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19	Revised	ENGR 4 - Engineering Graphics and Design
26	Revised	ENGR 45 - Properties of Materials
29	Revised	MUSIC 543 - Symphonic Band
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88	Revised Deg/Cert	MANUFACTURING TECHNOLOGY/ MACHINING - Cert of Achievement with 18-29.5 units

Yuba College Course Outline

## **Course Information**

Course Number: ART 5 Full Course Title: Art Appreciation Short Title: Art Appreciation TOP Code: 1002.00 - Art/Art Studies, General Effective Term:

## **Course Standards**

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

## **Minimum Qualifications for Instructors**

• Art (Masters Required)

## **Course Description**

This course provides a general introduction to visual art through selected examination of art works and architecture from diverse cultures of the world from the prehistoric period to the present, familiarizing students with art historical context and terminology, visual elements, design principles, and visual art media. Not open for credit to students who have completed HUMAN 5.

## **Conditions of Enrollment**

#### Advisories

- Computer Literacy recommended basic computer skills Assignments, notes and resources are on line.
- Language recommended eligibility for English 1A
  This course requires students to formulate their thoughts about visual art in writing analytic essays
  requiring critical thinking. A scholarly research paper is also assigned, requiring correct use of terminology
  and concepts learned during the course, including a well formulated interpretive thesis statement, and
  accurate documentation of sources.

## Content

#### **Course Lecture Content**

- Defining visual art and its functions: This section begins with the exploration of the nature of visual art by examining the subjective nature of perception and aesthetic experience. Selected art works from the Paleolithic, Renaissance, and Baroque periods and the Impressionist movement, introduce students to a variety of creative impulses, such as social necessity and exploring the self. Distinguishing the content, form and context of art is learned by comparing works from distant cultures, using examples from 17th century Europe, 12th century India, and 20th century Australia.
- 2. Visual elements of art: This section is the foundation of visual literacy skills, the vocabulary of visual language. Recognition and interpretation of the expressive qualities of visual elements, such as lines, shapes, forms, space, light, time, and others are demonstrated and explained. In order not to lose learned skills, selected artworks used for all sections are contextualized in terms of content, culture, and history.
- 3. Principles of design: Through selected art works from a variety of cultures from around the world, principles of design, as the grammar of visual language (the way visual elements put together to form sentences) are explained and demonstrated, including the complex way visual language contributes to the larger narrative of human culture.
- 4. Media: materials and techniques used in visual art: Media, such as drawing, painting, printmaking, photography, digital arts, sculpture, and architecture are explored in terms of the materials and techniques used to create them, the role of choices made based on availability of materials, and the communicative (expressive) role materials have in the interpretive possibilities of visual art in various cultures and historical periods.
- 5. Methodologies of art history and criticism: A variety of art historical methodologies used for interpreting works of art are examined, including biographical, iconographical, psychoanalytic, formalist, feminist, and postmodern (Structuralism, Semiotics, Post Structuralism) and demonstrated through selected works form various cultures and times. Cross cultural Interpretive biases are explored in class discussions.
- 6. Overview of art history from a global perspective: This section is the chronological overview of the history of art from Paleolithic to the 20th century, using primarily art works students are already familiar with from previous sections to avail integration of terminology art historical skills learned.

## **Objectives**

- 1. Using examples of art works from various cultures and times from around the world, analytic tools, such as recognizing and interpreting visual elements and design principles are explained, and definitions of art historical terminology provided to enable students to "read" visual language. (SLO A)
- 2. Media, such as drawing, painting, printmaking, photography, digital arts, sculpture, and architecture are explored in terms of the materials and techniques used to create them, using selected art works from a variety of cultures from around the world including the communicative (expressive) role materials and their interpretive possibilities. Demonstrations of the processes are presented through videos. (SLO B) \*\*Requires Critical Thinking\*\*
- 3. Through selected works form various cultures and times, interpretive frameworks are explained in terms of art historical methodologies, including biographical, iconographical, psychoanalytic, formalist, feminist, and postmodern (Structuralism, Semiotics, Post Structuralism) analysis. (SLO C) \*\*Requires Critical Thinking\*\*
- 4. A chronological overview of the history of art from Paleolithic to the 20th century presented, using primarily art works students are already familiar with from previous sections to avail integration of terminology and art historical skills already learned, with understanding of the function of art and the role of artists throughout human history. (SLO D) \*\*Requires Critical Thinking\*\*

## **Student Learning Outcomes**

- 1. Upon completion of this course, students will be able to evaluate works of art based on design principles using appropriate terminology.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - Global Awareness Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- Upon completion of this course, students will be able to distinguish materials and techniques used for creating art works.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 3. Upon completion of this course, students will be able to interpret art works from diverse cultures, based on interrelationship between culture and art.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - Global Awareness Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

## Methods of Instruction

Lecture/Discussion

Classes consist of Powerpoint assisted lectures, viewing of videos, and class discussions based on information presented.

## Assignments

#### **Reading Assignments**

Read the essay posted on Khan Academy, titled "Lascaux" on prehistoric art and come to class prepared to discuss possible functions of Upper-Paleolithic cave paintings.

#### Writing Assignments

In a short essay address the two materials used to create the color gold and blue used in Medieval altar pieces, using the video "Making Masterpieces" and the BBC film on "A History of Art in Three Colors." Evaluate the role source materials played the way images painted in these colors were interpreted.

## Other Assignments

In-class color project: using water colors, illustrate the following color theory concepts: color value scale; tints and shades; intensity scale; monochromatic color scheme, analogous color scheme, complimentary color scheme.

## **Methods of Evaluation**

• Essay/Paper

- Exams
- Homework
- Participation
- Quizzes
- Research Project

## **Course Materials**

#### Textbooks:

1. Paul Zelanski and Mary Pat Fisher. *The Art of Seeing*, 8th ed. Pearson Prentice Hall, 2010, ISBN: 9780205748341

## Other:

1. CANVAS notes and links to videos posted by instructor

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Yuba College Course Outline

## **Course Information**

Course Number: ART 12A Full Course Title: Beginning Ceramics Short Title: Ceramics TOP Code: 1002.00 - Art/Art Studies, General Effective Term: Fall 2013

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 3.0 Total class hours: 162.0 Total contact hours in class: 108.0 Lecture hours: 27.0 Lab hours: 81.0 Hours outside of class: 54.0 Repeatable: No Grading Method: Letter Grade or Pass/No Pass

## **Minimum Qualifications for Instructors**

• Art (Masters Required)

## **Course Description**

Basic studio techniques and processes in hand building, use of the Potter wheel, and creative, artistic expression using clay.

## **Conditions of Enrollment**

#### **Advisories**

• Language - recommended eligibility for English 1A

## Content

### **Course Lecture Content**

Introduction to ceramic materials and concepts with processes including basic design principles and creative development in hand building and wheel thrown techniques, techniques for glaze use, firing and ceramic terminology. This course covers aesthetic and creative development of clay objects through examining Historical, Contemporary, and personal modes of expression across cultures.

- 1. Clay types and their relative advantages and limitations.
- 2. The elements of art and ceramic terminology.
- 3. Surface and firing techniques appropriate to an introductory study.
- 4. Visual problem solving exercises.
- 5. Visual Problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic work.
- 6. Elements and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgrafitto, mishima, additive and subtractive techniques and wheel work.
- 7. Critical evaluation and critique of class projects using correct terminology in oral or written formats.
- 8. Studio equipment and material and safety.

#### Course Lab/Activity Content

Laboratory Activities:

- 1. Visual Problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.
- 2. Studio Projects that explore the elements, organizing principles of ceramics including: pinching, coil, soft slab, sgraffito, mishima, modeling, carving, and wheel work.
- Development of skills and processes using a variety of surface and firing techniques appropriate to an introductory study in ceramics, which may include but are not limited to slips, engage, terra sigilata, burnishing, in various firing atmospheres and temperatures.
- 4. Safe use of tools and equipment.
- 5. Critical evaluation and critique of class projects.

## **Objectives**

- 1. Differentiate clay varieties and ceramic processes.
- 2. Create ceramic forms utilizing pinch, coil, soft slab, hard slab, and throwing techniques;
- 3. Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating them through history; **\*\*Requires Critical Thinking**\*\*
- 4. Produce and apply surface treatment to a variety of different forms; \*\*Requires Critical Thinking\*\*
- 5. Apply creative expression to functional and structural forms. \*\*Requires Critical Thinking\*\*
- 6. Examine and describe historical and contemporary developments, trends, materials, and approaches in ceramics **\*\*Requires Critical Thinking\*\***
- 7. Assess and critique ceramics in group, individual and written contexts using relevant critique formats, concepts and terminology; **\*\*Requires Critical Thinking\*\***
- 8. Safely handle and use all studio equipment, tools and materials; \*\*Requires Critical Thinking\*\*

## **Student Learning Outcomes**

- 1. Upon completion of the course, students will successfully produce a variety of simple clay forms, both hand built and wheel thrown, as assigned and demonstrated in class.
- 2. Upon completion of the course, students will identify and use various ceramic materials and techniques for design, utilizing underglaze slip color and glaze to finish ceramic projects.
- 3. Upon completion of the course, students will, through in-class oral critiques, identify and describe the

individual use of materials and technique to produce finished pieces.

## **Methods of Instruction**

- Laboratory
  - Portfolio of finished work
- Lecture/Discussion Group and individual critiques in oral and written formats.

### Assignments

#### **Reading Assignments**

Build a soft slab cup with handle and incorporate surface design.

## Writing Assignments

Write a short overall description about a ceramic piece, explaining the techniques used for forming, surface design, slips and glazes used within within the piece.

#### Other Assignments

- 1. A soft slab built cup with a handle
- 2. A soft slabbottle /lidded container
- 3. A leatherhard constructed Vase with impressed texture
- 4. A coil built Japanese style "teabowl" with respect for traditional style
- 5. 2 Thrown cups "trimmed" 4" in height on the wheel and with a handle
- 6. 2 thrown bowls 8" in diameter, with colored slip decoration
- 7. 2 thrown plates 8" in diameter, with slips and sgraffito

## **Methods of Evaluation**

- Exams
- Homework
- Laboratory Assignments
- Participation
- Portfolio
- Problem Solving Exercises
- Skills Demonstrations/Performance Exam
- Other Attendance, Critiques of work

### **Course Materials**

#### Textbooks:

1. Peterson, Jan; Peterson, Susan. Working with Clay, 3rd ed. Pearson, 2009, ISBN: 978-0-13196-393-1

### Other:

1. Clay, Pottery tools and Notebook.

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Yuba College Course Outline

## **Course Information**

Course Number: COMSC 11 Full Course Title: Advanced C++ Programming Short Title: Adv. C++ Prog. TOP Code: 0707.10 - Computer Programming/Programmer, General\* Effective Term: Fall 2013

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 3.0 Total class hours: 162.0 Total contact hours in class: 90.0 Lecture hours: 36.0 Lab hours: 54.0 Hours outside of class: 72.0 Repeatable: Yes (3) Grading Method: Letter Grade Only

## **Minimum Qualifications for Instructors**

• Computer Science (Masters Required)

## **Course Description**

Topics in object-oriented programming using the C++ programming language, including C++ programming techniques, streaming input/output, dynamic memory allocation, classes and data abstraction, operator overloading, inheritance, and polymorphism.

## **Conditions of Enrollment**

Satisfactory completion of: COMSC 9A

#### **Advisories**

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

#### Course is Open Entry/Open Exit

### Content

#### **Course Lecture Content**

- 1. Overview of C++ advanced features used in object design.
- 2. Standard template libraries.
- 3. Class objects and data abstraction.
- 4. Operator overloading.
- 5. Inheritance and class composition.
- 6. Virtual functions and polymorphism.
- 7. Templates and generics.
- 8. Exception handling.

#### **Course Lab/Activity Content**

Lab activities to follow course lecture topics:

1. Overview of C++ advanced features used in object design.

- a. Project data requirement design and analysis.
- b. UML's and class object interaction and programming style.
- c. Class object security and pointers.

