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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ACCT 9
Full Course Title: Business Payroll Procedures
Short Title: Payroll Procedures
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: 66.0
 Lecture hours: 48.0
 Lab hours: 18.0
 Hours outside of class: 96.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Accounting (Masters Required)
-

Course Description

Introduction to payroll terminology, procedures, calculations, record-keeping, timelines, percentages, limitations, and laws that relate to maintaining payroll for business firms in California; computerized payroll procedures will also be presented. Prior accounting knowledge is not necessary.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Perform Payroll Calculations
2. Maintain Personal Records for a Business
3. Quarterly and Annual Payroll Reports
4. Known Dates, Percentages, and Limitations on Payroll
5. State and Federal Labor Laws and Regulations
6. Workers Compensation Procedures

7. 1099 Reporting Requirements
8. Computerized Payroll Procedures
9. Sales Tax Reporting Requirements
10. Other Business Tax Requirements

Course Lab/Activity Content

Computerized payroll procedures will be presented.

Objectives

1. Compute gross payroll
 2. Compute net payroll calculations
 3. Explain the maintenance of payroll records
 4. Identify quarterly payroll report requirements for 941, 940, and DE6
 5. Identify annual payroll report requirements for 940, W02, and W-3
 6. List workers' compensation laws and perform calculations
 7. Identify the rules for hiring and firing employees
 8. Apply appropriate state and federal labor regulations
 9. Differentiate between employee and contract persons
 10. Identify the rules and procedures for information returns
 11. Apply payroll procedures to a computerized payroll system
 12. Identify the procedures for reporting sales tax and other business taxes
 13. Problem solving exercises and activities ****Requires Critical Thinking****
 14. Demonstrate computerized payroll applications. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Computation and Technical Awareness: Demonstrate the ability to calculate gross pay, deductions, and net pay.
 - **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.
2. Computation and Technical Awareness: Demonstrate the ability to complete a form 940 and a form 941.
 - **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.
3. Demonstrate the use of computer applications in calculating payroll transactions and completing required payroll reports.
 - **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.

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Hands-on activity
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Research Project**
 - **Other**
Excel templates for chapter assignments
-

Course Materials

Textbooks:

1. Bieg/Toland. *Payroll Accounting*, current ed. South Western, 2018, ISBN: 9781337291057
Equivalent text is acceptable

Other:

1. Excel Templates provided by instructor
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MFGT 35

Full Course Title: Computer Aided Manufacturing

Short Title: CAM

TOP Code: 0956.30 - Machine Tool Technology/Machinist*

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

- Manufacturing Technology
-

Course Description

The use of a CAM (computer aided manufacturing) software system to learn about Features, solids, geometry, and surfaces in the production of parts through the use of a CNC lathe and milling machine.

Conditions of Enrollment

Satisfactory completion of: MFGT 34

Advisories

- **Computer Literacy - recommended basic computer skills**
Use of computer technology is required for Laboratory exercises
-

Content

Course Lecture Content

1. Safety
2. Precision measurement
3. CAM introduction
4. Geometry construction
5. Curve generation from geometry
6. Features from geometry

7. Surfaces from curves
8. Solids from surfaces
9. Tool paths
10. G code generation

Course Lab/Activity Content

1. Safety
 2. Precision measurement
 3. CAM introduction
 4. Geometry construction
 5. Curve generation from geometry
 6. Features from geometry
 7. Surfaces from curves
 8. Solids from surfaces
 9. Tool paths
 10. G code generation
 11. Machine tool setup
 12. Machine tool operation
-

Objectives

1. Use Feature CAM to produce G code that would enable a turning center or a machining center to produce parts which has been programmed by using CAM software.
 2. The student will program the machines using, Features, solid models and surface technologies.
 3. Activities that require critical thinking include: ****Requires Critical Thinking****
 4. The whole course is about problem solving that includes ****Requires Critical Thinking****
 5. Computation of formulas ****Requires Critical Thinking****
 6. Interpretation of drawings ****Requires Critical Thinking****
 7. Drawing interpretation in relation to numeric machine data ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Demonstrate an understanding of operating CNC equipment safely.
 - **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.
2. Compare and contrast operational differences in CNC equipment.
 - **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. Operate CNC equipment.
 - **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.

4. Identify tooling for CNC equipment.

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

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Objective Tests**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**

Course Materials

Textbooks:

1. Giselbach, Richard A.. *CNC Machining*, 1st ed. Goodheart Willcox, 2009, ISBN: 978-1-59070-790-6

Other:

1. Machinery's Handbook & Machinist Readu Reference

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MFGT 60

Full Course Title: Problems in Manufacturing Technology

Short Title: Prob Manufact Tech

TOP Code: 0956.30 - Machine Tool Technology/Machinist*

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
-

Course Description

Analysis of special problems in manufacturing. Study in specialized areas of manufacturing technology with project goals and production paths determined in a team setting. Learning will be applied to problem solving and to product creation.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**
Use of computer technology is required for laboratory exercises
-

Content

Course Lecture Content

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

Course Lab/Activity Content

1. Project design
 2. Tool application
 3. Printmaking
 4. Tooling design
 5. Process improvement
-

Objectives

1. Demonstrate the skills developed in an individualized course of study of industry standards.
 2. Computation of formulas ****Requires Critical Thinking****
 3. Interpretation of drawings ****Requires Critical Thinking****
 4. Drawing interpretation in relation to numeric machine data ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Demonstrate a knowledge of operating Machining equipment safely.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. Demonstrate an understanding of selecting appropriate machining equipment for a specific machining task.
 - **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.
 3. Demonstrate a knowledge of metal selection for various projects.
 - **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

- **Laboratory**
Machinery and technique demonstrations
 - **Lecture/Discussion**
Powerpoints and whiteboard discussions. Video tutorials
 - **Other**
Lecture demonstration
-

Assignments

Reading Assignments

Read Chapter 14 in the textbook and be prepared to discuss the reading during the next class period.

Methods of Evaluation

- Exams
 - Homework
 - Laboratory Assignments
 - Participation
 - Quizzes
 - Other
 - Production of machined/welded items
-

Course Materials

Textbooks:

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

ASSOCIATE IN SCIENCE

Description

The A.S. in Manufacturing Technology is a comprehensive program of instruction designed to develop knowledge of scientific principles, mathematical concepts, and technical skills. The program will provide students with 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-aided controls. The student, upon the successful completion of the program, will have entry-level job skills.

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:

Required Courses

Course Block Units: (23 Required)

MFGT20	Principles of Machine Shop	3
MFGT21	Intermediate Machine Shop	4
MFGT60	Problems in Manufacturing Technology	3
DRAFT20	Blueprint and Specifications Reading	3
MFGT34	Computer Numerical Control	4
MFGT35	Computer Aided Manufacturing	3
DRAFT30	Technical Drawing With CAD	3

Plus 7 additional units selected from courses listed below:

Course Block Units: (7 Required)

WELD10	Introduction To Shielded Metal Arc Welding (SMAW)	4
WELD20	Introduction To Gas Metal Arc Welding (GMAW)	4
WELD83	GMAW/GTAW Production Welding	4
AUTO22	Hydraulics (Fluid Power)	3
WELD85	Structure Design and Fabrication	4

Total: 30

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 1

Full Course Title: Fundamentals of Medical Surgical

Short Title: Fund of Med Surg

TOP Code: 1230.10 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)*

Effective Term: Spring 2016

Course Standards

Course Type: Credit - Degree Applicable

Units: 9.0

Total class hours: 486.0

Total contact hours in class: 342.0

Lecture hours: 72.0

Lab hours: 270.0

Hours outside of class: 144.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Nursing (Masters Required)
-

Course Description

Fundamentals of Medical Surgical Nursing introduces the foundational concepts, knowledge and skills essential to the practice of professional nursing. This course provides an introduction for the first semester nursing student to concepts and practices as they relate to the non-critical young adult through geriatric adult in the medical surgical (and/or skilled care) environment. Through utilization of the nursing process, the student will begin to recognize alterations in physiological functioning and formulate age and acuity appropriate nursing interventions. Selected psychomotor skills associated with meeting the basic needs, medication administration, physical assessment, and sterile techniques will be studied and practiced.

Conditions of Enrollment

Satisfactory completion of: NURS 36; NURS 26 Formal admission to the Yuba College Nursing program. -

Advisories

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

Content

Course Lecture Content

Lecture

I. Human needs across the life span with emphasis on the adult patient (Theory)

- A. Activity, exercise, and immobility
- B. Patient safety
- C. Hygiene
- D. Oxygenation
- E. Pain management
- F. Nutrition
- G. Urinary elimination
- H. Bowel elimination
- I. Sleep

II. Essentials for safe nursing practice

- A. Infection control and prevention
- B. Vital signs measurements
- C. Health and physical assessment examination
- D. Medication administration and safety
- E. Introduction to fluids, electrolytes, and acid-base balance

III. Geriatrics

- A. Theories of aging and ageism
- B. Age related physical changes
- C. Assessing the needs of older adults
- D. Ethical issues and aging
- E. Death and dying, loss, grief, and end of life
- F. Health promotion and maintenance
- G. Nursing process and care planning for the older adult

IV. Integumentary

- A. Skin disorders and wound care
- B. Neoplasms
- C. Infections and infestations
- D. Burns including basic fluid and electrolytes
- E. The nursing process applied to patients with impaired tissue integrity

V. Sensory alterations

- A. Types of sensory alterations
- B. Factors that influence sensory function
- C. The nursing process applied to patients with sensory alterations

Course Lab/Activity Content

1. Skills Demonstration and Practice:

- a. Beds and baths/hygiene
- b. Vitals and physical assessment
- c. Restraints, positioning, and safe movement
- d. Bowel and urinary elimination, bedpans, enemas, obtaining specimens
- e. Medication dosage calculation exam
- f. Medication administration – oral, intramuscular, and subcutaneous
- g. Sterile technique to include foley catheter insertion, straight catheterization, and moist to dry dressing change
- h. Providing for nutrition needs, including feeding dependent patients, insertion of nasogastric tube, and calculating intake and output
- i. Administration of oxygen via simple mask and nasal cannula
- j. Assessing IV site, assessing that appropriate IV fluid is hanging, and discontinuing a peripheral IV catheter

Objectives

1. Identify core concepts and principles associated with nursing and nursing practice.

2. Demonstrate understanding of underlying fundamental scientific principles for nursing practice.
****Requires Critical Thinking****
3. Incorporate verbal and non-verbal communication skills, utilizing technology as appropriate, in order to provide therapeutic nursing care for medical-surgical patients.
4. Identify the developmental level and utilize developmental theory and concepts of diversity in planning, implementing and evaluating care for medical-surgical patients. ****Requires Critical Thinking****
5. Use the nursing process to deliver safe and therapeutic nursing care to patients and their families with the following needs and the following special needs of the geriatric population: impaired tissue integrity, sensory alterations, ineffective oxygenation and end-of-life issues. ****Requires Critical Thinking****
6. Identify ethical-legal dilemmas and actions to take as a patient advocate for medical-surgical patients.
****Requires Critical Thinking****
7. Discuss the physiological and pathological influences of body alignment, hygiene, and activity.
8. Identify factors and interventions that threaten patients' safety. ****Requires Critical Thinking****
9. Identify common problems of the skin, feet, nails, hair, and scalp and their related interventions.
10. Describe the types of bathing techniques used for various physical conditions for patients of various age-groups.
11. Describe the impact of the patient's health status, age, lifestyle, and environment on tissue oxygenation.
****Requires Critical Thinking****
12. Describe the physiology of pain.
13. Identify nutritional problems and describe a patient at risk for these problems. ****Requires Critical Thinking****
14. Develop a care plan for a patient with altered urinary elimination. ****Requires Critical Thinking****
15. Develop a care plan for a patient with altered bowel elimination. ****Requires Critical Thinking****
16. Discuss interventions to encourage adequate sleep and rest.
17. Describe nursing interventions designed to break each link in the chain of infection. ****Requires Critical Thinking****
18. Identify ranges of acceptable vital sign values for patients throughout the life span.
19. Describe factors that cause variations in vital signs.
20. Describe the physical techniques used with each assessment maneuver.
21. Discuss normal physical findings for patients across the life span.
22. Discuss factors to include in assessing a patient's needs for and response to medication therapy.
****Requires Critical Thinking****
23. List the eight rights of medication administration and how each is accomplished in the clinical area.
24. Describe the basic physiological mechanisms responsible for maintaining fluid/electrolyte balance and acid/base balance.
25. Discuss clinical assessments for determining fluid, electrolyte, and acid-base imbalances. ****Requires Critical Thinking****

