook and Laboratory Manual

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: RADT 3C
Full Course Title: Radiographic Procedures 3
Short Title: Rad Procedures 3
TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer*
Effective Term: Fall 2017

Course Standards

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

Minimum Qualifications for Instructors

- Radiological Technology

Course Description

Knowledge and skills necessary to perform advanced radiographic procedures; advanced image critique; advanced imaging modalities

Conditions of Enrollment

Acceptance into Radiologic Technology Program

Content

Course Lecture Content
Lecture:

1. Enhanced medical and radiological terminology
2. Advanced procedures of all body systems including contrast studies
3. Radiographic anatomy, positioning, and pathology
    a. Mobile radiography; trauma, operating room, bedside
    b. Trauma procedures
    c. Operating room procedures and mobile fluoroscopy (C-Arm) procedures
    d. Bedside portable procedures

Objectives

1. Apply the skills necessary to position patients for advanced radiographic projections of all body systems. ****Requires Critical Thinking****
2. Demonstrate the process for obtaining routine trauma and operating room projections. ****Requires Critical Thinking****
3. Describe appropriate general considerations for varying patient conditions and types.
4. Demonstrate awareness for the preparatory considerations administering iodinated contrast.
5. Demonstrate awareness for the clinical pathway administering iodinated contrast responsibly.
6. Given radiographs, evaluate images for quality in terms of positioning, anatomy, centering and technical factors. ****Requires Critical Thinking****
7. Describe advanced imaging modalities and explain what body systems are visualized by each.
8. In a laboratory setting, simulate the radiographic routine on a person applying the principles of radiographic positioning procedures and radiologic physics to produce images of diagnostic quality in the clinical setting for interpretation by medical licentiates ****Requires Critical Thinking****

Student Learning Outcomes

1. Applying principals of radiographic procedures and protection to obtain diagnostically adequate radiographs of the digestive system.
2. Students will be able to evaluate a radiographic image to determine if it must be repeated and if so, what steps are necessary for correction

Methods of Instruction

- **Lecture/Discussion**
- **Other**
  Demonstration

Assignments

Reading Assignments
Students are assigned pages in the text for preparation of the daily quizzes.
Writing Assignments
Students may be required to write case studies based upon critical thinking skills required to perform radiologic prodecures and patient care practices.

Methods of Evaluation

- **Exams**
- **Homework**
- **Problem Solving Exercises**

- **Quizzes**

Course Materials

Textbooks:

1. Kenneth Bontrager MA RT, John Lumpignano. *Textbook of Radiographic Positioning and Related Anatomy,* 8th ed. Elsevier, 2014, ISBN: 9780323083881

Other:

1. Radiographic Positioning and related Anatomy 8th Ed. Workbook and Laboratory Manual

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: RADT 3D
Full Course Title: Radiographic Procedures 4
Short Title: Rad Proc 4
TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer*
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 2.0
Lecture hours: 36.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Radiological Technology

Course Description

Knowledge and skills necessary to perform advanced radiographic procedures: consideration given to production of radiographs of optimal diagnostic quality.

Conditions of Enrollment

Acceptance into Radiologic Technology Program

Content

Course Lecture Content

1. Radiographic anatomy and positioning
    a. Procedure adaptation using radiation physics
    b. Spatial relationships in positioning
    c. Specific trauma and mobile positions
    d. Advanced special rules of all body systems
    e. CT and special procedures
2. Various patient case studies

Objectives

1. Demonstrate the skills necessary to position patients for advanced radiographic projections of the all body systems during simulated lab procedures ****Requires Critical Thinking****
2. Describe the process for obtaining advanced projections of all body systems. ****Requires Critical Thinking****
3. Describe and utilize the standard positioning aids and accessory equipment for positioning.
4. Describe general procedural considerations for radiographic examinations.
5. Demonstrate the ability to use appropriate general considerations for varying patients with varying patient types, through role-playing. ****Requires Critical Thinking****
6. Evaluate radiographic images for quality in terms of positioning, anatomy, centering and technical factors. ****Requires Critical Thinking****
7. Apply analytical skills in recognizing and defining problems and/or issues to arrive at logical solutions. ****Requires Critical Thinking****
8. Describe the anatomy and physiology demonstrated in CT and advanced modalities. ****Requires Critical Thinking****
9. Interpret the steps necessary for case study and demonstrate the ability to adjust to various patient conditions. ****Requires Critical Thinking****

Student Learning Outcomes

1. Apply analytical skills in recognizing and defining problems and/or issues to arrive at a logical solution when given a patient case study.