2.Standard template libraries.

- a. Project data requirement design and analysis.
- b. Project data requirement design and analysis.

3. Class objects and data abstraction.

- a. Examination of data hiding and user access.
- b. Examination of data type representation and security issues.

4. Operator overloading.

- a. Activities in base operator overloading.
- b. Examination of references and operator overloading.
- c. Examination of class pointers and dynamic arrays
- 5. Inheritance and class composition.
- a. Activities on class composition and inheritances.
- b. Examination of multi-class derivation and composition.
- c. Multiple class object interaction and data protection.

6. Virtual functions and polymorphism.

- a. Examination of static vs. dynamic binding.
- b. Activities implementing virtual and purely abstract objects.
- c. Examination of static and dynamic class object design and resource management.

7. Templates and generics.

- a. Activities implementing templated methods.
- b. Examination of user defined templated objects and STL interaction.
- 8. Exception handling.
- a. Examination of basic exception handling.
- b. Implementation of exception handling using user defined class objects.
- c. Examination of rules of exception handling and system design.

## **Objectives**

- 1. Apply the notations of data abstraction and abstract data types.
- 2. Compose, create, use, and destroy C++ abstract data types.
- 3. Apply dynamic and static data members and member functions.
- 4. Describe and apply the various types of container classes and be able to develop iterator classes.

- 5. Convert objects from one class to another.
- 6. Redefine operators to work with new data classes.
- 7. Create new classes by inheriting from existing classes.
- 8. Use multiple inheritance to derive class objects from multiple base classes.
- 9. Declare and use virtual functions to create abstract data classes.
- 10. Declare pure virtual functions to create abstract data classes.
- 11. Describe how polymorphism makes systems extensible and maintainable.
- 12. Create and manipulate self-referential data structures.
- 13. Demonstrate program problem solving skills. \*\*Requires Critical Thinking\*\*

## Student Learning Outcomes

- Computation: 1. Students will demonstrate analysis, specification, design, implementation, and testing
  resulting in quality computer software solutions. Students will use data abstraction, algorithms,
  polymorphism, and OOP software engineering techniques to implement significant programming projects.
   Students will demonstrate the theoretical computer science background required along with
  mathematical and analytical skills necessary to adapt to technological development and changes in the
  field of Computer Science. Students will use object oriented programming theory, mathematics, and data.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- Critical Thinking: 1. Students will demonstrate the ability to gather relevant data, critically evaluate and implement object oriented programming design. 2. Students will demonstrate an intellectually disciplined process of actively and clearly communicating results and conclusions.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

## **Methods of Instruction**

- Lecture/Discussion
- Other
   Research Project

## Assignments

Reading Assignments Writing Assignments Other Assignments

## Methods of Evaluation

- Exams
- Homework
- Problem Solving Exercises
- Quizzes
- Research Project

# **Course Materials**

## Textbooks:

1. Savitch, Walter. Absolute C++, 6 ed. Prentice Hall, 2016, ISBN: 9780134225395

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Yuba College Course Outline

## **Course Information**

Course Number: DRAFT 30 Full Course Title: Technical Drawing With CAD Short Title: Technical Drawing TOP Code: 0953.10 - Architectural Drafting and Architectural CAD/CADD Effective Term: Fall 2018

## **Course Standards**

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

## **Minimum Qualifications for Instructors**

- Manufacturing Technology Or
- Drafting

## **Course Description**

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

## **Conditions of Enrollment**

#### **Advisories**

• Computer Literacy - recommended basic computer skills Computers are used extensively for Laboratory assignments.

## Content

**Course Lecture Content** 

- 1. Introduction
- 2. Geometry for Technical Drawing
- 3. Freehand Sketching
- 4. Line-types and Their Representation for Technical Drawing
- 5. Technical Lettering
- 6. Shape Description
  - a. Horizontal, vertical, inclined and oblique planes
  - b. Visualization
- 7. Orthographic Projection
  - a. Third angle projection
  - b. First angle projection
  - c. The six primary orthographic views
  - d. The three regular views
  - e. The three principal dimensional terms: width, height and depth
  - f. The glass box
  - g. Top, front and side view related dimensions
  - h. Related views
- 8. Dimensioning orthographic two-dimensional views
- 9. Auxiliary Views
  - a. Primary
  - b. Secondary
  - c. Tertiary
- 10. Axonometric Projection
  - a. Isometric
  - b. Dimetric
  - c. Trimetric
- 11. Oblique Projection
  - a. Cavalier
  - b. Cabinet
  - c. General
- 12. Sectional Views
  - a. Full sections
  - b. Offset sections
  - c. Half sections
  - d. Broken out sections
  - e. Revolved sections
  - f. Removed sections
  - g. Aligned sections
  - h. Sectioning lining
  - i. Cutting plane
  - j. Section conventions
- 13. CAD
  - a. CAD interface
  - b. Basic drawing commands
  - c. Basic editing commands
  - d. Zoom and pan commands
  - e. Selection options in CAD
  - f. Model space and paper space layouts
  - g. User Coordinate System and UCS commands
  - h. Plotting and publishing with CAD

## **Course Lab/Activity Content**

Exercises with AutoCAD discussed in lecture

## Objectives

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

#### **Student Learning Outcomes**

- 1. Demonstrate drawing objects with CAD Software
  - Communication Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - Computation Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. Students will demonstrate knowledge of standard Drawing views and projections
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - Technological Awareness Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 3. Students will demonstrate knowledge of producing technical drawings derived from CAD software models
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

## **Methods of Instruction**

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

## Assignments

Reading Assignments Read chapter as assigned Other Assignments Laboratory assinments

## **Methods of Evaluation**

- Exams
- Homework
- Laboratory Assignments
- Participation
- Problem Solving Exercises
- Quizzes

## **Course Materials**

#### Textbooks:

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

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Yuba College Course Outline

## **Course Information**

Course Number: ENGR 3 Full Course Title: Plane Surveying Short Title: Plane Surveying TOP Code: 0901.00 - Engineering, General Effective Term: Spring 2013

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 4.0 Total class hours: 216.0 Total contact hours in class: 108.0 Lecture hours: 54.0 Lab hours: 54.0 Hours outside of class: 108.0 Repeatable: Yes (3) Grading Method: Letter Grade Only

## **Minimum Qualifications for Instructors**

• Engineering (Masters Required)

## **Course Description**

This is the foundation course in surveying and geomatics for engineers, especially civil engineers. It is intended to introduce students to the theory and practice of surveying. Prerequisite: MATH 21

## **Conditions of Enrollment**

Satisfactory completion of: MATH 21

#### Advisories

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

Course is Open Entry/Open Exit

## Content

**Course Lecture Content** 

- 1. Introduction to surveying and basic terminology
- 2. Principles of distance and angle measurements
- 3. Differential leveling theory, methods and errors
- 4. Theory and use of tapes with error correction calculations
- 5. Theory and use of total station instruments
- 6. Traverse computations
- 7. Topographic and mapping surveys
- 8. Introduction to global navigation satellite systems (GNSS) in surveying
- 9. Coordinate geometry and geographic information systems (GIS)
- 10. Boundary surveys
- 11. Construction surveys and layout
- 12. Introduction to state coordinate systems

#### **Course Lab/Activity Content**

Lab activities to follow course lecture topics:

- 1. Investication of principles of distance and angle measurements.
- 2. Employing differential leveling theory, methods and errors.
- 3. Using of tapes and investigating error correction calculations.
- 4. Investigation and use of total station instruments.
- 5. Performing traverse computations in the field.
- 6. Performing topographic and mapping surveys.
- 7. Examination of global navigation satellite systems (GNSS) in surveying.
- 8. Examination of coordinate geometry and geographic information systems (GIS).
- 9. Employing Boundary surveys in the field.

10. Performing construction surveys and layout.

## Objectives

- 1. Develop knowledge of basic mapping principles including the use of bearings, azimuths, coordinate systems and topographical notation
- 2. Use and make error adjustments for the steel tape and total stations. \*\*Requires Critical Thinking\*\*
- 3. Operate a differential level and either a total station or GNSS survey instrument. **\*\*Requires Critical Thinking\*\***
- 4. Perform traverse measurements and computations, including areas by coordinate geometry (COGO) methods. \*\*Requires Critical Thinking\*\*
- Complete engineering problems requiring a combination of mathematical and physical reasoning.
   \*\*Requires Critical Thinking\*\*
- 6. Use judgement in the choice and operation of surveying instruments \*\*Requires Critical Thinking\*\*
- 7. Follow standard field procedures for common types of surveys and instruments including use of fieldbooks
- 8. Perform limited topographic and mapping surveys \*\*Requires Critical Thinking\*\*
- 9. Explain the uses of global navigation satellite systems (GNSS) in surveying.
- 10. Perform earthwork and construction computations and limited layout \*\*Requires Critical Thinking\*\*

### **Student Learning Outcomes**

- 1. Upon completion of this course, students will perform surveying calculations using a plane coordinate system.
- 2. Upon completion of this course, students will calculate angle misclosure and balance angle observations for a traverse.
- 3. Upon completion of this course, students will calculate linear misclosure and relative precision for a closed traverse.

#### Methods of Instruction

- Laboratory
- Lecture/Discussion

## Assignments

Reading Assignments Writing Assignments Other Assignments

### Methods of Evaluation

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

## **Course Materials**

#### Textbooks:

 Ghilani, Charles D. and Wolf, Paul R.. *Elementary Surveying, An Introduction to Geomatics,* 13th or latest ed. Prentice Hall, 2012, ISBN: 978-0-13-255434-3
 Equivalent text is acceptable

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Yuba College Course Outline

#### **Course Information**

Course Number: ENGR 4 Full Course Title: Engineering Graphics and Design Short Title: Engr Graph & Design TOP Code: 0901.00 - Engineering, General Effective Term: Fall 2017

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 3.0 Total class hours: 162.0 Total contact hours in class: 90.0 Lecture hours: 36.0 Lab hours: 54.0 Hours outside of class: 72.0 Repeatable: Yes (3) Grading Method: Letter Grade Only

## **Minimum Qualifications for Instructors**

• Engineering (Masters Required)

### **Course Description**

This course covers the principles of engineering drawings in visually communicating engineering designs and an introduction to computer-aided design (CAD). Topics include the development of visualization skills; orthographic projections; mechanical dimensioning and tolerancing practices; and the engineering design process. Assignments develop sketching and 2-D and 3-D CAD skills. The use of SolidWorks Engineering Design and Analysis software is an integral part of the course. Students will be expected to pass the CSWA exam as part of this course.

## **Conditions of Enrollment**

#### **Advisories**

- Computer Literacy recommended basic computer skills Extensive use of PC computer software required for this class.
- Mathematics recommended eligibility for Math 52
   Basic math concepts are necessary for understanding concepts covered in this class.