26. LABORATORY OBJECTIVES: Apply knowledge from selected subject areas in the care of hospitalized patients. ****Requires Critical Thinking****
 27. Demonstrate proficiency in basic and primary nursing skills associated with delivery of patient care to hospitalized patients. ****Requires Critical Thinking****
 28. Demonstrate proficiency in performing a basic head to toe physical assessment.
 29. Provide for a patient's hygiene needs.
 30. Demonstrate application of medical related calculations including intake and output, mixing of injectable medications, primary IV infusions, and weight related dosage calculations. ****Requires Critical Thinking****
 31. Correctly recognize signs and symptoms of decompensation and report and/or intervene as appropriate to the beginning level nursing student. ****Requires Critical Thinking****
 32. Pass a medication dosage calculation exam with at least 90% accuracy.
 33. Demonstrate proficiency in giving oral, intramuscular, and subcutaneous medications. ****Requires Critical Thinking****
 34. Utilize the nursing process at a basic level as a means and mechanism for delivery and documentation of nursing care. ****Requires Critical Thinking****
 35. Utilize the nursing process and teaching-learning theory to provide formal and informal health teaching, health promotion, illness prevention, and restorative care for medical-surgical patients. ****Requires Critical Thinking****
 36. Utilize basic principles of time management, organization, delegation and priority setting in providing nursing care for the medical-surgical patient. ****Requires Critical Thinking****
 37. Utilize biopsychosocial concepts and theories, and principles of critical thinking to plan, implement and evaluate care of medical-surgical clients which includes the geriatric patient. ****Requires Critical Thinking****
 38. Demonstrate a beginning level implementation of the 5 roles of the registered nurse. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon successful completion, The student will demonstrate, at a first semester level, the ability to clinically reason variables and assessments for oral medication administration.
 - **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.
2. Upon successful completion, the student will demonstrate at a first semester level the ability to evaluate and problem solve patient care situations with emphasis on patient's basic needs and care planning needs
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon successful completion, the student will provide a shift report to their clinical instructor each clinical day
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
4. Upon successful completion, students will demonstrate evidence-based practice techniques to safely give

IM and SQ injections during injection testing in the laboratory

- **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
Simulation, learning modules/AV, online resources, case studies.

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Students go to the clinical area and choose a patient to care for, enter patient's medical record to obtain information on medical diagnoses, lab and diagnostic test results, medications, and medical/nursing procedures. Students then look up this information in their books, journals, and online resources. They then apply book information to their chosen patient prior to caring for the patient. They add to this information during and after care and hand the weekly assignment in for grading.

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**
- **Other**
Computer modules & Simulation

Course Materials

Textbooks:

1. Potter, Patricia et al. *Essentials for Nursing Practice*, 9th ed. Mosby, 2018, ISBN: 9780323481847
Equivalent text is acceptable
2. Perry, Ann et al.. *Nursing interventions & Clinical Skills*, 6th ed. Mosby, 2016, ISBN: 9780323297837
Equivalent text is acceptable
3. Ackley, B.J. et al.. *Nursing Diagnosis Handbook*, 11th ed. Mosby, 2017, ISBN: 9780323322249
Equivalent text is acceptable
4. Mosby. *Mosby's Manual of Diagnostic and Laboratory Tests*, 6th ed. Mosby, 2018, ISBN: 9780323446631
Equivalent text is acceptable
5. Ignatavicius, Donna et al.. *Medical-Surgical Nursing*, 9th ed. Saunders, 2018, ISBN: 9780323444194
Equivalent text is acceptable
6. Vallerand, April et al.. *Davis's Drug Guide for Nurses*, 16th ed. Davis, 2019, ISBN: 978-0-8036-6945-1
Equivalent text is acceptable

Other:

1. Nurse Pak containing medical supplies for skills practice

2. Nursing 1 Syllabus posted on-line
 3. Nursing Handbook, uniforms, stethoscope, ID badges, watch
 4. ATI online module access
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 3

Full Course Title: Medical Surgical Nursing III

Short Title: Med/Surg Nurs III

TOP Code: 1230.10 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)*

Effective Term: Fall 2018

Course Standards

Course Type: Credit - Degree Applicable

Units: 5.0

Total class hours: 270.0

Total contact hours in class: 198.0

Lecture hours: 36.0

Lab hours: 162.0

Hours outside of class: 72.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Nursing (Masters Required)
-

Course Description

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

Conditions of Enrollment

Satisfactory completion of: NURS 2

Advisories

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

Content

Course Lecture Content

- I. General disease concepts of pathophysiology, pharmacology, assessment, diagnostics, and nursing care treatments of diseases of Cardiovascular, Endocrine and Neurological systems
- II. Cardiovascular

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

Course Lab/Activity Content

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

Objectives

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

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

Student Learning Outcomes

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

Methods of Instruction

- **Laboratory**

Lab consists of on site high fidelity simulation experiences, low fidelity simulation, case study, group work, and individual skills work. Clinical consists of adult med-surg patient care at area hospitals.

- **Lecture/Discussion**

Lecture on cardiac, endocrine, neuro content of medical surgical adult patients, nursing care, priorities, NCLEX prep. Classroom discussions, group work, interactive discussions.

- **Other**

computer programs, simulation, learning modules & case studies

Assignments

Reading Assignments

EReReading assignment:

Unit 1

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

ATI content is found at www.atitesting.com.

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

ATI practice assessment: Targeted Medical Surgical 2013: Cardiovascular;

ATI Tutorial, Pharmacology Made Easy: Cardiovascular System.

Writing Assignments

Concept map:

Concept Map General Instructions:

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

Example acute problem list, in order of priority:

1. Ineffective tissue perfusion
2. Activity intolerance
3. Deficient knowledge

1. Analyze / evaluate / integrate information on each problem by discussing, evaluating and correlating relevant:
 - a. Physical assessment findings
 - b. Diagnostic findings
 - c. IV solutions

1. Complete an ongoing concept map for a patient whose nursing diagnosis/potential complication/collaborative problem is the most critical physiological problem. The concept

map should incorporate all acute problems in the interventions and evaluations.

Further recommendations for concept maps:

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

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

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

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

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

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

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

Physical Assessment Findings:

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

Diagnostic Findings:

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

Medications/Therapeutics/IV Fluids:

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

Remember that writing a concept map is a progressive process of learning that will take a bit of

trial and error. Students have nearly the entire semester to gain and document this skill of priority problem identification, analysis, evaluation, and care planning of the acutely ill client and their corresponding clinical problems and complications.

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

Other Assignments

Weekly dosage calculation worksheets:

Med Calculation/Critical Thinking Practice #1

1. Ann Arronson has this order: 1000 ml of NS to be administered every 8 hours.
 - a. What is the rate per hour? 125 ml
 - b. How much fluid will the patient receive in 3 hours? _____
 - c. Will you call the MD for order clarification? _____
1. Brett Butler has an order: NS 500 ml, IV, over 8 hours with a drip rate of 20 gtt/ml.
 1. Calculate the rate of administration:
 2. What will you give in 15 seconds?
 3. Can you give partial drip?
1. Chris Christie has this order: 500 ml of LR, IV, over 8 hours. Indicate the rate on the IV pump: _____ ml

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

1. Class/major S/E (side effects):
2. What will be your dose of lovenox? _____
3. How many ml's of lovenox will you draw up for your dose? _____ml's
1. Your order reads, "Protonix 40 mg. IVP every day." Main IV fluid is normal saline (0.9%) with 20 mEq KCL/liter which is running at 50 ml's per hour. The patient is hospitalized with pneumonia and is also receiving Rocephin 1 Gm. IV every 24 hours.
 - a. Class/ major S/E:
 - b. Will you dilute the Protonix?
 - c. How long will you push the Protonix over? _____
 - d. Do you need another IV site to give this drug in? _____
 - e. You will push 1 ml over _____ seconds.
 - f. You will flush with _____ fluid.
 - g. You will push at _____ rate.
 - h. Pt now has S.L. How will you administer?

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

1. Class/ major S/E:

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

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

11. Will you dilute the drug? _____

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

12. Class/ major S/E:

13. How long will you administer this drug over? _____

14. Will you use an infusion pump? _____

15. What is one obstacle you know of in giving this drug to your patient, and as the RN managing the patient's safe care, what would be an appropriate intervention?

Formulas: Use rounding rules; see syllabus

IV pushes: Time in seconds/lines

Example: Medication Z (volume of 10 ml) over 3 minutes = 180 seconds (60 * 3)/10 ml = 18 seconds per ml

IV fluids or piggy backs:

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

Methods of Evaluation

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

Course Materials

Textbooks:

1. D. Ignatavicius & M. Workman. *Medical Surgical Nursing: Patient-Centered Collaborative Care*, 9th ed. Elsevier, 2018, ISBN: 9780323444194
Equivalent text is acceptable

Other:

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

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 33

Full Course Title: Psychiatric/Mental Health Nursing

Short Title: Psychiatric Nursing

TOP Code: 1230.10 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)*

Effective Term: Fall 2015

Course Standards

Course Type: Credit - Degree Applicable

Units: 4.0

Total class hours: 216.0

Total contact hours in class: 144.0

Lecture hours: 36.0

Lab hours: 108.0

Hours outside of class: 72.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Nursing (Masters Required)
-

Course Description

Eclectic approach to psychiatric and mental health nursing including psychodynamics of human behavior, group dynamic, therapeutic communication and psychopharmacology, with an emphasis on concepts and principles as applied to self and individuals in therapy. The clinical nursing experience involves the application of nursing process, meeting the mental health and psychosocial needs as well as physiological health needs of individuals throughout the life span during one to one interactions with clients, participating in group process, staff conferences and various treatment modalities.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Management of Aggressive/Assaultive Behavior
 - a. Crisis intervention
 - b. The assault cycle

- c. Assessment of risk for violence
 - d. Use of verbal de-escalation vs. restraints
 - e. Nursing care of clients in seclusion/restraints
 - f. Safety issues
- 2. Introduction to Mental Health Nursing
 - a. Practice standards and practice principles
 - b. Self-awareness and concepts of mental health and illness
 - c. Theoretical models and psychobiological basis of behavior
 - d. Levels of prevention
 - e. Cultural competence
- 3. Legal/Ethical Issues in Psychiatric/Mental Health Nursing
 - a. Legal basis for nursing practice
 - b. Commitment issues
 - c. Client's rights
 - d. Ethical guidelines and clinical judgements
- 4. Therapeutic Communication and Nurse Patient Relationship
 - a. Therapeutic communication and barriers
 - b. Therapeutic relationships and role of the nurse
 - c. Cultural considerations
- 5. Nursing Process in Psychiatric/Mental Health Nursing: Assessing Mental Status
 - a. Nursing process in the psychiatric setting
 - b. Mental status evaluation
 - c. Nursing diagnosis vs. DSM-IV-TR
- 6. Therapeutic Modalities: Working with Groups, Milieu Management, Nursing Interventions, Strategies and Outcomes
 - a. The therapeutic relationship and group dynamics
 - b. Therapeutic milieu
 - c. Roles of members of the psychiatric team and the interdiscipline team
 - d. Therapeutic factors of groups (Yalom's)
 - e. Modalities of therapies
 - f. Cultural consideration
- 7. Psychopharmacology
 - a. Introduction to psychopharmacology
 - b. Psychotropic agents
 - c. Other biologic therapies
 - d. Evaluation, side effect, patient education and nursing implication
 - e. Cultural considerations
- 8. Psychiatric illness and Mental Health Disturbances
 - a. Anxiety and related disorder
 - b. Mood disorders
 - c. Personality disorders
 - d. Thought disorders: psychosis and schizophrenies
 - e. Suicide, self-destruction behaviors and at risk populations for abuse and violence
 - f. Substance related disorders, dual diagnosis and the severely mentally ill
 - g. Cognitive disorders and the mental health issues of the elderly
 - h. Eating disorders and disorders of adolescence and childhood

Course Lab/Activity Content

All of the lecture content is applied in lab.