Methods of Instruction

- **Lecture/Discussion**

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Evaluate a radiographic image for correct positioning and technique.

Methods of Evaluation

- **Exams**
- **Oral Tests/Class Performance**

- **Skills Demonstrations/Performance Exam**

Course Materials

Textbooks:

1. Bontrager, Kenneth and Lampignano, John. *Radiographic Positioning and Related Anatomy,* 8th ed. Mosby, 2014, ISBN: 978-0-323-08388-1
2. Carroll, Quinn and Bowman, Dennis. *Adaptive Radiography,* 1st ed. Delmar, 2014, ISBN: 1111541205

Other:

1. Bontrager, Kenneth and Lampignano, John. Raiographic Positioning and Related Anatomy Manual, 8th ed. Mosby, 2014 , ISBN: 978-0-323-08135-1

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: RADT 6B
Full Course Title: Radiologic Technology Internship 2
Short Title: Rad Tech Intern 2
TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer*
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 11.0
Lab hours: 594.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Radiological Technology

Course Description

Intermediate radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and radiologist. Development of enhanced skills in correlation with current radiologic practices. Rotation in various facilities.

Conditions of Enrollment

Acceptance into Radiologic Technology Program.

Content

Course Lecture Content

1. Daily Operations
    a. Clinical facility policy and procedures
    b. Department policy and procedures
2. Radiologic Techniques
    a. Radiation protection
    b. Infection control
    c. Image critique
    d. Quality control
    e. Fluoroscopic control

3. Positioning Procedures
    a. Continue with extremities, thorax, abdomen, pelvis procedures
    b. With supervision add spine, skull and urinary systems
    c. Portable procedures
    d. Fluoroscopic procedures including contrast studies
4. Laboratory experiments
5. Multicultural and disabled patient care

Course Lab/Activity Content

1. Daily Operations
    a. Clinical facility policy and procedures
    b. Department policy and procedures
2. Radiologic Techniques
    a. Radiation protection
    b. Infection control
    c. Image critique
    d. Quality control
    e. Fluoroscopic control
3. Positioning Procedures
    a. Continue with extremities, thorax, abdomen, pelvis procedures
    b. With supervision add spine, skull and urinary systems
    c. Portable procedures
    d. Fluoroscopic procedures including contrast studies
4. Laboratory experiments
5. Multicultural and disabled patient care

Objectives

1. Operate a variety of x-ray equipment on patients with various conditions. ****Requires Critical Thinking****

2. Function within a hospital or clinic with an increased understanding of the complexities of the patient condition ****Requires Critical Thinking****

3. Partially meet eligibility requirements for testing and certification in radiology technology as required by the accreditation agencies by increasing the number of competencies. ****Requires Critical Thinking****

4. Demonstrate appropriate patient care and radiation protection skills for patients of various cultures and disabilities with increased patient interaction. ****Requires Critical Thinking****

Student Learning Outcomes

1. Student will evaluate a radiographic image to determine if it must be repeated and if so, what steps are necessary for correction.
2. Student will have completed the required competencies; no less than 10, no more than 15
3. Student will demonstrate an understanding of and practice sound radiation protection skills

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Methods of Instruction

- **Laboratory**

Assignments

Other Assignments

This course is the second clinical rotation. The students are required to read the text on the various radiation procedures for which they will perform on patients. There are many prescribed laws and regulations established for those who work with radiation on the public. The students are tested on the procedures with direct supervision until they meet the standards. Once the standards are met; they continue to work with indirect supervision.

Students are required to do analysis of the work they have done and provide written documentation of "repeat" images with a description of how the error occurred and methods to assure they will not repeat the error.

Methods of Evaluation

- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Various required tracking forms

Course Materials

Textbooks:

1. Bontrager, Kenneth L & John P. Lampignano. *Handbook of Radiographic Positioning and Techniques ,* 8th ed. Elsevier , 2013, ISBN: 978-0-323-08388-1

Other:

1. Various required tracking forms
2. Rad tech student policy and procedure handbook

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: RADT 6C
Full Course Title: Radiologic Technology Internship 3
Short Title: Rad Tech Intern 3
TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer*
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 9.0
Lab hours: 486.0
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Radiological Technology

Course Description

Intermediate/Advanced radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and radiologist. Increased development of skills in correlation with current radiologic practices. Rotation in various facilities.