#### Course is Open Entry/Open Exit

## Content

#### **Course Lecture Content**

- 1. Engineering Design
- 2. Basic engineering drawing concepts
- 3. Visualization skills
- 4. Use of engineering/architect scales
- 5. Multiview drawings
- 6. Auxiliary Views
- 7. Pictorial projections
- 8. Section Views
- 9. Dimensioning
- 10. Tolerancing
- 11. Threaded fastener terminology
- 12. CAD:
  - a. 2D Construction and Editing Tools
  - b. 3D Solid Modeling
- 13. Detail and Assembly Drawings
- 14. Descriptive Geometry (optional)

#### Course Lab/Activity Content

Laboratory Activities:

- 1. Engineering Design
- 2. Basic engineering drawing concepts
- 3. Visualization skills
- 4. Use of engineering/architect scales
- 5. Multiview drawings
- 6. Auxiliary and Sectional Views
- 7. Pictorial projections
- 8. Dimensioning and Tolerancing
- 9. CAD:
  - a. 2D Construction and Editing Tools
- b. 3D Solid Modeling
- 10. Detail and Assembly Drawings
- 11. FEA Simulations

## **Objectives**

- 1. Apply rules of orthographic projection to create multiview drawings. \*\*Requires Critical Thinking\*\*
- 2. Create pictorials from orthographic views.
- 3. Use SolidWorks Engineering Design software to create 3D models and assemblies. \*\*Requires Critical Thinking\*\*
- Create auxiliary and section views of an object following correct conventions. \*\*Requires Critical Thinking\*\*
- Apply ASME Y14.5 standards for geometric dimensioning and tolerancing (GD&T) to engineering drawings. \*\*Requires Critical Thinking\*\*
- 6. Complete an elementary project in engineering design. \*\*Requires Critical Thinking\*\*

- 7. Use critical judgment in the engineering design process. \*\*Requires Critical Thinking\*\*
- Create physical models from 3D CAD software using 3D printing technology. \*\*Requires Critical Thinking\*\*

#### **Student Learning Outcomes**

- 1. Upon completion of this course, the student will demonstrate clear and effective communication of engineering/scientific data in a graphical form.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. Upon completion of this course, the student will design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

3. Upon completion of this course, students will demonstrate the ability to create engineering drawings using 2-D, 3-D CAD software.

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

#### **Methods of Instruction**

- Laboratory
- Lecture/Discussion
- Other

Engineering design review and critique

## Assignments

Reading Assignments Writing Assignments

### **Other Assignments**

## Instructions:

- There are a total of 11 GD&T Questions.
- You have a total of 90 minutes to complete this Exam.
- Write clearly and in pencil only.
- Use your calculator no cell phone use allowed.

## SolidWorks Exercises - Part 1 (Parts and Drawings):

- Exercises #6 and #7:Build both the Parts and 2D Drawings.
- Include the 2D Drawing to show top, front, side, and isometric views with dimensions. Include all Section Views.
- Submit electronically when completed (on Jump Drive, Exam 2 folder with your name):

## SolidWorks Exercises - Part 2 (Assemblies):

- Obtain parts from jump drive (Exam 2 folder) prior to starting these Exercises!
- Follow Directions on attached pages.
- Submit electronically when completed (on Jump Drive, Exam 2 folder with your name):

<u>3.1:</u>Weight-Hook Assembly <u>3.2:</u>Weight-Link Assembly <u>3.3:</u>Counter-Weight Assembly

## EXTRA CREDIT: 3.4: Binder-Clip Assembly

## GD&T Questions:

- 1. \_\_\_\_\_ are considered theoretically perfect planes, points, lines, or axes from where measurements are made.
  - 1. Origins
  - 2. Datums
  - 3. Degrees of freedom
  - 4. Feature control frames
- 2. The three datum features that are selected based on their importance to the design of the part are

together known as the \_\_\_\_\_.

- 1. datum precedence
- 2. datum reference frame
- 3. datum feature
- 4. simulated datum

3. \_\_\_\_\_ are points, lines, or surface areas that are used to establish the datum reference frame.

- 1. Feature control frames
- 2. Datum target symbols
- 3. Datum targets
- 4. Simulated datums

4. Datum feature symbols are placed on the view where the surface appears as a(n)\_\_\_\_\_.

- 1. surface
- 2. edge
- 3. plane
- 4. feature

5. Two or more cylindrical features that share the same axis are said to be \_\_\_\_\_\_ features.

- 1. coplanar
- 2. coaxial
- 3. common
- 4. translational

6. A datum feature symbol placed on the shoulder of a leader line connected to the diameter of a feature represents a(n) \_\_\_\_\_.

- 1. datum surface
- 2. datum axis
- 3. datum center plane

7. A datum feature symbol placed at the middle of a feature control frame connected to a diameter represents a(n) \_\_\_\_\_.

- 1. datum surface
- 2. datum axis
- 3. datum center plane

8. A datum feature symbol placed on the edge view of a surface indicates a(n)\_\_\_\_\_.

- 1. datum surface
- 2. datum axis

.

3. datum center plane

9. A perfectly cylindrical inspection device that contacts the datum feature surface establishes a(n)

1. datum surface

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- 2. datum axis
- 3. simulated datum axis
- 4. datum center plane

10. When a screw thread is used as a datum axis, the datum axis is established from the \_\_\_\_\_ unless otherwise specified.

- 1. major diameter
- 2. minor diameter
- 3. pitch cylinder
- 4. major cylinder

11. A perfectly rectangular inspection device that contacts the datum feature surface establishes a(n)

- 1. datum surface
- 2. datum axis
- 3. simulated datum center plane
- 4. datum center plane

## **Methods of Evaluation**

- Essay/Paper
- Exams
- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Problem Solving Exercises
- Quizzes
- Skills Demonstrations/Performance Exam
- Other
  - Engineering Design Project CSWA Exam

## **Course Materials**

## Textbooks:

- 1. Madsen, David A. and Madsen, David P. *Geometric Dimensioning and Tolerancing*, Goodheart-Wilcox, 2013, ISBN: 978-1-60525-938-3
- 2. Planchard, David C. *Engineering Design with SolidWorks 2015 and Video Instruction*, SDC Publications, 2015, ISBN: 978-1-58503-922-7

#### Manuals:

1. Dassault Systems. SolidWorks CAD Student Guide, Dassault Systems, 2013,

#### Software:

1. SolidWorks . Dassault Systems, 2016/17 ed. Students must have access to all software 'add-ons' required for Engineering Analyses.

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Yuba College Course Outline

## **Course Information**

Course Number: ENGR 45 Full Course Title: Properties of Materials Short Title: Prop. of Materials TOP Code: 0901.00 - Engineering, General Effective Term: Spring 2018

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 4.0 Total class hours: 216.0 Total contact hours in class: 108.0 Lecture hours: 54.0 Lab hours: 54.0 Hours outside of class: 108.0 Repeatable: Yes (3) Grading Method: Letter Grade Only

## **Minimum Qualifications for Instructors**

• Engineering (Masters Required)

## **Course Description**

An introductory course in properties of materials used in engineering; emphasis on the theory underlying the behavior of engineering materials. Includes a face-to-face laboratory component covering the testing of metals, polymers, composites, wood, and other materials.

## **Conditions of Enrollment**

Satisfactory completion of: CHEM 1A; PHYS 4A

#### **Advisories**

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

#### Course is Open Entry/Open Exit

### Content

#### **Course Lecture Content**

- 1. General discussion of important physical properties
- 2. Review of chemical bonding.
- 3. Crystalline Structure.
- 4. Imperfections in crystals.
- 5. Electronic properties of solids, semiconductors.
- 6. Single-phrase metals.
- 7. Diffusion, grain growth, heat treatments, phase diagrams, and microstructures.
- 8. Wood, concrete, and other composite materials.
- 9. Polymers and ceramics
- 10. Corrosion
- 11. Materials and the environment

#### **Course Lab/Activity Content**

Laboratory component covers the testing of metals, polymers, composites, wood, and other materials.

## **Objectives**

- 1. Describe basic structure of materials.
- 2. Describe typical stress-strain relationships. \*\*Requires Critical Thinking\*\*
- 3. Predict general electrical, thermal, optical, and mechanical characteristics for a material based on knowledge of the chemical bonding type of that materials. **\*\*Requires Critical Thinking\*\***
- Predict property changes due to alloying. Understand elastic and plastic deformation of metals.
   \*\*Requires Critical Thinking\*\*
- 5. Describe the materials basis of simple electronic devices, and solve introductory problems on the fundamental behavior of such devices. **\*\*Requires Critical Thinking\*\***
- 6. Interpret the equilibrium phase diagram for alloy. \*\*Requires Critical Thinking\*\*
- 7. Apply the concept of heat treatment to modify properties of materials. \*\*Requires Critical Thinking\*\*
- 8. Acquire general knowledge of common engineering materials; metal, concrete, polymers, wood.
- 9. Describe environmental degradation with an emphasis on metal corrosion. **\*\*Requires Critical Thinking\*\***
- 10. Describe the design process of material selection with an emphasis on environmental effects.
- 11. Test materials and analyze data in a laboratory setting with clear and accurate reporting of results. \*\*Requires Critical Thinking\*\*

## **Student Learning Outcomes**

- 1. Effects of Atomic Bonding Types The student will successfully describe how types of atomic bonding affects primary material properties.
- 2. Primary Material Properties The student will list and define the six primary material properties using appropriate engineering and materials science terminology.
- 3. Phase Diagrams The student shall calculate weight fractions of phase components from a phase diagram.
- 4. Materials Processing When a materials processing technique is named, the student shall describe how

the technique affects the material's structure and properties using appropriate engineering and materials science terminology.

## **Methods of Instruction**

- Laboratory
- Lecture/Discussion

#### **Distance Education**

#### **Delivery Methods**

• Hybrid

· All lecture hours will be online; lab/activity hours will be face-to-face

## Assignments

Reading Assignments Writing Assignments Other Assignments

Weekly assignments of homework problems from the text. Weekly writing assignments of laboratory reports.

## **Methods of Evaluation**

- Exams
- Homework
- Laboratory Assignments
- Oral Tests/Class Performance
- Participation
- Research Project

## **Course Materials**

#### Textbooks:

1. Callister, William D. Jr and Rethwisch, David G. *Materials Science and Engineering, An Introduction,* 9th ed. John Wiley & Sons, Inc.,, 2013, ISBN: 978-1118324578

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Yuba College Course Outline

## **Course Information**

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

### **Course Standards**

Course Type: Noncredit Total class hours: 149.0 - 180.0 Total contact hours in class: 65.0 - 72.0 Lecture hours: 15.0 - 18.0 Lab hours: 50.0 - 54.0

## **Minimum Qualifications for Instructors**

• Music (Masters Required)

### **Course Description**

This course is for the study, rehearsal, and public performance of symphonic band literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester. This is a non-credit course primarily but not exclusively intended for older adults as part of a lifelong education, providing opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making.

## **Conditions of Enrollment**

Audition Required (This is a public performance course, where student may be dropped based on the audition result if allocating available seats to students who have been judged most qualified was necessary, pursuant to Title 5, Section 58106.)

### Content

#### **Course Lecture Content**

1. Rhythm

- a. Precise reading of rhythm
- b. Playing together as a section
- c. Playing together as an ensemble
- d. Following the conductor as applicable
- 2. Intonation

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

### **Course Lab/Activity Content**

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

- 1. Rhythm
  - a. Precise reading of rhythm
  - b. Playing together as a section
  - c. Playing together as an ensemble
  - d. Following the conductor as applicable
- 2. Intonation
  - a. Correct reading and production of pitches
  - b. Tuning pitches and harmonies as a section
  - c. Tuning of pitches and harmonies as an ensemble
- 3. Articulation
  - a. Correct readings of markings
  - b. Following the conductor's gestures as applicable
  - c. Agreement as a section
  - d. Agreement as an ensemble
- 4. Expression
  - a. Correct readings of markings
  - b. Following the conductor's gestures as applicable
  - c. Agreement as a section
  - d. Agreement as an ensemble
- 5. Style and performance practices
  - a. Study and execution of appropriate style for literature from various style periods
  - b. Study and execution of appropriate performance practices for literature from various style periods
- 6. Solo opportunities

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- a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
- b. Learn to improvise as necessary
- 7. Blend and balance
  - a. Correct tone, volume, and timbre as appropriate to section
  - b. Correct tone, volume, and timbre as appropriate to ensemble
- 8. Review of instrumental techniques
  - a. Correct breathing, posture, fingering, embouchure, etc. as appropriate to the instrument played and the age of the musician
- 9. Professional standard of conduct
  - a. Demonstrate musical preparedness in rehearsal and performances
  - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

## **Objectives**

- 1. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sound simultaneously. **\*\*Requires Critical Thinking\*\***
- 2. Recognize proper technique on student's instrument.
- 3. Play in time with section and ensemble as directed by the conductor.
- 4. Play the correct pitches as indicated with accurate intonation.
- 5. Play with the articulation, dynamics, phrasing, and expression as directed.
- 6. Demonstrate appropriate blend, balance and sound within the section and the ensemble. **\*\*Requires** Critical Thinking\*\*
- 7. Stimulate the physical, mental, social and emotional well-being of all ages of musicians through musical activities focusing on creative expression and ensemble team work.