- 1. Management of Aggressive/Assaultive Behavior
 - a. Crisis intervention
 - b. The assault cycle
 - c. Assessment of risk for violence
 - d. Use of verbal de-escalation vs. restraints
 - e. Nursing care of clients in seclusion/restraints
 - f. Safety issues
- 2. Introduction to Mental Health Nursing
 - a. Practice standards and practice principles

- b. Self-awareness and concepts of mental health and illness
 - c. Theoretical models and psychobiological basis of behavior
 - d. Levels of prevention
 - e. Cultural competence
- 3. Legal/Ethical Issues in Psychiatric/Mental Health Nursing
 - a. Legal basis for nursing practice
 - b. Commitment issues
 - c. Client's rights
 - d. Ethical guidelines and clinical judgements
- 4. Therapeutic Communication and Nurse Patient Relationship
 - a. Therapeutic communication and barriers
 - b. Therapeutic relationships and role of the nurse
 - c. Cultural considerations
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 - c. Roles of members of the psychiatric team and the interdiscipline team
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 - f. Substance related disorders, dual diagnosis and the severely mentally ill
 - g. Cognitive disorders and the mental health issues of the elderly
 - h. Eating disorders and disorders of adolescence and childhood

Objectives

1. Demonstrate knowledge from the following areas as a basis for nursing practice: therapeutic communication; group dynamics; psychopharmacology; principles of psychiatric nursing; stress, adaptation and anxiety; mental health concepts applied throughout the life span; cultural considerations; mood, thought anxiety and personality disorders; substance abuse; crisis management; suicide prevention; cognitive, geriatrics, childhood and adolescent disorders; eating disorders as well as sleep and sexuality as they relate to mental health issues. ****Requires Critical Thinking****
2. Integrate knowledge from physical and behavioral sciences, humanities and previous nursing theory in the care of the client with mental health problems or illness. ****Requires Critical Thinking****
3. Identify significant socio/cultural factors and variables affecting mental health clients. ****Requires Critical Thinking****
4. Use the nursing process to collect and analyze significant data related to the mental health client including: health history; mental status evaluation; physical assessment; medication regimen; treatment plan; and teaching/learning needs. ****Requires Critical Thinking****

5. Utilize the nursing process as a basis for nursing practice when caring for clients with mental health needs or mental illness. ****Requires Critical Thinking****
6. Identify specific knowledge related to mental health and illness necessary to interact with health team members in developing an effective plan of care. ****Requires Critical Thinking****
7. Describe therapeutic communication techniques important in meeting mental health needs. ****Requires Critical Thinking****
8. Identify the role of the nurse in managing the care of clients with mental health issues. ****Requires Critical Thinking****
9. Compare and contrast the role of the nurse as teacher and advocate when caring for clients and families with mental health needs. ****Requires Critical Thinking****
10. Identify legal and ethical issues affecting clients with mental health needs. ****Requires Critical Thinking****
11. Augment theory with distant learning enhancements such as ITV and Canvas. ****Requires Critical Thinking****
12. Meet clinical objectives which include the following: 1) As a Provider of Care: a) utilize the nursing process to provide care in a 1-1, structured mental health care setting to adult clients throughout the life span with psychiatric mental health care needs; b) plan, implement and evaluate care, which demonstrates an understanding of the significance of psychosocial, ethnocultural and spiritual variables in the care of selected mental health clients; c) assist clients in their adaptation to stressors by applying selected knowledge from the biophysical, psychosocial and nursing sciences as a basis for nursing practice. 2) As a Manager of Care: a) participate actively in the implementation and coordination of mental health clients' plans of care; b) assist in the management of client care in a structured mental health care setting, assisting with the care of selected clients with varied mental health care needs; c) function as a member of the multidisciplinary mental health team in assisting clients to identify families mental health needs. 3) As a Communicator: a) select, utilize and evaluate appropriate therapeutic communication techniques when engaging with clients, staff, peers, instructors, and other members of the health care team. 4) As a Teacher, use the nursing process to: a) provide client, family and community education to promote mental health and wellness; b) increase community awareness of community mental health resources. 5) As a Member within the Discipline of Nursing: a) identify professional, legal and ethical guidelines in the mental health setting and function within these standards; b) demonstrate nursing practice that reflects an understanding of and sensitivity to the advocacy role of the nurse. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate therapeutic communication skills and engage in 1:1 conversations with patient suffering from mental illness.
2. Upon completion of this course, students will identify factors that promote culturally congruent care between nurse and patient/family.
3. Upon completion of this course, students will become proficient in utilizing EMR, gathering patient care data to be utilized in care planning and resource retrieval , as well as utilizing Canvas and other computerized systems (internet/intranet) to enhance learning about caring for the mentally ill.
4. Upon completion of this course, students will identify components of professional, legal, and ethical responsibilities related to being a registered nurse and working with the mentally ill.
5. Upon completion of this course, students will apply the nursing process, concepts and skills of mental health nursing to clients experiencing stress and other mental health issues. (Active)

Methods of Instruction

- Laboratory
- Lecture/Discussion

- **Other**
Community involvement, guest lectures, videos, DVD's, Clinicals in Crisis Center, Inpatient and outpatient
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Writing: Inpatient Worksheets; Inpatient Mental Status Evaluation, Patient Care Plans, Chart Entries, Mini Mental Examination, Syllabus Handouts for Self-awareness, Fictitious Grant Justification for spending \$500,000.00 in areas of need in the Community.

Work Outside Classroom: Attend Probable Cause Hearing; Attend 12-step group meeting; Attend a Non-12 step Hearing; Visit a Suicide Prevention Center; Walk Through the Community Identifying Mental Health Resources; Inpatient and Outpatient Rotation in Woodland and Yuba City.

Methods of Evaluation

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

Course Materials

Textbooks:

1. M.C. Townsend and K.I. Morgan. *Psychiatric Mental: Concepts of Care in Evidence- Based Practice*, 9th ed. FA Davis, 2018, ISBN: 97808036660540
Equivalent text is acceptable
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 36

Full Course Title: Pathophysiology: Understanding Disease

Short Title: Patho

TOP Code: 1230.10 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)*

Effective Term: Spring 2012

Course Standards

Course Type: Credit - Degree Applicable

Units: 4.0

Total class hours: 216.0

Total contact hours in class: 72.0

Lecture hours: 72.0

Hours outside of class: 144.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Nursing (Masters Required)
-

Course Description

The study of disease pathology in the human body with a focus on the study of abnormal physiological function of body systems at the cellular level. Correlation to disease etiology and biological and physical manifestations produced by abnormal physiology. Core course content for NURS 1 through NURS 4B, nursing courses. The content of this course is content required for licensure with the California Board of Registered Nursing. Course is required to be completed prior to formal admission to the Yuba College Nursing Program. Pre-requisite: BIOL 4 and BIOL 5. Computer literacy skills are recommended. (L)

Conditions of Enrollment

Satisfactory completion of: BIOL 4; BIOL 5

Advisories

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

Content

Course Lecture Content

1. Abnormal cellular biology
2. Disease of the human defense/infections
3. Diagnosis and treatment of common and major diseases

4. Disease manifestations, pathogenesis, complications, treatments and general care of a given common or major pathophysiology of the following body systems:
 - a. Musculoskeletal system
 - b. Gastrointestinal system
 - c. Cardiovascular system
 - d. Pulmonary system
 - e. Renal/urologic system
 - f. Hematological system
 - g. Integumentary system
 - h. Reproductive system/obstetrics
 5. Research process involved in the study of disease of the major body systems
-

Objectives

1. Relate the abnormal physiology that manifests with common and major disease processes of the human organism.
 2. Describe the pathogenesis of common and major diseases that effect the human organism across the life span
 3. Identify the cellular, genetic and environmental effects and variables of disease formation and pathogenesis. ****Requires Critical Thinking****
 4. Compare and contrast normal functioning of selected body systems with abnormal functioning in disease states. ****Requires Critical Thinking****
 5. Describe the manifestations, signs and symptoms, complications, diagnostics, and treatments of common and major diseases of the human organism. ****Requires Critical Thinking****
 6. Complete two written essays that demonstrate understanding of the pathophysiology, pathogenesis and core concepts of disease. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon successful completion of this course, students will demonstrate proficiency in recognizing pathophysiology of selected diseases by achieving a cumulative minimum score of 70% on course exams
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Upon successful completion of this course, students will demonstrate information competency by conducting research using library and online resources to achieve a minimum score of 70% on written assignments.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 3. Upon successful completion of this course, students will demonstrate scientific awareness about selected diseases and disorders by achieving a minimum 70% on written assignments.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 4. Upon successful completion of this course, students will demonstrate effective communication by achieving a minimum of 70% in discussion board assignments.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
-

Methods of Instruction

- **Lecture/Discussion**

- **Other**
Publishers Learning Modules
-

Distance Education

Delivery Methods

- Online
 - Broadcast Education
-

Assignments

Reading Assignments

Case study as assigned

Writing Assignments

Students are given a case study consisting of a scenario involving a patient with an illness or pathology. They must research the disease, co-morbidities, etiology, impact, labs / diagnostics, routine signs and symptoms and medical / nursing treatments and interventions appropriate to assure wellness of the patient.