Conditions of Enrollment

Acceptance into Radiologic Technology Program

Course has additional enrollment fees: Radiation Badge Fee is attached to this course. Students will have access to the reading each month and when they exit the program they will be able to download a permanent record to present to employers. Additionally, a record will be kept by the program in perpetuity.

Content

Course Lecture Content

1. Daily Operations
    a. Increased understanding of hospital and department specific policies and procedures
2. Increased Understanding and Implementation of Radiologic Techniques
    a. Radiation protection
    b. Infection control
    c. Image critique

    d. Quality control
3. Positioning Procedures
    a. Increased ability to perform
        i. Extremities
        ii. Thorax
        iii. Abdomen
        iv. Pelvis
        v. Spine
        vi. Skull
        vii. Urinary system
        viii. Portables
        ix. Fluoroscopy procedures
    b. Addition of required ARRT competencies
4. Increased Ability and Understanding of Working with Multicultural and Disabled Patient Care

Course Lab/Activity Content

1. Daily Operations
    a. Increased understanding of hospital and department specific policies and procedures
2. Increased Understanding and Implementation of Radiologic Techniques
    a. Radiation protection
    b. Infection control
    c. Image critique
    d. Quality control
3. Positioning Procedures
    a. Increased ability to perform
        i. Extremities
        ii. Thorax
        iii. Abdomen
        iv. Pelvis
        v. Spine
        vi. Skull
        vii. Urinary system
        viii. Portables
        ix. Fluoroscopy procedures
    b. Addition of required ARRT competencies
4. Increased Ability and Understanding of Working with Multicultural and Disabled Patient Care

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Objectives

1. Operate a variety of x-ray equipment under various patient conditions with an increased understanding and execution. ****Requires Critical Thinking****

2. Function within a hospital or clinic at an advancing student level.

3. At increased level continue to meet eligibility requirements for testing and certification for taking x-rays on humans. ****Requires Critical Thinking****

4. Demonstrate an increased ability to perform the appropriate patient care and radiation protection for patients of various cultures and disabilities. ****Requires Critical Thinking****

Student Learning Outcomes

1. Complete total of no more than 30 nor less than a total of 25 ARRT required competencies.

Methods of Instruction

- **Laboratory**
- **Other**
  Instruction in a medical setting

Assignments

Writing Assignments
Students are required to complete required paperwork and possibly case studies.
Other Assignments

Student will continue to enhance their patient care skills and to increase the amount required ARRT competencies.

Methods of Evaluation

- **Laboratory Assignments**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Various compliance forms must be completed and submitted.

Course Materials

Textbooks:

1. Bontrager, Kenneth L & John P. Lampignano. *Handbook of Radiographic Positioning and Techniques ,* 8th ed. Elsevier , 2014, ISBN: 978-0-323-08388-1

Other:

1. Various compliance forms

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: RADT 6D
Full Course Title: Radiologic Technology Internship 4
Short Title: Rad Tech Intern 4
TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer*
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 9.0
Lab hours: 486.0
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Radiological Technology

Course Description

Advanced radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and radiologists. Development of enhanced skills in correlation with current radiologic practices. Rotation in various facilities.

Conditions of Enrollment

Acceptance into Radiologic Technology Program

Content

Course Lecture Content

1. Advancing Ability to Perform Daily Operations
    a. Hospital and department specific policies and procedures
2. Advancing Ability to Perform Radiologic Techniques
    a. Radiation protection
    b. Infection control
    c. Image critique
    d. Quality control
3. Advancing Ability to Perform Positioning Procedures
    a. Extremities

   b. Spine and pelvis
   c. Thorax
   d. Skull
   e. Abdomen
   f. Contrast studies
   g. Surgical procedures
   h. Portable procedures
4. Advancing Ability to Work with Multicultural and Disabled Patients

Course Lab/Activity Content

1. Advancing Ability to Perform Daily Operations
   a. Hospital and department specific policies and procedures
2. Advancing Ability to Perform Radiologic Techniques
   a. Radiation protection
   b. Infection control
   c. Image critique
   d. Quality control
3. Advancing Ability to Perform Positioning Procedures
   a. Extremities
   b. Spine and pelvis
   c. Thorax
   d. Skull
   e. Abdomen
   f. Contrast studies
   g. Surgical procedures
   h. Portable procedures
4. Advancing Ability to Work with Multicultural and Disabled Patients