## **Student Learning Outcomes**

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

## Methods of Instruction

• Laboratory

Students will rehearse in sections and with the entire ensemble.

Lecture/Discussion

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

• Other

Guided music performance

## Assignments

#### **Other Assignments**

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

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

## Methods of Evaluation

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

## **Course Materials**

Other:

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

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Yuba College Course Outline

#### **Course Information**

Course Number: MUSIC 558 Full Course Title: Community Jazz Ensemble Short Title: Jazz Ensemble TOP Code: -Effective Term: Spring 2009

#### **Course Standards**

Course Type: Noncredit Total contact hours in class: 36.0 Lecture hours: 9.0 Lab hours: 27.0

#### **Minimum Qualifications for Instructors**

• Music (Masters Required)

#### **Course Description**

This course is for the study, rehearsal, and public performance of jazz ensemble literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester. This is a non-credit course primarily but not exclusively intended for older adults as part of a lifelong education, providing opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making.

#### Content

#### Course Lecture Content

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

#### Course Lab/Activity Content

- 1. Apply lecture contents to play with correct pitches, rhythms, intonation, articulation and expression.
- 2. Rehearse in sectional and with the entire band to develop appropriate tone, blend and balance.
- 3. Apply lecture contents to play with appropriate style and performance practice for each musical work.

- 4. Develop improvisation skills as solo opportunities arise.
- 5. Demonstrate professional standard of conduct in rehearsals and performances.

#### Objectives

- 1. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sounds simultaneously. \*\*Requires Critical Thinking\*\*
- Recognize and demonstrate various Jazz styles and techniques including improvisation on student's instrument. \*\*Requires Critical Thinking\*\*
- Acquire an increased knowledge of Jazz styles, improvisation, evolution of jazz idioms and emulation of jazz performers.
- 4. Play with accurate pitches, rhythms and intonation.
- 5. Play with the articulation, dynamics, phrasing, and expression as directed.
- Demonstrate appropriate blend, balance and sound within the section and the ensemble. \*\*Requires Critical Thinking\*\*
- 7. Stimulate the physical, mental, social and emotional well-being of all ages of musicians through musical activities focusing on creative expression and ensemble team work.

#### Student Learning Outcomes

- Upon completion of this course, students will demonstrate technical proficiency and musicality by
  effectively performing a musical composition as an integral part of the ensemble in a public concert.
  - Communication Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 2. Upon completion of this course, students will demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through rehearsals and performances.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

#### Methods of Instruction

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

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

Other
 Guided music performance

#### Assignments

#### Other Assignments

Practice measures in the A section to achieve fluency in the following manner.

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

#### **Methods of Evaluation**

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

#### **Course Materials**

#### Other:

1. Jazz repertoire appropriate to the ensemble. Different works will be selected for each semester.

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## FABRICATION AND MANUFACTURING METHODS

CERT OF ACHIEVEMENT WITH 30-59.5 UNITS

## Description

The fabrication and metalworking certificate will introduce students to fabrication and metal working skills with sheet metal and structural applications. Students will also learn to use both manual and automated fabrication and metalworking equipment. Students will learn manual machining skills using manual equipment. Students will also learn the design process and use of CNC Machining equipment.

## **Program Learning Outcomes**

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

- 1. Demonstrate a knowledge of fabrication methods based on material thickness.
- 2. Demonstrate a knowledge of work holding and fixturing of projects.
- 3. Demonstrate a knowledge of selecting the proper tools, tooling and equipment to produce a project.

## Program Requirements:

#### **Required courses** Course Block Units: (32 Required) WELD83 GMAW/GTAW Production Welding 4 WELD84 Applied Fabrication Welding 4 WELD85 Structure Design and Fabrication 4 WELD88 Welding Technical Problems 4 MFGT20 Principles of Machine Shop 3 MFGT34 **Computer Numerical Control** 4 MFGT35 Computer Aided Manufacturing 3 MFGT60 Problems in Manufacturing Technology 3 DRAFT20 **Blueprint and Specifications Reading** 3

#### Total: 32

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# INTRODUCTORY WELDING TECHNOLOGIES

**CERT OF ACHIEVEMENT WITH 8-15.5 UNITS** 

## Description

This certificate will introduce a variety of welding and cutting processes which students will experience in their welding career. This will help students to understand the various processes and help them to make decisions which will help them focus their efforts for future employment.

## **Program Learning Outcomes**

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

- 1. Upon successful completion of this program, students will be able to demonstrate welding techniques in Gas Tungsten Arc Welding (GTAW).
- 2. Upon successful completion of this program, students will be able to demonstrate welding techniques in Shielded Metal Arc Welding (SMAW).
- 3. Upon successful completion of this program, students will be able to demonstrate welding techniques in Flux Cored Arc Welding (FCAW)
- 4. Upon successful completion of this program, students will be able to demonstrate welding techniques in Gas Metal Arc Welding (GMAW)

## **Program Requirements:**

Weld 10 Introduction to ARC WeldingCourse Block Units: (4 Required)Weld 20 Introduction to MIG WeldingCourse Block Units: (4 Required)Weld 40 Introduction to TIG WeldingCourse Block Units: (4 Required)Flux Core WeldingCourse Block Units: (4 Required)Total: 16

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 1 Full Course Title: Business Information Systems Short Title: BIS Bus Info Sys TOP Code: -Effective Term: Fall 2014

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 3.0 Total class hours: 162.0 Total contact hours in class: 72.0 Lecture hours: 45.0 Lab hours: 27.0 Hours outside of class: 90.0 Repeatable: No Grading Method: Letter Grade Only

## **Minimum Qualifications for Instructors**

- Computer Information Systems Or
- Business (Masters Required)

## **Course Description**

Examination of information systems in business. Focus on information systems, database management systems, networking, e-commerce, ethics and security, computer systems hardware and software components. Application of these concepts and methods through projects developing computer-based solutions to business problems.

## **Conditions of Enrollment**

#### **Advisories**

- Computer Literacy recommended basic computer skills
- Language recommended eligibility for English 1A

## Content

**Course Lecture Content** 

- 1. Introduction to Computers
  - a. What is a computer?
  - b. Components of a computer
  - c. Advantages and disadvantages of using computers
  - d. Networks and the Internet
  - e. Computer software
  - f. Categories of computers
  - g. Personal computers
  - h. Mobile computers and mobile devices
  - i. Game consoles
  - j. Servers
  - k. Mainframes
  - I. Supercomputers
  - m. Embedded computers
  - n. Elements of an information system
  - o. Examples of computer usage
  - p. Computer applications in society
- 2. The Internet and World Wide Web
  - a. The Internet
  - b. Evolution of the Internet
  - c. The World Wide Web
  - d. E-commerce
  - e. Other internet services
  - f. Netiquette
- 3. Application Software
  - a. Application software
  - b. Business software
  - c. Graphics and multimedia software
  - d. Software for home, personal, and educational use
  - e. Web applications
  - f. Application software for communications
  - g. Learning tools for application software
- 4. The Components of the System Unit
  - a. The system unit
  - b. Processor
  - c. Data representation
  - d. Memory
  - e. Expansion slots and adapter cards
  - f. Ports and connectors
  - g. Buses
  - h. Bays
  - i. Power supply
  - j. Keeping your computer or mobile device clean
- 5. Input
  - a. What is input?
  - b. What are input devices?
  - c. The keyboard
  - d. Pointing devices
  - e. Mouse
  - f. Other pointing devices
  - g. Touch screens and touch-sensitive pads
  - h. Pen input
  - i. Other input for smart phones
  - j. Game controllers
  - k. Digital cameras
  - I. Voice input
  - m. Video input

- n. Scanners and reading devices
- o. Biometric input
- p. Terminals
- q. Input devices for physically challenged users
- 6. Output
  - a. What is output?
  - b. Display devices
  - c. Printers
  - d. Speakers, headphones, and earbuds
  - e. Other output devices
  - f. Output devices for physically challenged users
- 7. Storage
  - a. Storage
  - b. Hard disks
  - c. Flash memory storage
  - d. Cloud storage
  - e. Optical discs
  - f. Other types of storage
- 8. Operating Systems and Utility Programs
  - a. System software
  - b. Operating systems
  - c. Operating system functions
  - d. Types of operating systems
  - e. Stand-alone operating systems
  - f. Server operating systems
  - g. Embedded operating systems
  - h. Utility programs
- 9. Communications and Networks
  - a. Communications
  - b. Uses of computer communications
  - c. Networks
  - d. Network communications standards
  - e. Communications software
  - f. Communications over the telephone network
  - g. Communications devices
  - h. Home networks
  - i. Communications channel
  - j. Physical transmission media
- 10. Database Management
  - a. Databases, data, and information
  - b. The hierarchy of data
  - c. Maintaining data
  - d. File processing versus databases
  - e. Database management systems
  - f. Relational, object-oriented, and multidimensional databases
  - g. Web databases
  - h. Database administration
- 11. Computer Security and Safety, Ethics, and Privacy
  - a. Computer security risks
  - b. Internet and network attacks
  - c. Unauthorized access and use
  - d. Hardware theft and vandalism
  - e. Software theft
  - f. Information theft
  - g. System failure
  - h. Backing up the ultimate safeguard
  - i. Wireless security

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- j. Health concerns of computer use
- k. Ethics and society
- I. Information privacy
- 12. Information System Development
  - a. What is system development?
  - b. What initiates a system development project?
  - c. Planning phase
  - d. Analysis phase
  - e. Design phase
  - f. Implementation phase
- 13. Programming Languages and Program Development
  - a. Computer programs and programming languages
  - b. Low-level languages
  - c. Procedural languages
  - d. Object-oriented programming languages and program development tools
  - e. Other programming languages and development tools
  - f. Web page development
  - g. Multimedia program development
- 14. Enterprise Computing
  - a. What is enterprise computing?
  - b. Information systems in the enterprise
  - c. Enterprise-wide technologies and methodologies
  - d. Virtualization and cloud computing
  - e. E-commerce
  - f. Enterprise hardware
  - g. High-availability, scalability, and interoperability
  - h. Backup procedures

#### **Course Lab/Activity Content**

Students will use the computer to apply lecture topics. Uses include spreadsheet development, database management, and Internet Technology application.

## **Objectives**

- 1. Make decisions regarding selection of enterprise-wide software. \*\*Requires Critical Thinking\*\*
- Solve common business problems using appropriate Information Technology applications and systems for business. \*\*Requires Critical Thinking\*\*
- Analyze ethical and privacy issues regarding information security in the business environment.
   \*\*Requires Critical Thinking\*\*
- Make decisions regarding management of data in the business environment. \*\*Requires Critical Thinking\*\*
- 5. Analyze the differences between business computer systems. \*\*Requires Critical Thinking\*\*
- 6. Explain the role and application of e-commerce in the business environment.
- 7. Decide how to apply appropriate e-commerce technology in different business conditions. **\*\*Requires** Critical Thinking\*\*
- 8. Use and apply electronic spreadsheets to develop business specific reports for analysis. \*\***Requires** Critical Thinking\*\*

9. Use database software to create, access, and manage a collection of business data. **\*\*Requires Critical** Thinking\*\*

### **Student Learning Outcomes**

- 1. Upon completion of this course, students will be able to select a customer relationship management system based on a predefined set of business conditions.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 2. Upon completion of this course, students will be able to identify a threat to information security in a business environment.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Upon completion of this course, students will be able to determine software necessary to complete business reporting and communication using spreadsheets, databases, and presentation software.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

#### **Methods of Instruction**

• Laboratory

Lab assignments will consist of using computer to develop spreadsheets, databases, and explore Internet technologies.