Other Assignments

Written essays of prescribed disease processes

Methods of Evaluation

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

Course Materials

Textbooks:

1. Sue E. Huether and Kathryn L. McCance. *Understanding Pathophysiology*, 6th ed. -, 2017, ISBN: 978-03-230-7891-7

Equivalent text is acceptable

Other:

1. N36 Syllabus, Lecture Notes
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 4A

Full Course Title: Medical-Surgical Nursing IV

Short Title: Med Surg Nurs IV

TOP Code: 1230.10 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)*

Effective Term: Fall 2018

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.5

Total class hours: 189.0

Total contact hours in class: 117.0

Lecture hours: 36.0

Lab hours: 81.0

Hours outside of class: 72.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

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

Conditions of Enrollment

Satisfactory completion of: NURS 3

Content

Course Lecture Content

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

II. Disease of the Immune System

a. General concepts of inflammation & immunity

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

III. Disease Caused by Infectious Agents

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

IV. Disease of the Hematologic System

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

V. Cancer

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

Course Lab/Activity Content

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

Objectives

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

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

Student Learning Outcomes

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

Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Read chapter 39 and 40 in med-surg book

Writing Assignments

Complete SBAR on their most critical patient during clinical

Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Ignatavicius. *Medical Surgical Nursing*, Current ed. Mosby, ISBN: ISBN: 978-1-4377-279
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 4B

Full Course Title: Leadership in Nursing

Short Title: Nurse Leader

TOP Code: 1230.10 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)*

Effective Term: Fall 2018

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 126.0

Lecture hours: 18.0

Lab hours: 108.0

Hours outside of class: 36.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Nursing Science/
 - Nursing (Masters Required)
-

Course Description

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

Conditions of Enrollment

Satisfactory completion of: NURS 4A

Content

Course Lecture Content

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

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

Course Lab/Activity Content

Students precept with an RN for 108 hours in the hospital

Objectives

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

Student Learning Outcomes

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

Methods of Instruction

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

Assignments

Reading Assignments

Complete ATI material on leadership

Writing Assignments

Complete a journal on their particular shift

Other Assignments

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

Methods of Evaluation

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

Course Materials

Textbooks:

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

Software:

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

Other:

1. Course Syllabus & Preceptor orientation materials
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 51

Full Course Title: Medical Terminology

Short Title: Medical Terminology

TOP Code: 1230.10 - Nursing - Registered Nurse Training (RN, ASN, BSN, MSN)*

Effective Term: Fall 2016

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

- Nursing (Masters Required)
 - Health (Masters Required)
 - Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required)
 - Education (Masters Required)
-

Course Description

Intended to assist those studying in the fields of medicine and health care by learning a word-building system for defining, using, spelling and pronouncing medical words. It is designed for those preparing for a health career such as nursing, medical secretary, ward secretary, emergency medical technician, medical technologist, respiratory therapist, or other fields that require a medical vocabulary.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**
Course is fully online.
 - **Language - recommended eligibility for English 1A**
Course is conducted in English and students must be able to read and write in English at the 8th grade level.
-

Content

Course Lecture Content

1. Basic word structure
 2. Terms pertaining to the body as a whole
 3. Prefixes
 4. Suffixes
 5. Digestive System
 6. Additional Suffixes and Digestive System Terminology
 7. Urinary System
 8. Female Reproductive System
 9. Male Reproductive System
 10. Nervous System
 11. Cardiovascular System
 12. Respiratory System
 13. Blood System
 14. Lymphatic and Immune Systems
 15. Musculoskeletal System
 16. Skin
 17. Sense Organs: The Eye and the Ear
 18. Endocrine System
 19. Cancer Medicine (Oncology)
 20. Radiology and Nuclear Medicine
 21. Pharmacology
 22. Psychiatry
-

Objectives

1. Analyze and develop a beginning vocabulary of medical words related to selected anatomical systems using Greek and Latin prefixes, suffixes, root words and combining forms. ****Requires Critical Thinking****
 2. Spell medical words correctly.
 3. Use a medical dictionary quickly for verification.
 4. Recognize medical terminology in a written context. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon successful completion of the course, students will implement an ever increasing lexicon of medical terms in verbal and written communication.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Upon successful completion of this course, students will be able to competently use, in context, the terminology for researching medical information and online medical discussions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. Upon successful completion of this course, students will demonstrate critical thinking by (or in) researching and authenticating websites for medical terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Learning Modules, Web assignments
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Students should contribute to discussion boards with information obtained from independent research conducted on the internet.

Methods of Evaluation

- Essay/Paper
 - Exams
 - Participation
 - Problem Solving Exercises
 - Quizzes
 - Research Project
-

Course Materials

Textbooks:

1. Chabner, Davi-Ellen. *The Language of Medicine*, 10th ed. Chabner, Elsevier;, 2014, ISBN: 9781455728466

Other:

1. Study modules consisting of publisher's material available through course website: Evolve Elsevier
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COSMT 50
Full Course Title: Introduction To Cosmetology
Short Title: Intro to Cosmt
TOP Code: 3007.00 - Cosmetology/Cosmetologist, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 272.0
 Total contact hours in class: 200.0
 Lecture hours: 36.0
 Lab hours: 164.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Cosmetology
-

Course Description

Upon completion of the course, the student will identify California Board of Barbering and Cosmetology rules and regulations.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Cosmetology Act and Board Regulations
2. Health and Safety, Disinfection and Sanitation Control Procedures
3. History and Career Opportunities
4. Life Skills
5. Your Professional Image
6. Communicating for Success
7. Chemicals in Cosmetology

- a. Application
- b. Control
- c. Safety

Course Lab/Activity Content

Health and safety sanitation control and disinfection procedures

Chemical application and safety

Objectives

1. Relate and apply the requirements of the Cosmetology Act and Board regulations to the practice of cosmetology.
 2. Identify and apply approved procedures for sanitation, sterilization, and safety.
 3. Develop the necessary comprehensive technical skills required by the California Bureau of Barbering and Cosmetology for competency in providing salon services.
 4. Understand cosmetic chemistry including sterilization and mixing hair colors. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of the course, the student will identify California Board of Barbering and Cosmetology rules and regulations.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completion of the course, student will demonstrate correct application techniques used in hair chemical services.
 - **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.
3. Upon completion of the course, student will demonstrate time management skills.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
4. Upon completion of the course, student will identify the different career paths available to licensed cosmetologists.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the

implications and applications of basic scientific principles.

5. Upon completion of the course, student will demonstrate accurate disinfection and sanitation techniques.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

- Exams
 - Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Quizzes
 - Research Project
 - Skills Demonstrations/Performance Exam
 - Other
 - Mock Board testing
-

Course Materials

Textbooks:

1. Milady. *Standard Textbook of Cosmetology*, 2016 ed. Cengage Learning, 2016, ISBN: 978-1-285-76943-1
Equivalent text is acceptable
2. MILADY. *MILADY STANDARD PRACTICAL WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76947-9
Equivalent text is acceptable
3. MILADY. *MILADY STANDARD COSMETOLOGY THEORY WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76945-5
Equivalent text is acceptable
4. MILADY. *MILADY STANDARD COSMETOLOGY EXAM REVIEW*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76955-4
Equivalent text is acceptable
5. MILADY. *MILADY STANDARD ONLINE LICENSING PREP*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76979-0
Equivalent text is acceptable

Other:

1. Solid black pants, capri pants, or skirt. solid black or white shirt. Black closed toe shoe and solid black smock (one is provided) worn over the shirt. Cosmetology Kit.
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COSMT 51
Full Course Title: Beginning Cosmetology I
Short Title: Beg. Cosmt I
TOP Code: 3007.00 - Cosmetology/Cosmetologist, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 272.0
 Total contact hours in class: 200.0
 Lecture hours: 36.0
 Lab hours: 164.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Cosmetology
-

Course Description

Instruction on structures of the hair and scalp and its disorders, hair growth and loss, analyzing the hair and scalp with respect to salon services, learning how to evaluate facial shapes and hair characteristics for selection of complimentary cosmetology services, basic haircutting skills, hair design and techniques, braiding, extensions and wigs.

Conditions of Enrollment

Satisfactory completion of: COSMT 50

Advisories

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

Content

Course Lecture Content

1. Hair Structure, Growth and Loss
2. Diseases and Disorders of the Hair and Scalp
3. Hair and Scalp Analysis
4. Chemical Composition of the Hair

5. Hair Additions
 - a. Extensions (human vs. synthetic)
 - b. Wigs (human hair or synthetic)
 - c. Hair pieces and wiglets
6. Philosophy of Hair Design
 - a. Elements of hair design
 - b. Principles of hair design
 - c. Influence of hair type on design
 - d. Creating harmony between hairstyle and facial shape
 - e. Designing for men
7. Basic Hair Cutting Skills
 - a. 90 degree, 45 degree, 180 degree, blunt cuts

Course Lab/Activity Content

Analysis of scalp and hair

Hair additions

Hair design

Basic Hair cutting

Objectives

1. Have a basic knowledge of the properties of the hair and scalp, hair growth and loss, disorders of the hair and scalp.
 2. Analyze the hair and scalp with respect to salon services. ****Requires Critical Thinking****
 3. Evaluate facial shapes and hair characteristics for selection of complimentary cosmetology practices.
 4. Understand basic haircutting procedures and techniques.
 5. Demonstrate knowledge in the concept of hair design.
 6. Understand and demonstrate hairstyling techniques and the importance of client consultation.
 7. Understand and demonstrate braiding and braid extensions
 8. Demonstrate knowledge in wigs and hair additions.
 9. To understand and demonstrate the proper techniques used for cutting elevated haircuts. Must demonstrate proper elevations for each designated hair cut. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student will demonstrate proper techniques in haircutting.
 - **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.
2. Upon completion of this course, the student will demonstrate proper use of hairpieces.

- **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. Upon completion of this course, the student will demonstrate how different chemicals are used and mixed properly.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
4. Upon completion of this course, the student will demonstrate appropriate client consultation.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
5. Upon completion of this course, the student will demonstrate proper techniques in hairstyling.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Hands-on application
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Laboratory Assignments**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Problem Solving Exercises**
 - **Quizzes**
 - **Research Project**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Weekly Mock State Board Exam prep
-

Course Materials

Textbooks:

1. Milday. *Standard Textbook of Cosmetology*, 2016 ed. Cengage Learning, 2016, ISBN: 978-1-285-76943-1

Equivalent text is acceptable

2. MILADY. *MILADY STANDARD COSMETOLOGY THEORY WORKBOOK* , 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76945-5

Equivalent text is acceptable

3. MILADY . *MILADY STANDARD COSMETOLOGY PRACTICAL WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76947-9

Equivalent text is acceptable

4. MILADY. *MILADY STANDARD COSMETOLOGY EXAM REVIEW*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76955-4

Equivalent text is acceptable

5. MILADY. *MILADY STANDARD COSMETOLOGY ONLINE LICENSING PREP*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76979-0

Equivalent text is acceptable

Other:

1. Solid black pants, capri pants, or skirt. Solid black or white shirt. black closed toe shoe and solid black smock (one is provided) worn over the shirt. Cosmetology kit.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COSMT 52
Full Course Title: Beginning Cosmetology II
Short Title: Beginning Cosmo II
TOP Code: 3007.00 - Cosmetology/Cosmetologist, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 272.0
 Total contact hours in class: 200.0
 Lecture hours: 36.0
 Lab hours: 164.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Cosmetology
-

Course Description

Introduction to the principles of infection control and procedures, anatomy of the skin and its diseases and disorders, hair coloring procedures and techniques and the chemical composition related to coloring services, Analine Derivative tints (color) and processing agents, and accurate mixing ratios according to manufacture specifications.

Conditions of Enrollment

Satisfactory completion of: COSMT 51

Content

Course Lecture Content

1. Infection Control (Bacteriology)
2. Types of and Classifications of Bacteria
3. Hepatitis and Human Immunodeficiency Virus (HIV)
4. Classifications of Infection Control
 - a. Sanitation
 - b. Disinfection
 - c. Sterilization
5. Anatomy of the Skin

- a. Structure and composition of the skin
- b. Functions of the skin
- c. Nutrients essential for good health
- 6. Diseases and Disorders of the Skin
 - a. Common skin lesions
 - b. Disorders of the sebaceous glands
 - c. Changes in skin pigmentation
 - d. Forms of skin cancer
 - e. Acne
 - f. Dermatitis
- 7. Hair Coloring Procedures
 - a. Natural hair color and tone
 - b. Types of hair color
 - c. Hair color formulation
 - d. Hair color application
 - e. Special challenges in hair color
 - f. Corrective solutions

Objectives

1. Understand the principles of infection control and have the ability to demonstrate procedures related to this task. Student will know the universal precautions procedures for infection control. ****Requires Critical Thinking****
2. Demonstrate a basic knowledge of anatomy of the skin and its diseases and disorders. Such areas involved in this category include skin cancer types, hypertrophies of the skin, contact dermatitis.
3. Understand hair color procedures and techniques, and know the chemical composition related to coloring services.
4. Mix aniline derivative tints (color) and processing agents accurately according to ratios given by manufacturer. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, the student will identify and define the different classifications of bacteria.
 - **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.
2. Upon completion of this course, the student will identify the different types of skin diseases and disorders.
 - **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.
3. Upon completion of this course, the student will demonstrate service techniques for skin.
 - **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.
4. Upon completion of this course, the student will identify and label the anatomy of the skin.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

and issues in making decisions.