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Objectives

1. With advancing skills, operate a variety of x-ray equipment under various patient conditions. ****Requires Critical Thinking****
2. Function within a hospital or clinic at an advancing student level.
3. At an advanced level of ability and understanding continue to meet eligibility requirements for testing and certification for taking x-rays on humans. ****Requires Critical Thinking****
4. With an advancing skill and ability, demonstrate appropriate patient care and radiation protection for all patients including those of various cultures and disabilities. ****Requires Critical Thinking****

Student Learning Outcomes

1. May complete the remaining ARRT competencies for a total of 46 but have no less than 40.

Methods of Instruction

- **Laboratory**
- **Other**
  Various compliance forms

Assignments

Other Assignments

Students are required to complete final competencies and to demonstrate an advanced ability to make patient assessment, perform continued radiation protection procedures, and demonstrate an advanced understanding of the more critical patient condition and pathology.

Students will continue to document competencies and report documentation and other forms.

Methods of Evaluation

- **Laboratory Assignments**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Various compliance forms

Course Materials

Textbooks:

1. Bontrager, Kenneth L & John P. Lampignano. *Handbook of Radiographic Positioning and Techniques ,* 8 ed. Elsevier , 2013, ISBN: 978-0-323-08388-1

Other:

1. Rad tech student policy and procedure handbook
2. Various required tracking forms

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: RADT 6E
Full Course Title: Radiologic Technology Internship 5
Short Title: Rad Tech Intern 5
TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer*
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 0.5 - 11.0
Unit increment: 0.5
Lab hours: 27.0 - 594.0
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Radiological Technology

Course Description

Continued radiologic experience in clinical facilities under supervision by college instructor, staff technologists and/or radiologists. Increased development of skills in correlation with current radiologic practices. Rotation in various medical facilities.

Conditions of Enrollment

Acceptance into the Radiologic Technology Program

Content

Course Lab/Activity Content

1. Daily Operations
    a. Department specific policy and procedures
2. Radiologic Techniques
    a. Radiation protection
    b. Infection control
    c. Image critique
    d. Quality control
3. Positioning Procedures

   a. Advanced procedures to compete required competencies
   b. Advanced surgical, portable and emergency procedures
4. Advanced understanding of multicultural and disabled patient care

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Objectives

1. Operate a variety of x-ray equipment under various patient conditions. ****Requires Critical Thinking****
2. Function within a hospital or clinic with increased and advanced student level. ****Requires Critical Thinking****
3. At an advanced level of ability and understanding continue to meet eligibility requirements for testing and certification to take x-rays on humans. ****Requires Critical Thinking****
4. Demonstrate and advanced understanding of patient care and radiation protections on patients with various conditions, cultures and disabilities. ****Requires Critical Thinking****

Student Learning Outcomes

1. Demonstrate professionalism in the clinical sites.
2. Complete any competencies required to meet ARRT standards.

Methods of Instruction

- **Laboratory**

Assignments

Other Assignments

Students are working with registered technologist performing exams on patients. During this time reading is required to assure the students understand the exam that is being required by physicians. The students review patient charts and requisitions.

Methods of Evaluation

- **Laboratory Assignments**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Various compliance forms

Course Materials

Other:

1. Student Policy and Procedure Handbook
2. Various compliance tracking forms

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: RADT 7
Full Course Title: Advanced Radiographic Studies
Short Title: Adv. Rad Studies
TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer*
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Lecture hours: 18.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Radiological Technology

Course Description

Ethics and law in the radiologic sciences; pharmacology and venipuncture; advanced understanding of professionalism as related to a radiologic technologist.

Conditions of Enrollment

Acceptance into Radiologic Technology Program

Content

Course Lecture Content

1. Pharmacology
2. Venipuncture technique
3. Advanced ethics and law in the radiographic sciences
4. Advanced consideration of the professional role of the radiologic technologist

Objectives

1. Understand how different pharmaceuticals interact with patients and how these interactions may impact

the radiographic patient. ****Requires Critical Thinking****

2. Discuss appropriate methods of venipuncture. ****Requires Critical Thinking****
3. Demonstrate the steps required to assess the appropriate care for special needs patients as well as to determine when it is appropriate to administer contrast media and what to do in an emergency with these patients. ****Requires Critical Thinking****
4. Define various legal terms as they relate to the medical environment.
5. Demonstrate the importance of professionalism of the radiologic technologist. ****Requires Critical Thinking****
6. Describe ethical considerations of medical delivery with an understanding of all aspects of medical ethics. ****Requires Critical Thinking****

Student Learning Outcomes

1. Students will demonstrate an understanding of professional obligation.
2. Students will demonstrate the steps to successful venipuncture.