Lecture/Discussion
 Each chapter will be comprised of in-depth lecture. Students will be engaged through interactive discussion.

## **Distance Education**

#### **Delivery Methods**

Online

#### Assignments

#### **Reading Assignments**

Read Chapter 3 Application Software pages 140-207. Writing Assignments

Create a business presentation which includes a bulleted list, graphics, transitions between slides, and speaker notes, and applies themes and templates to give professional appearance.

Utilize spreadsheet software to organize and manage structure and unstructured data.

#### Other Assignments

Use CengageNow (or SAM) to complete chapter assignments.

#### **Methods of Evaluation**

- Essay/Paper
- Exams

- Homework
- Laboratory Assignments
- Participation
- Problem Solving Exercises
- Research Project

## **Course Materials**

Textbooks:

1. Vermaat. *Discovering Computers Complete,* Cengage Learning, 2012, ISBN: 9781285082837 Equivalent text is acceptable

Other:

- 1. CengageNow
- 2. SAM

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 22 Full Course Title: Machine Calculation Short Title: Machine Calculation TOP Code: 0514.00 - Administrative Assistant and Secretarial Science, General\* Effective Term: Fall 2015

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 1.5 Total class hours: 81.0 Total contact hours in class: 45.0 Lecture hours: 18.0 Lab hours: 27.0 Hours outside of class: 36.0 Repeatable: No Grading Method: Letter Grade Only

## **Minimum Qualifications for Instructors**

- Business Machine Technology
- Office Technologies

## **Course Description**

Skill development in the operation of the electronic display and printing calculators. Functions include: addition, subtraction, multiplication, division, memory, percentages, and interest calculations to solve typical business problems. Speed and accuracy by touch method emphasized.

## **Conditions of Enrollment**

#### **Advisories**

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

## Content

#### **Course Lecture Content**

1. Fundamental features of the electronic calculator.

#### 2. The Touch Method

- a. Addition
- b. Subtraction
- c. Multiplication
- d. Division
- 3. Skill Development Using Functions
  - a. Memory
    - b. Percent
    - c. Interest
    - d. Constants
    - e. Interest Calculations
    - f. Trade Discounts

#### **Course Lab/Activity Content**

Students are to use machine calculator for timed exercises and exams using machine functions for calculations.

## **Objectives**

- 1. Demonstrate knowledge of arithmetic operations: addition, subtraction, multiplication, and division by accurately completing text exercises.
- 2. Develop mastery of accuracy and speed using the touch method of keystroking.
- 3. Solve a variety of business problems by using the functions: memory, interest, constant, and percent calculations.
- 4. Demonstrate knowledge of the electronic calculator function keys by passing written test after every five lessons.
- 5. Demonstrate mastery of touch control by successfully passing three timed-drills with a minimum net score of 70 keystrokes per minute.
- 6. Problem solving skills Trouble shooting techniques Critical mathematical solutions **\*\*Requires Critical Thinking\*\***

## **Student Learning Outcomes**

- 1. Use the adding machine to apply mathematical concepts and methods to understand, analyze and communicate issues in quantitative terms for business and personal use.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- Demonstrate knowledge of arithmetic operations, addition, subtraction, multiplication and division using machine calculation.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- 3. Develop mastery of accuracy and speed using the touch method of keystroking.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

## **Methods of Instruction**

• Laboratory

Use calculator to practice speed and accuracy drills.

- Lecture/Discussion
   Presentation of application skills needed to properly use the calculator for computation, speed, and accuracy.
- Other Timed speed and accuracy drills

## Assignments

#### Reading Assignments

Read chapter material related to properly using GT button on calculator.

## **Methods of Evaluation**

- Exams
- Laboratory Assignments
- Participation
- Problem Solving Exercises
- Other

Hands-on exercises and testing

## **Course Materials**

### Textbooks:

1. Pasework, William R.. Calculators Printing & Display, 5 ed. Cengage Learning, 2012, ISBN: 978-0-8400-6535-3

Equivalent text is acceptable

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 30 Full Course Title: Business Computer Applications Short Title: Bus Comp Apps TOP Code: 0514.00 - Administrative Assistant and Secretarial Science, General\* Effective Term: Fall 2014

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 3.0 Total class hours: 162.0 Total contact hours in class: 72.0 Lecture hours: 45.0 Lab hours: 27.0 Hours outside of class: 90.0 Repeatable: No Grading Method: Letter Grade Only

## **Minimum Qualifications for Instructors**

- Computer Information Systems
- Office Technologies

## **Course Description**

Develop beginning to intermediate skills using computer office applications. Basic features of word processing, spreadsheet, and presentation software are covered. Hands-on activities will focus on creating simple, integrated documents for business, personal and academic purposes. Typing skills are advised.

## **Conditions of Enrollment**

#### **Advisories**

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

## Content

#### **Course Lecture Content**

1. Word Processing:

- a. Preparing a Word Document
- b. Formatting Characters and Paragraphs
- c. Customizing Paragraphs
- d. Formatting Pages
- 2. Spreadsheets:
  - a. Preparing an Excel Workbook
  - b. Inserting Formulas in a Worksheet
  - c. Formatting a Worksheet
  - d. Enhancing a Worksheet
  - e. Moving Data within and between Workbooks
  - f. Maintaining Workbooks
  - g. Creating Charts and Inserting Formulas
- 3. Presentation:
  - a. Preparing a PowerPoint Presentation
  - b. Modifying a Presentation
  - c. Formatting Slides
  - d. Inserting Elements in Slides

#### **Course Lab/Activity Content**

- 1. Word Processing:
  - a. Preparing a Word Document
  - b. Formatting Characters and Paragraphs
  - c. Customizing Paragraphs
  - d. Formatting Pages
- 2. Spreadsheets:
  - a. Preparing an Excel Workbook
  - b. Inserting Formulas in a Worksheet
  - c. Formatting a Worksheet
  - d. Enhancing a Worksheet
  - e. Moving Data within and between Workbooks
  - f. Maintaining Workbooks
  - g. Creating Charts and Inserting Formulas
- 3. Presentation:
  - a. Preparing a PowerPoint Presentation
  - b. Modifying a Presentation
  - c. Formatting Slides
  - d. Inserting Elements in Slides

## Objectives

- 1. Create word processing documents that are correctly formatted and free of spelling errors. **\*\*Requires** Critical Thinking\*\*
- 2. Apply knowledge of word processing proficiencies by completing timed "hands-on" tests. **\*\*Requires** Critical Thinking\*\*
- 3. Demonstrate knowledge of spreadsheet operations, concepts, and terminology. **\*\*Requires Critical** Thinking\*\*
- 4. Demonstrate mastery of spreadsheet skill set by completing "hands-on" production exam. **\*\*Requires** Critical Thinking\*\*
- 5. Produce printed reports using the records in the original, indexed, or sorted order.

- 6. Demonstrate ability to create, modify and enhance presentations. \*\*Requires Critical Thinking\*\*
- 7. Save, retrieve, organize and print a variety of Office documents.
- 8. Demonstrate ability to manage local and remote file systems. \*\*Requires Critical Thinking\*\*
- 9. Create spreadsheets using functions to solve complex problems. \*\*Requires Critical Thinking\*\*

#### **Student Learning Outcomes**

- 1. Demonstrate proficiency creating spreadsheets using formulas and charts for business, personal, and academic use.
  - Computation Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - Technological Awareness Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. Demonstrate beginning proficiencies in word processing by preparing business, academic, and personal use documents.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Prepare presentations for business, personal, and academic use.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

## **Methods of Instruction**

Laboratory

Students will work on software application skill sets to reinforce lecture and demonstrate proficiency with software applications

Lecture/Discussion
 Chapter lecture consists with walking students through features of the application and how to use each feature. Example: Chapter 1 walk through opening a document; creating, saving, printing, and closing a document. How to use a "New Line" command in document creation. Saving the document with a new name. How to pin and unpin documents. Moving the insertion point via keyboard commands, or mouse.

#### **Distance Education**

#### **Delivery Methods**

- Online
- Hybrid

## Assignments

Reading Assignments Read chapter 1 pages 3 to 30 Other Assignments

Complete Skills Assessments 1, 2, 3. 4

Complete Real-World Assessment 1

## **Methods of Evaluation**

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

#### **Course Materials**

#### Textbooks:

- 1. Rutkosky. *Office 2016 Benchmark Series,* Paradigm, 2017, ISBN: 9780763869137 Equivalent text is acceptable
- 2. Johnson. Office 2010 On Demand, Que, 2010, ISBN: 13: 978-0-7897-4278 Equivalent text is acceptable
- 3. Shelly, Gary B. etal. *Microsoft Office 2010: Brief,* Course Technology, 2010, ISBN: 978-1439078426 **Equivalent text is acceptable**
- Beskeen/Cram / Friedrichsen / Duffy / Reding. *Microsoft Office 2010 Introductory (First Course),* Course Technology, 2011, ISBN: 978-0-538-74715-8
   Equivalent text is acceptable

#### Other:

- 1. USB Drive for data storage
- 2. Materials as provided by instructor.

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 32 Full Course Title: Word Processing Application Short Title: Word Processing App TOP Code: -Effective Term: Fall 2013

## **Course Standards**

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

## **Minimum Qualifications for Instructors**

• Business Education (Masters Required)

## **Course Description**

Basic and advanced features of word processing. Topics include creating, editing, and saving documents; file management; basic text, paragraph, and page formatting; page numbering; printing options; tables and columns; advanced formatting, charts, forms, styles, graphics, borders, shading, drawing, macros, sort, and merge features.

## **Conditions of Enrollment**

## Advisories

• Language - recommended eligibility for English 1A

### Content

### **Course Lecture Content**

1. Working with complex documents, merge feature for documents and labels, creating forms, adding references to documents, using bookmarks, master documents, routing documents, sorting text, etc.

2. Visual enhancements, charts.

#### **Course Lab/Activity Content**

Complete chapter 1 skills assessment using topics learned in lecture.

## Objectives

- Demonstrate knowledge of word processing fundamental operations, concepts and terminology.
   \*\*Requires Critical Thinking\*\*
- Create documents applying knowledge of word processing operations listed in the topical outline by completing a variety of text assignments.
- Apply fundamental knowledge of word processing operations by producing specific documents typically found in businesses.
- Students will decide independently the kind of functions to use in creating their documents and use problem solving skills to correct errors. \*\*Requires Critical Thinking\*\*

## **Student Learning Outcomes**

- 1. Students will be able to analyze data using formulas in a spreadsheet to calculate the results.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- 2. Students will be able to create professional business presentation utilizing slides, graphics, and text.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 3. Students will be able to use complex word processing features to create mailing labels and envelopes.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

### **Methods of Instruction**

- Laboratory
- Lecture/Discussion
- Other
   Demonstration

#### **Distance Education**

#### **Delivery Methods**

Online

### Assignments

#### **Reading Assignments** Read chapter 3 and complete skills assessments 1, 2 & 3

#### Methods of Evaluation

- Homework
- Laboratory Assignments
- Quizzes
- Other

Completion of assignments and end-of-semester wrap-up exercises.

## **Course Materials**

## Textbooks:

 Shaffer. New Perspectives Microsoft Office 365 & Word 2016: Comprehensive, 1 ed. Cengage, 2017, ISBN: 9781305880979
 Equivalent text is acceptable

## Other:

1. Latest Version of Microsoft Word

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 33 Full Course Title: Spreadsheet Application Short Title: Spreadsheet App TOP Code: -Effective Term: Fall 2013

## **Course Standards**

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

## **Minimum Qualifications for Instructors**

- Office Technologies
- Computer Information Systems
- Business (Masters Required)

## **Course Description**

Learn features of spreadsheet software applications using the interface, working with text labels, values, formulas, functions, editing and formatting. Spreadsheets designed for decision-making, creating charts, list and data management. Includes advanced formatting options, financial functions, 3-D formulas, and other advanced functions. Hands-on coursework that focuses on business, academic and personal applications.