- **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
5. Upon completion of this course, the student will identify chemical compositions used in skin services.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Milady. *Standard Textbook of Cosmetology*, 2012 ed. Cengage Learning, 2012, ISBN: 978-1-4390-5930-2
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COSMT 53
Full Course Title: Intermediate Cosmetology I
Short Title: Intermed. Cosmet. I
TOP Code: 3007.00 - Cosmetology/Cosmetologist, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 272.0
 Total contact hours in class: 200.0
 Lecture hours: 36.0
 Lab hours: 164.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Cosmetology
-

Course Description

Introduction to chemical texture services including nail structure and growth, nail disease and disorders, manicuring and pedicuring services.

Conditions of Enrollment

Satisfactory completion of: COSMT 52

Content

Course Lecture Content

1. Chemical Texturing Services
 - a. Structure and purpose of each of the hair's layers
 - b. Chemical actions that take place in chemical texture services
 - c. Alkaline and true acid waves
 - d. Neutralization in permanent waving
 - e. Thio relaxers
 - f. Hyrdoxide relaxers
 - g. Curl reforming
2. Nail Structure and Growth
3. Nail Disease and Disorders

4. Manicuring
 - a. Procedures
 - b. Professional cosmetic products
 - c. Men's manicures
 - d. Spa manicures
 - e. Paraffin wax treatments
 - f. Nail technology tools
 - g. Aromatherapy
5. Pedicuring
 - a. Pedicure tools
 - b. Disinfection
 - c. Procedures
6. Nail Tips and Wraps
 - a. Procedures
 - b. Maintenance, repair, and removal
7. Monomer Liquid and Polymer Nail Enhancements
 - a. Enhancement supplies
 - b. Maintenance, crack repair, and removal
 - c. Colored polymer powder products and procedures
 - d. Odorless monomer liquid and polymer powder products
8. UV Gels
 - a. Supplies
 - b. Choosing proper UV gels
 - c. UV light units and lamps
 - d. UV gel polish
 - e. UV gel maintenance and removal
 - f. Procedures

Course Lab/Activity Content

Chemical texture procedures

Manicuring procedures

Pedicure procedures

Artificial Nail procedures

Objectives

1. Demonstrate proper chemical texturizing techniques.
2. Understand the different types of chemicals used in chemical texturizing and the chemical composition of each one.
3. Use chemical texturizing products safely and know the health and safety precautions for these chemicals.
4. Understand the correct mixing of these chemicals and appropriate timing involved. ****Requires Critical Thinking****
5. Understand and identify the structures of the nail and its growth.
6. Identify the different types of nail diseases and disorders.
7. Identify the symptoms and causes of nail diseases and disorders.
8. Demonstrate the correct procedure for manicuring.
9. Demonstrate the correct procedure for pedicuring.

10. Demonstrate the correct procedures for applying artificial nail tips, wraps, monomer liquid and polymer powder nail enhancements and use uv gels.
-

Student Learning Outcomes

1. Upon completion of this course, the student will explain chemical compositions used in chemical hair texture services.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Upon completion of this course, the student will list the health and safety risks for all chemicals used in hair chemical texture services.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 3. Upon completion of this course, the student will identify the anatomy of the nail structure.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 4. Upon completion of this course, the student will identify and describe nail disorders.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 5. Upon completion of this course, the student will demonstrate the correct procedures used for all chemical texture services.
 - **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
 - Service Learning
-

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Milady. *Standard Textbook of Cosmetology*, 2016 ed. Cengage Learning, 2016, ISBN: 978-1-285-76943-1
Equivalent text is acceptable
 2. MILADY. *MILADY STANDARD COSMETOLOGY ONLINE LICENSING PREP*, 2016 ed. CENGAGE, ISBN: 978-1-285-76979-0
Equivalent text is acceptable
 3. MILADY . *MILADY STANDARD COSMETOLOGY EXAM REVIEW*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76955-4
Equivalent text is acceptable
 4. MILADY. *MILADY STANDARD COSMETOLOGY THEORY WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 9781-285-76945-5
Equivalent text is acceptable
 5. MILADY . *MILADY STANDARD COSMETOLOGY PRACTICAL WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-285-1-76947-9
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COSMT 54
Full Course Title: Intermediate Cosmetology II
Short Title: Inter. Cosmo. II
TOP Code: 3007.00 - Cosmetology/Cosmetologist, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 272.0
 Total contact hours in class: 200.0
 Lecture hours: 36.0
 Lab hours: 164.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Cosmetology
-

Course Description

Introduction to human anatomy. Includes, but is not limited to, physiology and the body's organs and functioning systems.

Conditions of Enrollment

Satisfactory completion of: COSMT 53

Content

Course Lecture Content

1. The Study of Anatomy and Physiology
 - a. Anatomy, Physiology and You
 - b. Cells
 - c. Tissues
 - d. Organs and Body Systems
 - e. The Skeletal System
 - f. The Muscular System
 - g. The Nervous System
 - h. The Circulatory System
 - i. The Lymphatic/Immune System

- j. The Endocrine System
- k. The Digestive System
- l. The Excretory System
- m. The Respiratory System
- n. The integumentary System
- o. The Reproductive System

Course Lab/Activity Content

Demonstration of how anatomy knowledge ties into cosmetology services.

Objectives

1. Know all aspects of the human anatomy.
 2. Identify all parts of the skeletal and muscular systems of the body. ****Requires Critical Thinking****
 3. List and describe the functions of all the various parts of the Nervous System, Circulatory, Lymphatic/Immune, Endocrine, Digestive, Excretory, Respiratory, Integumentary and reproductive systems. ****Requires Critical Thinking****
 4. List and describe the organs and body systems ****Requires Critical Thinking****
 5. List and describe different types of cells and tissues in the human body. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student will identify basic human anatomy as it pertains to Cosmetology.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student will list the 10 body systems and organs.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student will identify all parts of the skeletal system of the human body.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
4. Upon completion of this course, the student will describe the functions of the various nervous systems.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
5. Upon completion of this course, the student will identify the different types of tissues in the human body.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Service Learning
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Milady. *Standard Textbook of Cosmetology*, 2016 ed. Cengage Learning, 2016, ISBN: 978-1-285-76943-1
Equivalent text is acceptable
 2. MILADY . *MILADY STANDARD COSMETOLOGY ONLINE LICENSING PREP*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76979-0
Equivalent text is acceptable
 3. MILADY . *MILADY STANDARD COSMETOLOGY EXAM REVIEW*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76955-4
Equivalent text is acceptable
 4. MILADY. *MILADY STANDARD COSMETOLOGY THEORY WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76945-5
Equivalent text is acceptable
 5. MILADY. *MILADY STANDARD COSMETOLOGY PRACTICAL WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76947-9
Equivalent text is acceptable
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COSMT 55
Full Course Title: Advanced Cosmetology I
Short Title: Adv. Cosmo. I
TOP Code: 3007.00 - Cosmetology/Cosmetologist, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 272.0
 Total contact hours in class: 200.0
 Lecture hours: 36.0
 Lab hours: 164.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Cosmetology
-

Course Description

Introduction to the basics of chemistry and electricity and how they are related to cosmetology.

Conditions of Enrollment

Satisfactory completion of: COSMT 54

Content

Course Lecture Content

1. Chemistry
 - a. Difference between organic and inorganic chemistry
 - b. States of matter
 - c. Oxidation and reduction (redox) reactions
 - d. Differences between pure substances and physical mixtures
 - e. Solutions, suspensions, and emulsions
 - f. Potential hydrogen and the pH scale.
2. Electricity
 - a. The nature of electricity and the two types of electrical current
 - b. Electrical measures
 - c. Principles of electrical equipment safety

- d. Electric modalities used in cosmetology
- e. Types of electrical equipment that cosmetologists use and the correct procedures using them
- f. Electromagnetic spectrum, visible spectrum of light and invisible light
- g. Types of light therapy and their benefits

Course Lab/Activity Content

Demonstrate safety with electrical devices

Demonstrate proper handling of chemicals

Objectives

1. Understand the role that chemistry takes in the cosmetology field.
 2. Define the nature of electricity and the two types of currents, electrical measurements, the main electric modalities used in the cosmetology field. Demonstrate the proper use of electrical implements.
****Requires Critical Thinking****
 3. Understand all concepts of basic electricity, including safety measures, and electrotherapy.
 4. Define the nature of electricity and the two types of currents, electrical measurements, the main electric modalities used in the cosmetology field.
-

Student Learning Outcomes

1. Upon completion of this course, the student will explain how the science of chemistry influences Cosmetology.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completion of this course, the student will list the different states of matter.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student will describe Potential Hydrogen (pH) and how it affects the hair.
 - **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.
4. Upon completion of this course, the student will identify the nature of electricity.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
5. Upon completion of this course, the student will be able to explain the electromagnetic spectrum.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
6. Upon completion of this course, the student will demonstrate safety when using chemicals.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Service Learning
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Milady. *Standard Textbook of Cosmetology*, 2016 ed. Cengage Learning, 2016, ISBN: 978-1-285-76943-1
Equivalent text is acceptable
2. MILADY. *MILADY STANDARD COSMETOLOGY ONLINE LICENSING PREP*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76979-0
Equivalent text is acceptable
3. MILADY. *MILADY STANDARD COSMETOLOGY EXAM REVIEW*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76955-4
Equivalent text is acceptable
4. MILADY. *MILADY STANDARD COSMETOLOGY THEORY WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76945-5
Equivalent text is acceptable
5. MILADY. *MILADY STANDARD COSMETOLOGY PRACTICAL WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76947-9

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COSMT 56
Full Course Title: Advanced Cosmetology II
Short Title: Adv. Cosmo. II
TOP Code: 3007.00 - Cosmetology/Cosmetologist, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 272.0
 Total contact hours in class: 200.0
 Lecture hours: 36.0
 Lab hours: 164.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Cosmetology
-

Course Description

Introduction into hair removal, facials, and facial makeup.

Conditions of Enrollment

Satisfactory completion of: COSMT 55

Content

Course Lecture Content

1. Hair Removal
 - a. Study of hair removal
 - b. Client consultation
 - c. Contraindications for hair removal
 - d. Permanent hair removal
 - e. Temporary hair removal
 - f. Procedures
2. Facials
 - a. Study of facials
 - b. Skin analysis and consultation
 - c. Determining skin type

- d. Skin care products
 - e. Client consultation
 - f. Facial massage
 - g. Facial equipment
 - h. Electrotherapy and light therapy
 - i. Facial treatments
 - j. Aromatherapy
 - k. Procedures
3. Facial Makeup
- a. The study of facial makeup
 - b. Cosmetics for facial makeup
 - c. Makeup color theory
 - d. Basic professional makeup application
 - e. Special occasion makeup
 - f. Corrective makeup
 - g. Artificial eyelashes
 - h. Procedures

Course Lab/Activity Content

Demonstrate Proper techniques of hair removal

Demonstrate proper facial techniques

skin analysis

make up techniques

Objectives

1. Demonstrate the basics of facials, and client consultation.
2. Perform skin analysis and decide which facial product chemicals are best for client.
3. Identify the different chemicals in esthetic products and how each one produces different reactions on the skin. ****Requires Critical Thinking****
4. Perform facial makeup skills, both cosmetic and corrective.
5. Demonstrate the proper techniques involved in temporary hair removal. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, the student will identify examples of contraindications that prohibit performing facial treatments.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student will demonstrate proper facial procedures.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve

- educational, professional, and personal objectives.
3. Upon completion of this course, the student will demonstrate massage techniques.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 4. Upon completion of this course, the student will demonstrate techniques for temporary hair removal.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 5. Upon completion of this course, the student will demonstrate proper application of makeup.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 6. Upon completion of this course, the student will demonstrate accurate application and removal of artificial lashes.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Service Learning
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Milady. *Standard Textbook of Cosmetology*, 2012 ed. Cengage Learning, 2012, ISBN: 978-1-4390-5930-2
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: COSMT 57
Full Course Title: Cosmetology State Board Prep
Short Title: Cosmt St Exam Prep
TOP Code: 3007.00 - Cosmetology/Cosmetologist, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 272.0
 Total contact hours in class: 200.0
 Lecture hours: 36.0
 Lab hours: 164.0
 Hours outside of class: 72.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Cosmetology
-

Course Description

Focuses on California State Board written and practical exam preparations. Covers all information listed the California Cosmetology Practical Examination Candidate Information Bulletin and the written exam.