Methods of Instruction

- **Lecture/Discussion**

Assignments

Reading Assignments
Read assigned text to prepare for daily quiz.
Other Assignments

1. Perform ten (10) venipuncture sticks on a phantom arm.

2. Students will share in class different patient, guest and staff scenarios as they relate to medical ethics and professionalism

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Methods of Evaluation

- **Exams**
- **Oral Tests/Class Performance**
- **Problem Solving Exercises**
- **Quizzes**

Course Materials

Textbooks:

1. Adler, Carlton. *Introduction to Radiography and Patient Care,* 6th ed. Elsevier Saunders, 2016, ISBN:

9780323315791

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: THART 12A
Full Course Title: Advanced Studies in Acting
Short Title: Advanced Studies in Acting
TOP Code: -
Effective Term: Fall 2009

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Lecture hours: 45.0
Lab hours: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Course Description

Development of the skills of vocal production, auditioning, stage movement, and character motivation. Participation in one-act or full-length play at end of semester.

Conditions of Enrollment

Satisfactory completion of: THART 11A or THART 26 or THART 29

Advisories

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

Content

Course Lecture Content

1. Auditioning techniques.
2. Verse study and performance
3. Character motivation
4. Rehearsal and performance
5. Acting styles (classic and modern)

Objectives

1. a. Select suitable materials to be used in auditioning. b. Present one or more pieces suitable for a professional audition.
2. Scan and verify a selection of verse by Shakespeare or other classic playwright; will be able to use verse piece for an audition.
3. Develop character motivations in depth.
4. Complete a full rehearsal and performance schedule of a selected play.
5. Utilize a specific acting style in performance. (Play will be selected from a different historical period each semester.)
6. The student will be able to select suitable materials for auditioning. ****Requires Critical Thinking****
7. The student will be able to demonstrate versification and scansion of a verse piece by Shakespeare or other classic playwright. ****Requires Critical Thinking****
8. Develop a character motivation in depth. ****Requires Critical Thinking****
9. Present a fully researched and developed stage character in a public performance. ****Requires Critical Thinking****

Student Learning Outcomes

1. The student will be able to present an audition piece containing both classic and modern selections, suitable for a professional audition.
2. The student will present a developed and researched stage character in a public performance.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Exercises and rehearsal

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Dezseran. *The Student Actor's Handbook,* 1st ed. ed. Mayfield Publishing,, 0, ISBN: -

Other:

1. Provided

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: WELD 52
Full Course Title: Intermediate Structural Steel & FCAW
Short Title: Interm Struct Steel
TOP Code: -
Effective Term: Spring 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Lecture hours: 36.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Course Description

This course emphasizes improving basic skills on structural steel and FCAW practices. Related instruction will include ferrous metal identification and welding characteristics: FCAW welding applications and variable, dual shield inert shielding gases and mixtures, troubleshoot FCAW equipment and welds completed in all positions. Focus will be placed on T-8 vertical and overhead and certification according to the AWS D1.1. code. Students must provide those materials which are of continuing value outside of the classroom setting. This cost will be explained at the first class meeting.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Introduction
2. Safety
3. FCAW electrodes and filler material
4. Weld joints and weld types
5. Certification plate preparation
6. FCAW Welding procedures, techniques and troubleshooting
7. Inspection, defects and corrective action
8. Welding Carbon and low alloy steels

9. Surfacing
10. Steel identification and weld characteristics
11. Welding symbols.

Objectives

1. Acquire advanced job skills to weld structural steel and plate.
2. Demonstrate the ability to use the FCAW process and welding techniques, understand welding procedures, shielding gasses and troubleshoot weld difficulties. ****Requires Critical Thinking****
3. Weld in all positions with structural steel and plate.
4. Pass a limited or unlimited welding certification
5. Identify steel electrode identification, applications and welding characteristics.
6. Identify standard welding codes.
7. Use Oxy-fuel cutting systems to prepare metal.