## **Conditions of Enrollment**

#### **Advisories**

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

## Content

#### **Course Lecture Content**

- 1. Introduction to spreadsheets
- 2. Editing and formatting
- 3. Using formulas and functions
- 4. Spreadsheets as tools in decision making
- 5. Graphs and charts
- 6. Data management
- 7. Analyzing list data
- 8. Enhancing charts and worksheets
- 9. Using a "What-If" analysis
- 10. Summarizing data with pivot tables
- 11. Exchanging data with other programs
- 12. Sharing spreadsheet files and incorporating Web information
- 13. Gaining control over your work
- 14. Programming with spreadsheets

#### **Course Lab/Activity Content**

- 1. Editing and Formatting
- 2. Using Formulas and Functions
- 3. Spreadsheets as Tools in Decision Making
- 4. Graphs and Charts
- 5. Data Management
- 6. Analyzing List Data
- 7. Enhancing charts and worksheets
- 8. Using a "What-If" analysis
- 9. Summarizing data with pivot tables
- 10. Exchanging data with other programs
- 11. Sharing spreadsheet files and incorporating Web information
- 12. Programming with spreadsheets

### Objectives

- 1. Create and modify spreadsheets, using the toolbars and menu options effectively.
- 2. Gain efficiency in editing and formatting data.
- 3. Understand the capabilities of "What-If" features for decision making. \*\*Requires Critical Thinking\*\*
- 4. Use basic list and advanced data management features. \*\*Requires Critical Thinking\*\*

#### **Student Learning Outcomes**

- Upon completion of this course, students will use appropriate mathematical formulas and functions within the spreadsheet application to understand, analyze and communicate issues in quantitative terms for business use.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- 2. Upon completion of this course, students will select and use appropriate tools available in a spreadsheet application to accomplish personal, academic and career tasks.

• **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

## **Methods of Instruction**

• Laboratory

Use the spreadsheet application to create templates.

- Lecture/Discussion Walk through and demonstrate chapter features of the spreadsheet application. Discuss application to real-world personal, academic and business purposes.
- Other
   Demonstration Review Best Practices

## **Distance Education**

#### **Delivery Methods**

• Online

## Assignments

#### **Reading Assignments**

Read unit 3 pages ? to ?

Preview Skill Review assignment

#### **Other Assignments**

Create a template using "What-if" formulas to analyze increases in Sales Tax rates.

#### **Methods of Evaluation**

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

## **Course Materials**

#### Textbooks:

- 1. Shelly. *Microsoft Excel 2016: Comprehensive,* Course Technology, 2016, ISBN: 978-1305870727 Equivalent text is acceptable
- Reding. Microsoft Excel 2016: Illustrated Complete (Illustrated Series), Course Technology, 2016, ISBN: 978-1337250818

#### Equivalent text is acceptable

## Other:

- USB drive for data storage
   Instructor-created materials

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 34 Full Course Title: Presentation Application Short Title: Presentation App TOP Code: -Effective Term: Fall 2013

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 1.0 Total class hours: 54.0 Total contact hours in class: 30.0 Lecture hours: 12.0 Lab hours: 18.0 Hours outside of class: 24.0 Repeatable: No Grading Method: Pass/No Pass Only

## **Minimum Qualifications for Instructors**

- Office Technologies
- Computer Information Systems

## **Course Description**

Learn the basics of presentation application software and more: create presentations, add visuals, include elements and data from other sources, modify master slides and timings. Customize, prepare for distribution and deliver presentations. Familiarity with keyboard recommended.

## Content

#### **Course Lecture Content**

- 1. Creating a Basic Presentation
  - a. AutoContent Wizard
  - b. Building presentations
  - c. Design templates
- 2. Modifying Visual Elements, Themes and Colors
  - a. Modifying Slide Master
  - b. Customizing the background
- 3. Formatting Text and using Styles
- 4. Adding Objects, Transitions and Animations
  - a. Inserting objects, clip art

- b. Sound and video
- 5. Preparing handouts and transparencies
- 6. Distributing and Publishing the PowerPoint Presentation

#### **Course Lab/Activity Content**

- 1. Creating a Basic Presentation
  - a. AutoContent Wizard
  - b. Building presentations
  - c. Design templates
- 2. Modifying Visual Elements, Themes and Colors
  - a. Modifying Slide Master
  - b. Customizing the background
- 3. Formatting Text and using Styles
- 4. Adding Objects, Transitions and Animations
  - a. Inserting objects, clip art
  - b. Sound and video
- 5. Preparing handouts and transparencies
- 6. Distributing and Publishing the PowerPoint Presentation

#### Objectives

- 1. Demonstrate knowledge of presentation software, fundamental operations, concepts and terminology.
- Create presentations applying knowledge of presentation software operations listed in topical outline by completing a variety of assignments. \*\*Requires Critical Thinking\*\*
- 3. Apply knowledge of operations by producing specific presentations typically found in business.
- 4. Challenge assignments requiring the use of problem-solving skills. \*\*Requires Critical Thinking\*\*

#### Student Learning Outcomes

- 1. Apply graphic, text, and slide tools to create a business presentation.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. Select appropriate tools in the presentation software and create a presentation directed to a business audience.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

#### **Methods of Instruction**

- Laboratory
- Lecture/Discussion
- Other
  - Demonstration

## **Distance Education**

#### **Delivery Methods**

- Online
- Hybrid

### Assignments

Reading Assignments Read Chapter 2 Other Assignments Create presentation using slides, text, and graphics.

## **Methods of Evaluation**

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

## **Course Materials**

#### Textbooks:

 Beskeen. Illustrated Microsoft® Office 365 & PowerPoint 2016, 1 ed. Cengage Learning, 2017, ISBN: 9781305878174
 Equivalent text is acceptable

#### Other:

- 1. Latest textbook version and/or Instructor-Created Materials
- 2. USB drive for data storage

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 37 Full Course Title: Introduction To Database Applications Short Title: Intro to Databases TOP Code: -Effective Term: Fall 2013

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 1.0 Total class hours: 54.0 Total contact hours in class: 30.0 Lecture hours: 12.0 Lab hours: 18.0 Hours outside of class: 24.0 Repeatable: No Grading Method: Pass/No Pass Only

## **Minimum Qualifications for Instructors**

- Computer Information Systems
- Office Technologies
- Business (Masters Required)

## **Course Description**

Use database applications to develop simple to complex databases in an operating system environment. Design databases, sort and filter records, create input forms and custom-formatted reports.

## **Conditions of Enrollment**

#### **Advisories**

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

## Content

**Course Lecture Content** 

- 1. Concepts, operations and terminology to build database structures.
- 2. Input data, delete records, accurately edit and maintain data.
- 3. Create indexes to sequence the data.
- 4. Build simple queries.
- 5. Create and customize reports.

#### **Course Lab/Activity Content**

- 1. Build database structures
- 2. Manipulate database records by adding, deleting, editing and maintaining
- 3. Create indexes to sequence data
- 4. Build simple queries
- 5. Create and customize reports

## **Objectives**

- 1. Demonstrate beginning/intermediate knowledge of database operations, concepts and terminology. \*\*Requires Critical Thinking\*\*
- 2. Apply knowledge of database commands by completing hands-on assignments. **\*\*Requires Critical Thinking\*\***

## **Student Learning Outcomes**

- 1. Upon completion of this course, students will use math concepts and methods within the database application to understand, analyze and communicate issues in quantitative terms for personal, academic and business purposes.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- 2. Upon completion of this course, students will students will successfully complete a variety of database designs, input data and then analyze the data using sorts, filters, and reports.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

## **Methods of Instruction**

• Laboratory

Using database application apply concepts from chapter to real world scenarios for personal, academic, and business.

- Lecture/Discussion Walk students through chapter database concepts and discuss application for personal, academic, and business purposes.
- Other

**Demonstration Review Best Practices examples** 

## **Distance Education**

## **Delivery Methods**

• Online

## Assignments

**Reading Assignments** Read Chapter 2 pages ? to ?. Prepare to follow instructor through hands-on exercises as outlined in chapter. **Other Assignments** Use template Q to add data, remove data, and create a query.

## Methods of Evaluation

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

## **Course Materials**

Textbooks:

1. Shelly. *Microsoft Access 2016: Introductory,* Course Technology, 2016, ISBN: 978-1305870611 Equivalent text is acceptable

#### Other:

1. USB drive for data storage.

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 41 Full Course Title: Computer Operating Systems Short Title: Comp Op Systems TOP Code: 0514.00 - Administrative Assistant and Secretarial Science, General\* Effective Term: Fall 2015

## **Course Standards**

Course Type: Credit - Degree Applicable Units: 1.0 Total class hours: 54.0 Total contact hours in class: 30.0 Lecture hours: 12.0 Lab hours: 18.0 Hours outside of class: 24.0 Repeatable: No Grading Method: Pass/No Pass Only

## **Minimum Qualifications for Instructors**

- Computer Information Systems
- Office Technologies

## **Course Description**

Gain a comprehensive understanding of computer operating systems, including the new features of the operating system. This course focuses on daily tasks such as creating and organizing files, customizing the workspace, fine-tuning performance, maintaining and protecting your computer. Additional topics include using the internet, basic e-mail skills, performing searches and networking. Students are challenged to apply what they learn to real-life tasks, preparing them to easily transfer skills to new situations.

## **Conditions of Enrollment**

#### **Advisories**

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

#### Content

#### **Course Lecture Content**

- 1. Explore the basics of Microsoft Windows
- 2. Organizing Files
- 3. Personalizing Windows Environment
- 4. Working with the Internet and E-mail
- 5. Protecting the Computer
- 6. Searching for Information
- 7. Managing Multimedia Files
- 8. Connecting to Networks with mobile Computing
- 9. Maintaining Hardware and Software
- 10. Improving Computer's Performance

#### **Course Lab/Activity Content**

- 1. Explore the basics of Microsoft Windows
- 2. Organizing Files
- 3. Personalizing Windows Environment
- 4. Working with the Internet and E-mail
- 5. Protecting the Computer
- 6. Searching for Information
- 7. Managing Multimedia Files
- 8. Connecting to Networks with mobile Computing
- 9. Maintaining Hardware and Software
- 10. Improving Computer's Performance

## **Objectives**

- 1. Demonstrate familiarity with starting, moving around, and exiting.
- Apply knowledge of the following options: A. Creating directories. B. Moving, copying and deleting files. C. Changing fonts, colors. D. Printing exercises as required. E. Transferring files to other applications. F. Windows Operating System setup change layout of Windows environment. G. Demonstrate familiarity of Windows Operating System accessories by completing a variety of exercises using these options.
   \*\*Requires Critical Thinking\*\*

## **Student Learning Outcomes**

- 1. Technological Awareness Select and use the tools within Microsoft Windows to manage computer security.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. Technological Awareness Demonstrate the ability to maintain a file system by creating folders and files; moving, duplicating, renaming and deleting files; and documenting this activity with a lab project.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

## **Methods of Instruction**

- Laboratory
- Students will use the computer to work through computer operating system exercises.
- Lecture/Discussion Instructor will lecture on the chapter and walk students through various examples.

## **Distance Education**

#### **Delivery Methods**

• Online

## Assignments

**Reading Assignments** Student is required to read each chapter and walk through the examples within the chapter. **Other Assignments** Student will use the computer to work through and apply the skills learned in the chapter.

## **Methods of Evaluation**

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

## **Course Materials**

#### Textbooks:

 Ruffolo. New Perspectives on Microsoft Windows, Comprehensive, Course Technology, 2017, ISBN: 9781305579385
 Equivalent text is acceptable

#### Other:

- 1. USB Drive
- 2. Materials and internet resources as needed
- 3. Access to a computer with Microsoft Windows operating system

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 63 Full Course Title: Legal Office Procedures Short Title: Legal Ofc Proc TOP Code: 0514.10 - Legal Administrative Assistant/Secretary\* Effective Term: Spring 2017

## **Course Standards**

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

## **Minimum Qualifications for Instructors**

- Legal Assisting
- Office Technologies

## **Course Description**

This class explores the legal office environment, current legal office procedures, and preparation of legal documents using up-to-date office technology.