Conditions of Enrollment

Satisfactory completion of: COSMT 56

Content

Course Lecture Content

1. Written Exam Prep
 - a. General sciences
 - b. Anatomy
 - c. Skin diseases and disorders
 - d. Nail diseases and disorders
 - e. Properties of hair and scalp
 - f. Basics of chemistry
 - g. Basics of electricity
 - h. Hair care
 - i. Skin care

- j. Nail care
- k. Business skills
- 2. Practical Exam Prep
 - a. Set up and client protection
 - b. Blow dry styling and thermal curling
 - i. Preparation
 - ii. Demonstration of blow drying
 - iii. Demonstration of curling
 - iv. Safety and infection control
 - c. Haircutting
 - i. Preparation
 - ii. Demonstration of haircutting
 - iii. Safety and infection control
 - d. Chemical waving
 - i. Preparation
 - ii. Demonstration of chemical waving
 - iii. Safety and infection control
 - e. Virgin hair lightening application
 - i. Preparation
 - ii. Demonstration of application of color
 - f. Hair color retouch
 - i. Demonstration of application of color to outgrowth in zone 1
 - ii. Safety and infection control
 - g. Virgin relaxer application
 - i. Preparation
 - ii. Demonstration of relaxer on natural unprocessed hair
 - h. Relaxer retouch
 - i. Demonstration of relaxer application to outgrowth in Zone 1
 - ii. Safety and infection control
 - i. Basic facial
 - i. Preparation
 - ii. Demonstration of facial techniques
 - A. Cleansing
 - B. Massaging
 - C. Toning
 - iii. Safety and infection control
 - j. Manicure
 - i. Preparation
 - ii. Demonstration of filing
 - iii. Demonstration of cuticle care
 - iv. Demonstration of hand massage
 - v. Application of polish
 - vi. Final appearance of nails
 - vii. Safety and infection control
 - k. Sculptured nail
 - i. Preparation
 - ii. Application of sculptured nail product
 - iii. Demonstration of filing
 - iv. Final appearance of nail
 - v. Safety and infection control
 - l. Hair removal of the eyebrows
 - i. Tweezing section
 - A. Preparation
 - B. Demonstration of tweezing
 - ii. Soft wax section
 - A. Preparation
 - B. Demonstration of soft waxing

Course Lab/Activity Content

Mock State Board Exam for all appointments including hair, skin and nails.

Objectives

1. Take and pass California State Board of Barbering and Cosmetology exam. ****Requires Critical Thinking****
2. Effectively seek employment.
3. Understand the role a cosmetologist has in the salon.
4. Understand how business licenses and tax situations are important as a cosmetologist.
5. Utilize small business skills and understand the responsibilities of being your own boss.

Student Learning Outcomes

1. Upon completion of this course, the student will demonstrate accurate service techniques needed to pass the California Cosmetology exam.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student will demonstrate understanding of the cosmetology field by passing an exam in chemical services.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, the student will list all different roles that a licensed cosmetologist has in the field.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
4. Upon completion of this course, the student will list 3 different ways that salon professionals are compensated.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
5. Upon completion of this course, the student will list elements of a successful cosmetologist.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Milady. *Standard Textbook of Cosmetology*, 2016 ed. Cengage Learning, 2016, ISBN: 978-1-285-76943-1
Equivalent text is acceptable
2. MILADY. *MILADY STANDARD ONLINE LICENSING PREP*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76979-0
Equivalent text is acceptable
3. MILADY. *MILADY STANDARD COSMETOLOGY EXAM REVIEW*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76955-4
Equivalent text is acceptable
4. MILADY. *MILADY STANDARD COSMETOLOGY THEORY WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76945-5
Equivalent text is acceptable
5. MILADY. *MILADY STANDARD COSMETOLOGY PRACTICAL WORKBOOK*, 2016 ed. CENGAGE, 2016, ISBN: 978-1-285-76947-9
Equivalent text is acceptable

Other:

1. California Cosmetology Practical Examination Candidate Information Bulletin
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 45

Full Course Title: Principles of Animal Science

Short Title: Animal Science

TOP Code: 0102.00 - Animal/Livestock Husbandry and Production*

Effective Term: Fall 2013

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

- Agricultural Production **Or**
 - Agricultural Business and Related Services **Or**
 - Agriculture (Masters Required)
-

Course Description

A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required.

Content

Course Lecture Content

- A. Introduction to Animal Agriculture
 - a. Career Opportunities
 - b. Importance of domestic animals to the world and to the United States
 - c. Economic importance of animal agriculture
 - d. Animal contributions to human needs
 - e. Ethnic and cultural contributions to animal domestication
- B. Unique adaptations of various species
 - a. Natural selection vs artificial selection
 - b. Meat animal use and production
 - c. Fiber production
 - d. Dairy production

- e. Recreational and companionship use of animals
 - C. Anatomy and physiology
 - a. Identification of external anatomy for various species
 - b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory
 - D. Animal reproduction
 - a. Animal breeding systems
 - b. Reproductive management and technology
 - c. Fertility assessment
 - E. Genetics
 - a. Introduction and review of genetic principles
 - b. Gene modification and genetic interactions
 - c. Genetic improvement and variation
 - d. Inheritance and population genetics
 - F. Nutrition
 - a. Classes of nutrients
 - b. Feed identification and composition
 - c. Livestock feeding management practices
 - G. Animal behavior (ethology)
 - a. Behavioral characteristics
 - b. Animal Handling & Safety
 - c. Conditioning
 - H. Animal Health
 - a. Biosecurity
 - b. Vital Signs
 - c. Indications of health vs disease
 - d. Common diseases
 - I. The scientific method
 - a. Research in animal agriculture
 - b. Developing a research model
 - c. Humane treatment of research animals
 - J. Issues affecting animal agriculture
 - a. Animal welfare issues
 - b. Advances in biotechnology
 - c. Governmental and environmental concerns
 - d. Food safety
 - e. Public policy and consumer awareness
-

Objectives

1. Identify animal contributions to the development of human civilizations.
2. Describe economically significant breeds of animals and their unique adaptations.
3. Describe the function of the major body systems.

4. Identify reproductive cycles and biotechnological principles of animal reproduction.
 5. Analyze genetic change through artificial/natural selection. ****Requires Critical Thinking****
 6. Discuss nutritional needs for various body functions.
 7. Describe animal behavior as it relates to animal domestication, health and performance.
 8. Explain basic strategies for disease control, prevention and management.
 9. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions. ****Requires Critical Thinking****
 10. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate their knowledge of the scientific method in the area of experimental data collection.
 - **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. Upon completion of this course, students will demonstrate a basic understanding of biological processes in livestock species.
 - **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.
 - **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.
 3. Upon completion of this course, students will demonstrate knowledge of the scientific method by drawing conclusions from experimental findings.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Flanders & Gillespie. *Modern Livestock & Poultry Productio*, 9th ed. Cengage Learning, 2015, ISBN: 978-1133283508
Equivalent text is acceptable
 2. Field, Thomas G. and Taylor, Robert E.. *Scientific Farm Animal Production: An Introduction*, 11th ed. Prentice Hall, 2015, ISBN: 978-0133767209
Equivalent text is acceptable
 3. Damron, W. Stephen. *Introduction to Animal Science: Global, Biological, Social and Industry Perspectives*, 6th ed. Pearson, 2017, ISBN: 978-0134436050
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 45L

Full Course Title: Principles of Animal Science Lab

Short Title: Animal Science Lab

TOP Code: 0102.00 - Animal/Livestock Husbandry and Production*

Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable

Units: 1.0

Total class hours: 54.0

Total contact hours in class: 54.0

Lab hours: 54.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Agricultural Production
 - Agriculture (Masters Required)
-

Course Description

Laboratory to accompany Principles of Animal Science (AG 45). A scientific lab approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Experimental design and reporting, animal dissections, basic animal handling and husbandry practices, recognition of animal health, and use of biotechnology in animal science will also be addressed.

Conditions of Enrollment

Advisories

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

Content

Course Lab/Activity Content

1. Introduction to Animal Agriculture
 - a. Importance of livestock to the world and United States
 - b. Economic importance to agriculture
 - c. Animal contribution to human needs

- d. Industry issues and challenges
- e. Ethnic contributions
- 2. Careers and Career Preparation in the Animal Sciences
 - a. Career preparation
 - b. Employment opportunities in animal production and management
 - c. Employment opportunities in international agriculture
 - d. Future opportunities
- 3. Overview of the Livestock Industry
 - a. The beef cattle and dairy industry
 - b. The swine industry
 - c. The sheep and wool industry
 - d. The poultry industry
 - e. The horse industry
- 4. Evaluation and Performance Livestock
 - a. Identifying external anatomy
 - b. Evaluating type and conformation
 - c. Perspective of carcass composition to the live animal
 - d. Understanding carcass and performance data
- 5. The Animal Food Industry
 - a. Food products and processing
 - b. Consumption and marketing strategies
 - c. Trends and future outlook
 - d. Health and nutritional considerations
- 6. Reproduction
 - a. Reproductive organs and their functions
 - b. Animal breeding
 - c. Mating systems
 - d. Fertility
- 7. Genetics
 - a. Fertilization
 - b. Gene modification and interactions
 - c. Genetic improvement and variation

- d. DNA and RNA
 - 8. Nutrition
 - a. Nutrients
 - b. Feeds and feed composition
 - c. Digestive systems
 - d. Growth and development
 - 9. Animal Health
 - a. Prevention and the environment
 - b. Major diseases of farm animals
 - c. Detecting unhealthy animals
 - d. Treatment and care
 - 10. Issues Affecting the Animal Industry
 - a. Animal behavior
 - b. Animal welfare
 - c. Advances in biotechnology
 - d. Government and environmental concerns
 - e. Food safety and consumer awareness
-

Objectives

1. Identify the major influences animals have on mankind now and in the past.
2. Identify the economically significant breeds of beef, sheep and swine.
3. Identify livestock body conformation and how it relates to function.
4. Identify life cycles and biotechnological principles of animal production.
5. Define the terms associated with genetics.
6. Complete a cross and back cross using Mendelian genetics. ****Requires Critical Thinking****
7. Compare and contrast the nutritional needs of animals during growth, development and reproduction.
8. Demonstrate and understand animal behavior as it relates to health and performance.
9. Identify the major needs that animals have to maintain normal health.
10. Discuss issues affecting consumer awareness to animal welfare, food safety and the environment.
****Requires Critical Thinking****
11. List at least 10 by-products produced from animals that are used by mankind.
12. Completion of a series of laboratory exercises that complement topics discussed in lecture.