Student Learning Outcomes

1. Weld Safely and avoid practices that could pose dangers to oneself and others.
2. Identify gases and mixtures of gases used in FCAW.
3. Identify gases and mixtures of gases used in FCAW.
4. Troubleshoot and identify problems in the FCAW process.
5. Define the advantages and disadvantages of various gases used in FCAW.
6. Weld various weldments in the vertical and overhead positions.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Note taking. Demonstrations. Quizzes. Tests. Class Folder

Assignments

Reading Assignments
Writing Assignments

Methods of Evaluation

- **Assignments**
- **Class Performance**
- **Homework**
- **Laboratory Assignments**
- **Objective Tests**

- **Oral Tests/Class Performance**
- **Performance Exams**
- **Quizzes**
- **Research Project**

Course Materials

Textbooks:

1. William H. Minnick. *Flux Cored Arc Welding Handbook,* 3rd ed. The Goodheart-Willcox Company, Inc. , 2009, ISBN: 1-5667-482-0

Other:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: WELD 54
Full Course Title: Advanced FCAW (Flux-Cored) Welding
Short Title: Adv FCAW Welding
TOP Code: -
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Welding

Course Description

This is an advanced laboratory course with a further emphasis on out of position FCAW (flux cored) welding. This course is designed for those who wish to improve their skills to prepare them for entry into the workforce as a FCAW welder. Students must provide safety glasses and welding gloves, and those materials which are of continuing value outside of the classroom setting. This cost will be explained at the first class meeting.

Conditions of Enrollment

Satisfactory completion of: WELD 40; WELD 42 or equivalent experience -

Advisories

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

Content

Course Lecture Content

1. Introduction
2. Safety
3. Advance FCAW processes
4. Specific uses of FCAW
5. Destructive testing of weld samples

6. AWS certification
7. Seismic requirements AWS D1.8

Objectives

1. First enrollment 1. Develop their FCAW (Flux cored) welding skills to make the welder more employable. 2. Destructively test weld samples and analyze corrective welding techniques. 3. To pursue Welding certification in structural steel, aluminum and stainless steels. 4. Become familiar with occupational opportunities and requirements in careers associated with FCAW. 5. Develop knowledge of how to select and write proper welding procedures. 6. Develop knowledge and skill in out-of-position welding on both ferrous and non-ferrous metals.

2. Second enrollment 1. Create a prequalified welding procedure specification 2. Create a prequalified welding qualification test record. 3. Pass destructive bend tests per the WPS and QTR. ****Requires Critical Thinking****

Student Learning Outcomes

1. Weld safely and avoid practices that could pose dangers to oneself and others.
2. Understand the certification practices according to the AWS D1.1 code.
3. Weld a weldment according to and acceptable to the AWS D1.1 code in various positions.

Methods of Instruction

- **Laboratory**

Assignments

Methods of Evaluation

- **Skills Demonstrations/Performance Exam**
- **Other**
  Weld certification test; needs edits

Course Materials

Other:

1. Students must provide safety glasses and welding gloves, and those materials which are of continuing value outside of the classroom setting. This cost will be explained at the first class meeting.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: WELD 85
Full Course Title: Structure Design and Fabrication
Short Title: Struct Design & Fab
TOP Code: 0956.50 - Welding Technology/Welder*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 4.0
Lecture hours: 54.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Course Description

Structural weld design and fabrication of weldments. Operation of mechanized iron workers, tubular benders and press brake operations. Blueprint reading, welding symbols, cost estimation, layout techniques, and use of metal fabrication equipment will be used to complete projects.

Conditions of Enrollment

Satisfactory completion of: WELD 10 or WELD 20

Advisories

- **Mathematics - recommended eligibility for Math 52**

Content

Course Lecture Content

1. Orientation and safety: General course review.
2. Technical Drawing and Sketching, Blueprint Reading.
3. Materials and specific application: Cost, buying, proper utilization, industrial classification of materials.
4. Shop equipment and operation.
5. Fabrication of weldments: Production methods, terms, weld symbols, interchange ability.
6. Manufacturing planning: Organization, operation, and relation to production.
7. Tooling and fabrication: Use of fixtures, jigs, and special tools, modern techniques and shortcuts.
8. AWS Structural Code.
9. Methods - Detail, assemble and installation.
10. Material process planning (MRP).

11. Individual and/or Group Project.

Objectives

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

Student Learning Outcomes

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

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**

Assignments

Reading Assignments

Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

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

Other:

1. Safety and Welding Equipment.

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