## **Conditions of Enrollment**

GNBUS 32 and GNBUS 15A are recommended. GNBUS 15A and GNBUS 32 are recommended to complete homework assignments.

#### Advisories

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

## Content

#### **Course Lecture Content**

The following topics will be introduced and discussed during the lecture portion of this course:

- 1. Current legal office procedures
- 2. The environment in a legal office
- 3. The nature of the legal office
- 4. Legal documents
  - a. Legal correspondence
    - b. Legal non-court documents
    - c. Court documents
  - d. General court proceedings and appeals
- 5. Computer applications
  - a. Editing
    - i. Language skills
    - ii. Proofreading
    - iii. Rough draft work
    - b. Searches
    - c. Repetitive applications

#### **Course Lab/Activity Content**

The following assignments will be completed during the lab portion of this class:

- 1. Preparation of legal documents
  - a. Legal correspondence
  - b. Legal non-court documents
  - c. Court documents
  - d. General court proceedings and appeals

## **Objectives**

- 1. Demonstrate knowledge of current legal office procedures. \*\*Requires Critical Thinking\*\*
- 2. Work effectively and efficiently in the simulated legal office environment.
- 3. Apply current legal office procedures while preparing legal papers. \*\*Requires Critical Thinking\*\*
- 4. Format legal documents applying the rules for proper placement of material on the page.
- 5. Produce quality work in a reasonable length of time.
- 6. Apply the rules of grammar and English usage in the production of documents
- 7. Correctly spell and define an extensive list of legal terminology.
- 8. Follow precise directions for completing tasks.
- 9. Develop knowledge of resources available and master the ability to identify appropriate case resources without the assistance of the supervisor or the attorney. **\*\*Requires Critical Thinking\*\***
- 10. Determine release of appropriate information to clients and/or opposing party. **\*\*Requires Critical Thinking\*\***
- 11. Analyze case studies which reflect daily activities in a legal office. \*\*Requires Critical Thinking\*\*

12. Determine independently and tally appropriate billings for individual clients. **\*\*Requires Critical Thinking\*\*** 

#### **Student Learning Outcomes**

- 1. Students will be able to correctly spell and define legal terminology.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 2. Students will be able to effectively determine and tally billings for individual clients.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Students will be able to format legal documents applying the rules for proper placement of material on the page.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

#### Methods of Instruction

- Laboratory
  - Hands-on document preparation
- Lecture/Discussion Presentation of chapter topics. Discussion on legal office applications.
- Other Case samples Simulations

## **Distance Education**

#### **Delivery Methods**

• Online

## Assignments

Reading Assignments Read Part III on Litigation Procedures Writing Assignments Draft a paper describing the steps to prepare for lititgation Other Assignments

Preparation of legal documents: pleading, last will and testament, affidavit, deposition, etc. The document must be correctly formatted as either a court or non-court document and proofread for accuracy.

Planning a meeting or conference: make all arrangements for an event including securing an appropriate location, notifying attendees, preparing meeting documents, preparing the location, and follow-up.

Legal citations: use Word features to prepare document citations and a Table of Authorities.

Legal research: use the Internet to perform searches.

## Methods of Evaluation

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

#### **Course Materials**

Textbooks:

1. Joyce Morton. *Legal Office Procedures,* 7th ed. Pearson Prentice Hall, 2007, ISBN: 978-0-13-220956-4 Equivalent text is acceptable

#### Software:

1. Word. Microsoft, 2016 or newer ed. Word processing software used to complete homework assignments.

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Yuba College Course Outline

## **Course Information**

Course Number: GNBUS 64 Full Course Title: Medical Word Processing Short Title: Med. Word Process TOP Code: -Effective Term: Spring 2017

## **Course Standards**

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

## **Minimum Qualifications for Instructors**

• Office Technologies

## **Course Description**

Medical document editing, utilizing partial speech recognition documentation/voice processing and transcription from physician dictation. Course work will encompass general medical/surgical fields and specialties such as OB-GYN, pediatrics, orthopedics, and cardiovascular medicine.

## **Conditions of Enrollment**

Satisfactory completion of: OA 17B; OA 52 or GNBUS 52; GNBUS 32

#### **Advisories**

- Language recommended eligibility for English 1A Students must read and interpret medical office terminology and procedures.
- Computer Literacy recommended basic computer skills Students will complete computer-based transcription exercises.

## Content
#### **Course Lecture Content**

The following topics will be introduced and discussed during the lecture portion of the course:

- 1. Introduction
  - a. Transcribing Medical Reports
  - b. Association for Healthcare Documentation Integrity
  - c. Medical Transcriptionist Job Descriptions
  - d. AHDI Code of Ethics
  - e. RMT and CMT Certification Possibilities
  - f. Health and Insurance Portability & Accountability Act MT checklist
  - g. History and Physical Examination and Diagnostic Imaging and Radiology Report
  - h. Operative, Pathology and Consultation Reports
  - i. Discharge and Death Summaries; Autopsy Report
  - j. Outpatient Model Reports
- 2. Model Report Forms
  - a. SOAP Format
  - b. HPIP Format
  - c. Professional Letter Format
- 3. References
  - a. Transcription Rules and Style Variations
  - b. Capitalization, Numbers, Punctuation, Abbreviations and Symbols
  - c. Vital Signs
  - d. Difficult Singular and Plural Words and Phrases
  - e. Dermatology and Pulmonary Terms
  - f. Class and Stages of Disease
  - g. Surgical, Obstetric and Cardiology Terms
  - h. Report Formatting Guidelines
  - i. Prefixes, Suffixes and Combining Forms
- 4. Case Studies
  - a. Case 1 The Reproductive System
  - b. Case 2 The Gastrointestinal System
  - c. Case 3 The Cardio Pulmonary System
  - d. Case 4 The Integumentary System
  - e. Case 5 The Psychology Neurology System
  - f. Case 6 The Nervous System
  - g. Case 7 The Orthopedics/Endocrinology System
  - h. Case 8 The Vascular/Renal System
  - i. Case 9 The Musculoskeletal System
  - j. Case 10 The Respiratory System
- 5. Quali-Care Clinic
  - a. Report 1 Consult and Echocardiogram
  - b. Report 2 Operative Procedure
  - c. Report 3 Operative Report
  - d. Report 4 Surgical and Pathology Report
  - e. Report 5 Emergency Department Treatment Record
  - f. Report 6 Interventional Radiology
  - g. Report 7 Spine Clinic HPIP Note
  - h. Report 8 Radiology Report
  - i. Report 9 Clinic SOAP Note
  - j. Report 10 Colonoscopy Report
  - k. Report 11 Clinic Followup Note
  - I. Report 12 Consultation Report
  - m. Report 13 Psychological Evaluation
  - n. Report 14 Letter and Consultation
- 6. Expand Your Knowledge
  - a. Crossword Puzzles

- b. Proofreading Exercises
- c. Common Dictation Errors
- d. Laboratory Test Information
- e. Sample Forms for Ordering Tests
- f. Building a Reference Library
- g. Website for Transcriptionists' Professional Association

#### **Course Lab/Activity Content**

The following medical reports will be transcribed during the lab portion of the couse:

- 1. Quali-Care Clinic
  - a. Report 1 Consult and Echocardiogram
  - b. Report 2 Operative Procedure
  - c. Report 3 Operative Report
  - d. Report 4 Surgical and Pathology Report
  - e. Report 5 Emergency Department Treatment Record
  - f. Report 6 Interventional Radiology
  - g. Report 7 Spine Clinic HPIP Note
  - h. Report 8 Radiology Report
  - i. Report 9 Clinic SOAP Note
  - j. Report 10 Colonoscopy Report
  - k. Report 11 Clinic Followup Note
  - I. Report 12 Consultation Report
  - m. Report 13 Psychological Evaluation
  - n. Report 14 Letter and Consultation

# Objectives

- 1. Edit and transcribe a variety of medical documents including History and Physical Reports, Consultation, Discharge Summaries, and Operative Reports. **\*\*Requires Critical Thinking\*\***
- Correctly applying medical terminology and language arts principles to produce medically and grammatically correct documents \*\*Requires Critical Thinking\*\*

## **Student Learning Outcomes**

- 1. Students will be able to accurately key and format medical transcription files.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. Students will be able to edit and transcribe medical documents in proper format.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Students will be able to prepare Emergency Department Treatment Records.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

# **Methods of Instruction**

- Laboratory Hands on Report Writing
- Lecture/Discussion Lecture on correct formatting and use of medical reports.

# **Distance Education**

#### **Delivery Methods**

• Online

# Assignments

Reading Assignments Read Module 2, Report Forms Writing Assignments Correctly type and format a death report form Other Assignments

Chapter 2, Item 1

Carl Adams

April 2, 20--

CHART NOTE

#### CHIEF COMPLAINT

Suture removal. Patient returns for removal of stitches placed about 8 days ago due to injury sustained when he hit the edge of the coffee table.

#### OBJECTIVE

Wound at the lateral aspect of the left eye looks well healed. Three 5-0 nylon sutures were removed without difficulty.

ASSESSMENT Laceration, healed.

# PLAN

I advised the mother to use vitamin E for scar prophylaxis.

John Blackburn, MD JB:XX

D: 4/2/20 - T:

Case 1, Item 1

Rolland Severson

April 27, 20--

CHART NOTE

#### SUBJECTIVE

Patient is a 77-year-old anxious-appearing man who complains of changes in his eating habits. He states that he sometimes has difficulty swallowing, like it "just does not go down right." He also has noted dark stools which are occasionally black, but without apparent blood. He has not noted any rectal bleeding. There has been no nausea, emesis, belching, or cramping. No constipation or diarrhea. Patient is a diabetic on insulin.

#### OBJECTIVE

BP 164/86. Pulse 88. The patient is in no acute distress, but appears worried. There is no lymphadenopathy. Abdomen is soft and nontender without guarding or rigidity. Liver, kidneys, and spleen are not palpable. There are no masses or organomegaly. Stool is guaiac positive.

#### ASSESSMENT

- 1. Gastrointestinal bleeding.
- 2. Dysphagia, etiology unknown.

PLAN Schedule patient for H&P with Dr. Kim.

John Blackburn, MD JB:XX

D: 4/27/20- T:

## **Methods of Evaluation**

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

#### **Course Materials**

#### Textbooks:

 Ireland, Patricia. Hillcrest Medical Center: Beginning Medical Transcription, 8th ed. Cengage, 2018, ISBN: 9781305583795
 Equivalent text is acceptable

#### Software:

1. Word. Microsoft, 2010 or newer ed. Word processing software

#### Other:

1. Any medical dictionary. Instructor-supplied materials such as medical terminolgy handouts, partially transcribed documents with voice and physician dictation

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# Yuba Community College District

Yuba College Course Outline

# **Course Information**

Course Number: GNBUS 65 Full Course Title: Medical Office Procedures Short Title: Medical Ofc Proc TOP Code: -Effective Term: Spring 2016

# **Course Standards**

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

# **Minimum Qualifications for Instructors**

• Office Technologies

# **Course Description**

Students will learn the role of a front office administrative assistant by mastering medical office duties and becoming proficient in the creation and maintenance of medical records.