Student Learning Outcomes

1. Students will demonstrate their knowledge of the scientific method through a laboratory experiment to investigate animal nutrition. Students will collect experimental data, analyze the data, and draw conclusions from their findings.
 - **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.
 - **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 a basic understanding of biological processes in livestock species that focus on animal organization, genetics, nutrition, reproduction, and their practical application. Furthermore, these concepts will be applied to current events in animal science.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- Laboratory

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Laboratory Assignments
- Quizzes
- Research Project

Course Materials

Textbooks:

1. Damron, Stephen W.. *Introduction to Animal Science: Global, Biological, Social and Industry Perspectives*, 6th ed. Pearson Publishing, 2017, ISBN: 978-0134436050
Equivalent text is acceptable
2. Flanders & Gillespie. *Modern Livestock & Poultry Production*, 9th ed. Cengage Learning, 2015, ISBN: 978-1133283508
Equivalent text is acceptable
3. Field, Thomas G. and Taylor, Robert E.. *Scientific Farm Animal Production: An Introduction*, 11th ed. Prentice Hall, 2015, ISBN: 978-0133767209
Equivalent text is acceptable

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 60

Full Course Title: Preparing for 21st Century Workforce in Agriculture

Short Title: Ag Workforce

TOP Code: -

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

- Agricultural Production **Or**
 - Agricultural Business and Related Services
-

Course Description

Learning to critically evaluate and assess the job market and jobs in the future as it relates to agriculture related careers. Students will learn how to identify opportunities and evaluate skills, interests, and identify training and/or education pathway through career explorations.

Content

Course Lecture Content

1. Identify Agriculture career options from
 - A. Principles and values assessments
 - B. Visioning process
2. Personal goal profile related to agriculture
3. Personal strengths and weaknesses for career planning in agriculture & agriculture related areas
4. Problem-solving in agriculture & agriculture related careers
5. Effective decision making in agriculture
6. Ten-year plan process for careers in agriculture using technology

7. Research tools related to specific industry sectors related to agriculture
 8. Synthesis of agriculture career information information with presentation skills
-

Objectives

1. Identify personal principles and values as they may relate to potential jobs in agriculture or agriculture-related fields.
 2. Describe how to use the visioning technique to develop career goal related to agriculture.
 3. Create a personal profile of goals, and link profile to careers related to agriculture.
 4. Assess current skills and identify the gap between where you are and your goals in agriculture.
****Requires Critical Thinking****
 5. Identify areas for development of skills based on a sample current job description in a field related to agriculture. ****Requires Critical Thinking****
 6. Complete a decision-making matrix based on research related to a chosen field related to agriculture.
****Requires Critical Thinking****
 7. Create a personal budget profile based on specific agriculture industry sector information.
 8. Analyze and describe budget impact on future decision making
 9. Create a multiple-year plan that includes appropriate training and skills required to attain stated career goals. ****Requires Critical Thinking****
 10. Identify tools to research future career fields in agriculture. ****Requires Critical Thinking****
 11. Deliver an oral presentation on planning and goal-setting process and the decision-making structure used to create the personal planning profile and 10-year plan ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student will be able to build a realistic budget.
 - **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.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of this course, the student should be able to apply problem-solving techniques to refine the goal-setting process.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **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.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect

for opinions, feelings, and values.

3. Upon completion of this course, students will have designed a comprehensive educational plan that includes a clear pathway from their current educational through post-secondary education.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Lecture/Discussion**
-

Distance Education

Delivery Methods

- Online
-

Assignments

Methods of Evaluation

- **Essay/Paper**
 - **Exams**
 - **Homework**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Portfolio**
-

Course Materials

Textbooks:

1. Bingham, M. and Stryker, S.. *Career Choices and Changes*, Fifth ed. Academic Innovations, LLC, 2013, ISBN: 9781878787170
Equivalent text is acceptable

Manuals:

1. Bingham, Hollems, Wintermeyer. *Get Focused Stay Focused - Follow-up Module 1 Workbook*, Fifth ed. Academic Innovations LLC, 2017, ISBN: 9781878787750
Equivalent text is acceptable
 2. Bingham, Hollems, Wintermeyer. *Set Focused Stay Focused! Follow-up Module 2 Workbook*, First ed. Academic Innovations, LLC, 2014, ISBN: 9781878787521
Equivalent text is acceptable
 3. Bingham, Hollems, Wintermeyer. *Get Focused Stay Focused! Follow-up Module 3 Workbook*, First ed. Academic Innovations, LLC, 2014, ISBN: 9781878787538
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 7

Full Course Title: Entrepreneurship

Short Title: Entrepreneurship

TOP Code: 0112.00 - Agribusiness/Agricultural Business Operations*

Effective Term: Fall 2013

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

- Agricultural Business and Related Services
-

Course Description

Principles of establishing and managing a small business, including the preparation of a business plan; emphasis on goal-setting, types of business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the enterprise, and other aspects in business entrepreneurship. Not open to students who have taken MGMT 14.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. The Basics of Entrepreneurship
 - a. What is an entrepreneur?
 - b. The benefits of entrepreneurship
 - c. The potential drawbacks of entrepreneurship
2. Inside the Entrepreneurial Mind
 - a. Creativity, innovation, and entrepreneurship

- b. Protecting your ideas
 - 3. Strategic Management and the Entrepreneur Forms of Business Ownership/Franchises
 - a. Competitive advantage
 - b. The strategic management process
 - 4. Buying an Existing Business
 - a. Steps in acquiring a business
 - b. Evaluating an existing business
 - c. Methods for valuing the business
 - 5. Crafting a Winning Business Plan
 - a. Why develop a business plan?
 - b. The elements of a business plan
 - c. The benefits of a business plan
 - d. Business plan format
 - 6. Building a Powerful Marketing Plan
 - a. Guerrilla marketing plan
 - b. Determining customer needs and wants
 - c. Pinpointing the target market
 - d. Marketing on the World Wide Web
 - 7. Advertising and Pricing for Profit
 - a. Managing cash flow
 - b. Advertising
 - c. Pricing strategies
 - 8. Creating a Successful Financing Plan Sources of Funds: Debt and Equity
 - a. Basic financial statement
 - b. Breakeven analysis
 - c. Sources of Funds: Debt and Equity
 - 9. Leading the Growing Company
 - a. Hiring the right employees
 - b. Building the right culture and structure
-

Objectives

- 1. Identify the major principles of economics as they relate to entrepreneurship.
 - 2. Identify their own strengths and weaknesses as they relate to entrepreneurship.
 - 3. Compare and contrast the different types of business organizations and identify the ideal business organization for a particular business. ****Requires Critical Thinking****
 - 4. Identify the major areas of strategic management that affect the entrepreneurship.
 - 5. Compare and contrast the advantages and disadvantages of buying an existing business versus starting a business from scratch.
 - 6. Identify the major personnel and financial management decision made by an entrepreneurship.
 - 7. Research the sources of funds available for debt and equity financing. ****Requires Critical Thinking****
 - 8. Identify the variety of different marketing techniques used in a small business.
 - 9. Evaluate the different management styles that could be used in business.
 - 10. Develop a business plan for a business of their choice. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will complete a business plan on a business of their own choosing.
 - **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. Upon completion of this course, the student will be able to identify the steps necessary to create a financial plan.
 - **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. Upon completion of this course, the student will demonstrate understanding of building a competitive business model.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Zimmerer and Scarborough. *Essentials of Entrepreneurship and Small Business Management*, 6 ed.

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 70

Full Course Title: Marketing

Short Title: Marketing

TOP Code: 0112.00 - Agribusiness/Agricultural Business Operations*

Effective Term: Fall 2013

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

- Agricultural Business and Related Services
 - Agricultural Production
-

Course Description

Principles and applications of marketing applied to entrepreneurial ventures including concepts, methods, tactics and strategies. Traditional methods of marketing as well as marketing on the Internet will be included. Students will develop a marketing plan for a business of their choice.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. The framework of agricultural markets
 - a. Food marketing
 - b. Analyzing marketing performance
 - c. Agricultural production and marketing

2. Food markets and institutions

- a. Food consumption and marketing
- b. Food processing and manufacturing
- c. Food wholesaling and retailing

3. Prices and marketing costs

- a. Price analysis
- b. Competition in food markets
- c. The behavior of farm prices
- d. Food marketing costs

4. Functional and organizational issues.

- a. Organization of food markets
- b. Cooperatives in the food industry
- c. Market power and bargaining associations
- d. Market information
- e. Standardization and grading
- f. Transportation
- g. Storage

5. Government and food marketing

- a. Price, income, and marketing programs
- b. Forward contracting
- c. Price risk management

6. Specific commodity marketing

- a. Overview of U.S. Production
- b. Overview of California Market
- c. Overview of U.S. Market
- d. Overview of Global Market
- e. Implications

Objectives

1. Identify the major principles of marketing as applied to a variety of businesses.
2. Identify the mechanisms of supply, demand and prices as they apply to marketing.
3. Identify how risk can be reduced via planned marketing.
4. Research marketing information for a business venture.
5. Identify the four P's of marketing.
6. Compare and contrast different marketing techniques for specific business niches, including the use of marketing cooperatives
7. Identify methods of positioning, segmenting, and targeting customers.
8. Compare and contrast different types of buyer behavior.
9. Develop advertising strategies for a variety of business ventures.
10. Collect and interpret marketing information ****Requires Critical Thinking****
11. Identify current trends and concerns for specific commodities. Compare and contrast marketing orders and agreements ****Requires Critical Thinking****
12. Characterize marketing alternatives available to individual firms. ****Requires Critical Thinking****
13. Prepare a marketing plan for a business.

Student Learning Outcomes

1. Upon completion of this course, students will develop and present a marketing plan for a business or service.
 - **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, students will analyze the market environment for level of risk.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **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.
 - **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.
 - **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.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Upon completion of this course, students will complete a marketing plan on a business of their own choice. The plan is to include the following elements: executive summary, mission statement, description, competition analysis, location analysis, target marketing profile, advertising approach, pricing structure, and overall summary.
- **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
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Grewal & Levy. *Marketing*, 3 ed. McGraw Hill, 2012, ISBN: 9780078028830
Equivalent text is acceptable
-

AGRICULTURE

ASSOCIATE IN SCIENCE

Description

Career opportunities in agriculture and plant science are many and varied. They include jobs in the food, fiber, and nursery industries; jobs in air, land, water, and natural resources; as well as jobs in veterinary technology, environmental regulation and protection; biotechnology; accounting, and farm management. Students planning to transfer need to see a counselor to ensure they are taking the correct courses.

Program Learning Outcomes

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

1. Identify and apply the principles and techniques of modern crop, soil, and livestock management.
2. Demonstrate scientific evaluation skills including interpreting graphs/data, as well as be proficient in laboratory procedures.
3. Describe fundamental practices in agriculture for livestock, crops, and soil health and sustainability.

Program Requirements:

Required Courses

Course Block Units: (18 Required)

AG7	Entrepreneurship	3
AG45 and	Principles of Animal Science	3
AG45L	Principles of Animal Science Lab	1
PLSCI20 and	Principles of Plant Science	3
PLSCI20L	Principles of Plant Science Lab	1
PLSCI22 and	Introduction To Soils	3
PLSCI22L	Introduction To Soils Lab	1
PLSCI53	Irrigation Design and Installation	3

Plus 12 units from the following:

Course Block Units: (12 Required)

GNBUS30	Business Computer Applications	3
ACCT10A	General Accounting	4
VETT91	Veterinary Assisting	3
VETT8	Large Animal Care and Nursing	3
VETT18	Food Safety and Security	3
AG60	Preparing for 21st Century Workforce in Agriculture	3
INTRN46	Internship	1 - 8
CWEE45A	Occupational Work Experience-Volunteer	1 - 4
CWEE45B	Occupational Work Experience-Paid	1 - 4

Total: 30

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PLSCI 20
Full Course Title: Principles of Plant Science
Short Title: Plant Science
TOP Code: 0103.00 - Crop Production*
Effective Term: Fall 2013

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

- Agriculture (Masters Required)
 - Agricultural Production
-

Course Description

Principles of plant growth including structure, growth processes, propagation, physiology, growth media, and biological competitors. If choose to take the lab course the number is PLSCI 20L.