# **Conditions of Enrollment**

Satisfactory completion of: GNBUS 55A; GNBUS 32 or OA 15A; OA 17A

#### Advisories

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

# Content

#### **Course Lecture Content**

1. Lecture

- a. Introduction
  - i. The health care industry
- b. Introduction to medical assisting
  - i. The medical assisting profession
  - ii. Professional behavior
  - iii. Interpersonal skills and human behavior
  - iv. Medical ethics
  - v. Medical law
- c. Administrative medical assisting
  - i. Telecommunications
  - ii. Appointment scheduling
  - iii. Patient reception and processing
  - iv. Office environment and daily operations
  - v. Written communications
  - vi. Mail processing
- d. Health information in the medical office
  - i. Medical records management
  - ii. Health information management
  - iii. Privacy in the physician's office
- e. Billing and coding procedures
  - i. Basics of diagnostic coding
  - ii. Basics of procedural coding
  - iii. Basics of health insurance
  - iv. The health insurance claim form
  - v. Professional fees, billing, and collections
- f. Financial and practice management
  - i. Banking services and procedures
  - ii. Managing practice finances
  - iii. Human resources
  - iv. Marketing and customer service
- g. Career development

#### **Course Lab/Activity Content**

- 1. Laboratory
  - a. Application of lecture material
    - i. Case studies
    - ii. Appointment scheduling
    - iii. Written communications
    - iv. Records management
    - v. Virtual medical office practice
    - vi. Career documents

# Objectives

- 1. Differentiate between administrative and clinical medical assisting duties.
- 2. Describe medical specialties.
- 3. Comprehend the importance of confidentiality to a medical professional. \*\*Requires Critical Thinking\*\*
- 4. Discuss medical ethics. \*\*Requires Critical Thinking\*\*
- 5. Discuss law as it relates to the medical profession. \*\*Requires Critical Thinking\*\*

- 6. Explain the importance of the Health Insurance Portability and Accountability Act (HIPAA). \*\*Requires Critical Thinking\*\*
- 7. Demonstrate desirable interpersonal skills and characteristics.
- 8. Handle walk-in and telephone triage. \*\*Requires Critical Thinking\*\*
- 9. Set up a practice matrix and schedule appointments. \*\*Requires Critical Thinking\*\*
- 10. Prepare and describe the elements of a medical chart.
- 11. Explain the basics of diagnostic and procedural . \*\*Requires Critical Thinking\*\*
- 12. Complete health insurance claim forms. \*\*Requires Critical Thinking\*\*
- 13. Grasp the principles of financial and practice management. \*\*Requires Critical Thinking\*\*
- 14. Evaluate career opportunities and prepare for employment.
- 15. Participate in challenging simulations in a virtual office setting that require students to access and evaluate information to make decisions and perform . \*\*Requires Critical Thinking\*\*

#### Student Learning Outcomes

- 1. Students will demonstrate ability to prepare and maintain the physician's appointment and professional calendar.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 2. Demonstrate understanding of HIPPA regulations.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Manage records in a medical office environment.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

#### Methods of Instruction

Laboratory

Hands-on use and application of medical paperwork preparation and billing.

Lecture/Discussion
 Presentation and discussion on chapter topics including discussion on practical application to the Medical office of today.

# **Distance Education**

#### **Delivery Methods**

Online

#### Assignments

Reading AssignmentsRead Chapter 3 on Medical Etiquette Confidentiality.Writing AssignmentsWrite a two page paper discussing Health Insurance Portability and Accountability Act of 1996Other AssignmentsResearch and present 5 examples of Intentional Torts

# **Methods of Evaluation**

- Exams
- Homework
- Laboratory Assignments
- Participation
- Portfolio
- Quizzes
- Research Project
- Skills Demonstrations/Performance Exam
- Other

Case studies

# **Course Materials**

#### Textbooks:

1. Lindh, Wilburta; Pooler, Marilyn; Tamparo, Carol; Dahl, Barbara; and Morris, Julie. *Delmar's Administrative Medical Assisting*, 5th ed. Delmar/Cengage Learning, 2014, ISBN: 978-1-133-60299-6 Equivalent text is acceptable

#### Software:

1. Microsoft Word. Microsoft, 2016 ed.

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# Yuba Community College District

Yuba College Course Outline

# **Course Information**

Course Number: GNBUS 8 Full Course Title: Human Resource Management Short Title: Human Resource Mgmt TOP Code: 0506.00 - Business Administration and Management, General\* Effective Term: Spring 2018

# **Course Standards**

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

# **Minimum Qualifications for Instructors**

- Business (Masters Required)
- Management (Masters Required)

# **Course Description**

Foundations for the contemporary theory and practices relating to the management of people, managing human resources within an organization, and basic personnel processes.

# **Conditions of Enrollment**

#### Advisories

• Language - recommended eligibility for English 1A

# Content

#### **Course Lecture Content**

- The Personnel Management System
  - Role of personnel management
  - Program for personnel management
  - Challenges facing HRM

- Staffing Organization
  - Personnel assessment
  - Personnel recruitment and selection
  - Job Analysis
- Maximizing Employee potential
  - Performance evaluation
    - Employee development
    - Motivation and job satisfaction
- Organizational behavior
  - Organization climate for work
  - Communication
- Management-Labor Relations
  - Union & personnel management
  - Union-management relations
- Remuneration and security
  - Wage and salary administration
  - Employee benefits
- Assessment and research
  - Appraisal and research
  - Personnel management in perspective

# **Objectives**

- 1. Define the role of the Human Resource Department in an organization.
- 2. Analyze the process of staffing an organization. \*\*Requires Critical Thinking\*\*
- 3. Identify the various aspects of maximizing employee potential. \*\*Requires Critical Thinking\*\*
- 4. Summarize factors related to organizational behavior.
- 5. Discuss the various aspects of management-labor relations.
- 6. Evaluate the different systems of remuneration and employee benefits. \*\*Requires Critical Thinking\*\*
- 7. Define the role of assessment and research in human resource management.

# **Student Learning Outcomes**

- 1. Student will be able to produce a Policy and Procedure addressing Job Analysis and Job Descriptions in a place of business.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 2. Students will be able to discuss ethics and the importance of business ethics.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Students will be able to analyze the process of staffing an organization.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

#### **Methods of Instruction**

#### • Lecture/Discussion

Lectures are provided online with journal articles and webpages to read.

## **Distance Education**

#### **Delivery Methods**

• Online

## Assignments

#### **Reading Assignments**

• Students will read online lectures as well as assigned journal articles and applicable webpages.

#### Writing Assignments

- Students will write an essay on each component of HRM
  - Challenges facing HRM
  - Job Analysis and Job Descriptions
  - · recruitment and staff selection
  - Training and Performance
  - Benefits and work schedules
  - Managing employee relations
  - Collective bargaining

#### **Other Assignments**

Each module requires a Policy & Procedure be written that relates to the subject presented. At the end of the course, the student will have a Policy & Procedure manual that could be used in a "real life" small business.

# **Methods of Evaluation**

- Essay/Paper
- Participation
- Other

Participation in Bulletin board assignments Policies and Procedures developed per module

## **Course Materials**

#### Textbooks:

 Dressler, Gary. Human Resource Management, 15th ed. Pearson, Pren. Hall, 2017, ISBN: ISBN-13: 978-0134235455
 Equivalent text is acceptable

# Other:

1. Handouts and Webwork

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# Yuba Community College District

Yuba College Course Outline

# **Course Information**

Course Number: GNBUS 9 Full Course Title: Organizational Management Short Title: Org Management TOP Code: 0506.00 - Business Administration and Management, General\* Effective Term: Spring 2018

# **Course Standards**

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

# **Minimum Qualifications for Instructors**

- Business (Masters Required)
- Management (Masters Required)

# **Course Description**

Assists students in understanding and applying theories of management and psychology to human behavior in the workplace. Increases awareness of individual and group behaviors, conflict, resolution, and leadership and organizational dynamics.

# **Conditions of Enrollment**

#### **Advisories**

• Language - recommended eligibility for English 1A

# Content

### **Course Lecture Content**

- 1. Introduction to contemporary organizational behavior.
- 2. Historical development of major schools of psychology.
- 3. Development of applications of psychological theory to management method and practice.

- 4. Ethical implications of learning and applying psychological knowledge.
- 5. The individual in the organization.
- 6. Leading and leadership processes in organizations
- 7. Interpersonal processes in organizations

#### **Course Lab/Activity Content**

This course does not have a lab.

#### **Objectives**

- 1. Contrast, the four schools of psychology (analytical, behavioral, humanistic, and transpersonal) and their relationship to productivity in a business **\*\*Requires Critical Thinking\*\***
- Differentiate, between individual and organization dysfunction. Identify methods of diagnosing dysfunctional systems. \*\*Requires Critical Thinking\*\*
- 3. Identify and recommend appropriate management intervention strategies.
- Demonstrate the ability to define eliminating stress and developing and implementing plans for its reduction.
- 5. Demonstrate the ability to communicate effectively about organizational psychology.
- 6. Define and analyze leadership styles. \*\*Requires Critical Thinking\*\*

#### **Student Learning Outcomes**

- 1. Student will be able to distinguish the four schools of psychology and their relationship on productivity in the business environment.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 2. Students will be able to define and analyze leadership styles.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- Students will be able to define stress, develop plans to reduce stress, and implement plans to reduce stress.
  - Critical Thinking Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

#### **Methods of Instruction**

• Lecture/Discussion Lectures are provided online for each of the modules as well as links for background reading.

## **Distance Education**

#### **Delivery Methods**

• Online

# Assignments

#### **Reading Assignments**

Students will read online lectures and be directed to additional reading material such as:

- 1. Websites
- 2. Journal articles
- 3. Current news articles
- 4. Text book chapters

#### Writing Assignments

For each module in the course, students will be writing:

- 1. Answering a question on a discussion board and replying to classmates
- 2. An essay answering module specific questions.
  - a. describing leadership styles and evaluating which they have and which they prefer to work with.
  - b. Evaluate typical work stressors and develop methods which can help to eliminate them or how to adjust to them.
- 3. Various practical projects:
  - a. Memo's
  - b. Policies and Procedures
  - c. Handbooks

#### **Methods of Evaluation**

- Essay/Paper
- Exams
- Homework
- Participation
- Quizzes

# **Course Materials**

#### Textbooks:

- Elsbach, Kayes & Kayes. Contemporary Organizational Behavior: From Ideas to Action, 14th ed. Prentice Hall, 2016, ISBN: 9780133996869
   Equivalent text is acceptable
- DuBrin, Andrew. Human Relations for Career and Personal Success: Concepts, Applications, and Skills, 11th ed. Pearson, 2017, ISBN: 9780134131719
   Equivalent text is acceptable

#### Other:

1. Handouts and Web assignments

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# MANUFACTURING TECHNOLOGY/ MACHINING

**CERT OF ACHIEVEMENT WITH 16-29.5 UNITS** 

# Description

Manufacturing Technology is a comprehensive program of instruction designed to develop knowledge of scientific principle, mathematical concepts, and technical skills. It includes laboratory experiences found in machining, welding, and related technologies. These experiences will enable the student to enter industry with problem-solving skills in design, production planning, materials handling, quality control, inspection, and programming with computer numerical controls. The student, upon the successful completion of the program, will have a job-entry skill.

# **Program Learning Outcomes**

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

- 1. Upon completion of the Manufacturing Technology program, students will have knowledge of proper working habits and safety practices in an industrial environment.
- 2. Upon completion of the Manufacturing Technology program, students will demonstrate skill in the use of manual machine tools.
- 3. Upon completion of the Manufacturing Technology program, students will demonstrate skilled use of Advanced Manufacturing tools.
- 4. Upon completion of the Manufacturing Technology program, students will demonstrate knowledge of interpreting shop drawings and prints.

# Program Requirements:

<b>Required Courses</b>		Course Block Units: (23 Required)
MFGT20	Principles of Machine Shop	3
MFGT21	Intermediate Machine Shop	4
MFGT34	Computer Numerical Control	4
MFGT60	Problems in Manufacturing Technology	3
DRAFT30	Technical Drawing With CAD	3
AUTO22	Hydraulics (Fluid Power)	3
MFGT35	Computer Aided Manufacturing	3
Plus 4 additional units from the following:		Course Block Units: (4 Required)
WELD10	Introduction To Shielded Metal Arc Welding (SMAW)	4
WELD20	Introduction To Gas Metal Arc Welding (GMAW)	4

# Total: 27

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