Content

Course Lecture Content

1. The role of higher plants in the living world
 - a. Fossil fuels
 - b. Food chains
 - c. Industrial products
 - d. Lower forms of plant life
2. Structure of higher plants
 - a. The life cycle of a plant
 - b. The cell
 - c. Cell structure
 - d. The plant body
3. Naming and classifying plants
 - a. Climate
 - b. Botanical names
 - c. Botanical classifications
 - d. Plant taxonomy
4. Origin, domestication, and improvement of cultivated plants

- a. Origin of cultivated plants
 - b. Domestication of plants
 - c. Crop plants
 - d. Germplasm
 - e. Genetic concepts in plant improvement
5. Propagation of plants
 - a. Propagation methods
 - b. Sexual propagation
 - c. Vegetative propagation
6. Vegetative and reproductive growth and development
 - a. Vegetative growth and development
 - b. Reproductive growth and development
 - c. Plant growth regulators
7. Photosynthesis, respiration, and translocation
 - a. Photosynthesis
 - b. Plant respiration
 - c. Electron transport system
 - d. Assimilation
8. Soil and soil water
 - a. Factors involved in soil formation
 - b. Physical properties of soil
 - c. Chemical properties of soil
 - d. Soil organisms
 - e. Soil organic matter
 - f. Soil water
 - g. Water quality
9. Soil and water management and mineral nutrition
 - a. Land preparation
 - b. Irrigation
 - c. Mineral nutrition
 - d. Soil conservation
10. Climatic influences on crop production
 - a. Climatic factors affecting plant growth
 - b. Climatic requirements of some crop plants
 - c. Weather and climate
 - d. Climatic influences on plant diseases and pests
11. Crops/Harvest practices
 - a. Crops grown in region
 - b. Harvest practices
 - c. Post-harvest practices
12. Biological competitors of useful plants
 - a. Weeds
 - b. Plant diseases
 - c. Plant pests
 - d. Nematodes
 - e. Rodents
 - f. Pesticide impacts on the environment
13. The scientific method
 - a. Developing a hypothesis
 - b. Scientific design
 - c. Application to plant/soil problems

Objectives

1. Categorize the roles of higher plants in the living world.
2. Understand plant nomenclature.

3. Describe the structural components of higher plants.
 4. Name the standard plant propagation methods.
 5. Describe sexual and asexual reproduction in higher plants.
 6. Explain photosynthesis, respiration and translocation in higher plants. ****Requires Critical Thinking****
 7. Describe the basic physical and chemical properties of soils.
 8. Describe the climatic influences on plant growth and development.
 9. Categorize biological competitors of higher plants.
 10. Describe the scientific method and explain its application in solving problems in plant science.
-

Student Learning Outcomes

1. Upon successful completion of this course the student should be able to describe sexual and asexual reproduction in higher plants.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 2. Upon successful completion of this course, the student should be able to describe the climatic influences on plant growth and development.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 3. Upon successful completion of this course, the student should be able to describe the structural components of higher plants.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments
Writing Assignments

Methods of Evaluation

- Essay/Paper
 - Exams
 - Homework
 - Quizzes
 - Research Project
-

Course Materials

Textbooks:

1. Berg, Linda. *Introductory Botany: Plants, People, and the Environment*, 2nd ed. Thomson Brooks Cole, 2008, ISBN: 978-0534466695
Equivalent text is acceptable
 2. Hartmann, H. T., et.al. *Plant Science: Growth, Development, and Utilization of Cultivated Plants*, 5th edition ed. Prentice-Hall Stearns, 2010, ISBN: 978-0135014073
Equivalent text is acceptable
 3. Sterns, Bidlack and Jansky. *Introductory Plant Biology*, 13th ed. McGraw-Hill, 2013, ISBN: 978-0073369440
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PLSCI 20L
Full Course Title: Principles of Plant Science Lab
Short Title: Plant Science Lab
TOP Code: 0103.00 - Crop Production*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 54.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Agriculture (Masters Required)
 - Agricultural Production
-

Course Description

Principles of Plant Science (PLSCI 20). Topics include microscope use, plant structures internal and external, photosynthesis, respiration and other aspects of plant growth and development.

Content

Course Lecture Content

1. The role of higher plants in the living world
 - A. Fossil fuels
 - B. Food chains
 - C. Industrial products
 - D. Lower forms of plant life
2. Structure of higher plants
 - A. The life cycle of a plant
 - B. The cell

- C. Cell structure
 - D. The plant body
3. Naming and classifying plants
- A. Climate
 - B. Botanical names
 - C. Botanical classifications
 - D. Plant taxonomy
4. Origin, domestication, and improvement of cultivated plants
- A. Origin of cultivated plants
 - B. Domestication of plants
 - C. Crop plants
 - D. Germplasm
 - E. Genetic concepts in plant improvement
5. Propagation of plants
- A. Propagation methods
 - B. Sexual propagation
 - C. Vegetative propagation
6. Vegetative and reproductive growth and development
- A. Vegetative growth and development
 - B. Reproductive growth and development
 - C. Plant growth regulators
7. Photosynthesis, respiration, and translocation
- A. Photosynthesis
 - B. Plant respiration
 - C. Electron transport system
 - D. Assimilation
8. Soil and soil water

- A. Factors involved in soil formation
- B. Physical properties of soil
- C. Chemical properties of soil
- D. Soil organisms
- E. Soil organic matter
- F. Soil water
- G. Water quality

9. Soil and water management and mineral nutrition

- A. Land preparation
- B. Irrigation
- C. Mineral nutrition
- D. Soil conservation

10. Climatic influences on crop production

- A. Climatic factors affecting plant growth
- B. Climatic requirements of some crop plants
- C. Weather and climate
- D. Climatic influences on plant diseases and pests

11. Biological competitors of useful plants

- A. Weeds
- B. Plant diseases
- C. Plant pests
- D. Nematodes
- E. Rodents
- F. Pesticide impacts on the environment

12. The scientific method

- A. Developing a hypothesis
- B. Scientific design
- C. Application to plant/soil problems

13. Laboratory topics

- A. The plant cell
- B. Cellular components
- C. Cellular transportation
- D. Plant roots
- E. Plant stems
- F. Plant leaves
- G. Reproductive structures
- H. Soil
- I. Propagation techniques
- J. Tissue culture techniques

Course Lab/Activity Content

- 1. The role of higher plants in the living world
 - A. Fossil fuels
 - B. Food chains
 - C. Industrial products
 - D. Lower forms of plant life
- 2. Structure of higher plants
 - A. The life cycle of a plant
 - B. The cell
 - C. Cell structure
 - D. The plant body
- 3. Naming and classifying plants
 - A. Climate
 - B. Botanical names
 - C. Botanical classifications
 - D. Plant taxonomy
- 4. Origin, domestication, and improvement of cultivated plants
 - A. Origin of cultivated plants
 - B. Domestication of plants

- C. Crop plants
- D. Germplasm
- E. Genetic concepts in plant improvement
- 5. Propagation of plants
 - A. Propagation methods
 - B. Sexual propagation
 - C. Vegetative propagation
- 6. Vegetative and reproductive growth and development
 - A. Vegetative growth and development
 - B. Reproductive growth and development
 - C. Plant growth regulators
- 7. Photosynthesis, respiration, and translocation
 - A. Photosynthesis
 - B. Plant respiration
 - C. Electron transport system
 - D. Assimilation
- 8. Soil and soil water
 - A. Factors involved in soil formation
 - B. Physical properties of soil
 - C. Chemical properties of soil
 - D. Soil organisms
 - E. Soil organic matter
 - F. Soil water
 - G. Water quality
- 9. Soil and water management and mineral nutrition
 - A. Land preparation
 - B. Irrigation
 - C. Mineral nutrition
 - D. Soil conservation
- 10. Climatic influences on crop production
 - A. Climatic factors affecting plant growth
 - B. Climatic requirements of some crop plants
 - C. Weather and climate
 - D. Climatic influences on plant diseases and pests

11. Biological competitors of useful plants
 - A. Weeds
 - B. Plant diseases
 - C. Plant pests
 - D. Nematodes
 - E. Rodents
 - F. Pesticide impacts on the environment
 12. The scientific method
 - A. Application to plant/soil problems
-

Objectives

1. Categorize the roles of higher plants in the living world.
 2. Understand plant nomenclature.
 3. Describe the structural components of higher plants.
 4. Name the standard plant propagation methods.
 5. Describe sexual and asexual reproduction in higher plants.
 6. Explain photosynthesis, respiration and translocation in higher plants. ****Requires Critical Thinking****
 7. Describe the basic physical and chemical properties of soils.
 8. Describe the climatic influences on plant growth and development.
 9. Categorize biological competitors of higher plants.
 10. Describe the scientific method and explain its application in solving problems in plant science.
 11. Completion of a series of laboratory exercises.
 12. Explain photosynthesis, respiration and transpiration in higher plants. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students should be able to explain the standard plant propagation methods.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- **Laboratory**

- **Other**
Demonstration
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Berg, Linda. *Introductory Botany: Plants, People, and the Environment*, 2 ed. Thomson Brooks Cole, 2008, ISBN: 10: 0534466699

Manuals:

1. Asmus, Brandi. *Plant Science 20/L Lab Manual*, Yuba College Printshop, 2012,
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PLSCI 22
Full Course Title: Introduction To Soils
Short Title: Intro Soils
TOP Code: 0103.00 - Crop Production*
Effective Term: Fall 2013

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 or Pass/No Pass

Minimum Qualifications for Instructors

- Agriculture (Masters Required) **Or**
 - Agricultural Production
-

Course Description

Physical, chemical and biological properties of soils as related to plant growth and soil formation; the study of soil development, classification and characteristics; soil use and management including erosion, moisture retention, structure, cultivation, organic matter and microbiology.

Content

Course Lecture Content

1. The soil around us
 - a. The function of soils in our ecosystem
 - b. Early agrarian societies and their soil management practices, including significant historical events
 - c. The soil as a natural body, an overview of its features and functions
 - d. The scientific aspects of soil science, applied research present and future
2. Formation of soils from parent materials
 - a. Parent rocks and the influence on soil
 - b. Factors influencing soil formation
 - c. Soil formation in action
3. Soil classification
 - a. Soil orders
 - b. Categories and nomenclature of soil taxonomy
 - c. Soil series and textural classes
 - d. Storie index and land capability classes
4. Soil physical properties

- a. Texture
- b. Structure
- c. Color
- d. pH
- e. Profile
- f. Bulk density
- g. Particle density
- h. Pore space
- i. Soil management as applied to physical properties
- 5. Interpretation and use of soil maps
 - a. Remote sensing tools for soil investigations
 - b. Satellite imagery
 - c. County soil survey reports and their utilization
 - d. Geographic Information Systems (GIS)
- 6. Organic material and microbiology of soils
 - a. Influence of organic material in the soil complex
 - b. Composting
 - c. Diversity of soil organisms
 - d. Influence of soil microorganisms
 - e. The soil environment and organisms and organic matter
 - f. Soil nutrient cycles
 - g. Concept of a sustainable soil system
- 7. Soil moisture
 - The hydrological cycle
 - a. The soil plant atmosphere continuum
 - b. Relation to texture, structure, and organic material in the soil
 - c. Retention and movement in the soil
 - d. Soil drainage
 - e. Irrigation requirements and practices in relation to soil
 - f. Water quality influence and assessment
 - g. Water conservation applications
- 8. Soil colloids
 - a. Properties and type of colloids
 - b. Genesis of soil colloids
 - c. Cation exchange capacity
 - d. Factors influencing the availability of micronutrient cations and anions
 - e. Soil analysis
- 9. Soil pH
 - a. Assessment
 - b. Management of acidic soils
 - c. Management and reclamation of saline-alkaline soils
 - d. Global soil quality as affected by human activities

Objectives

1. Analyze local soil quality as affected by human and natural activities.
2. Explain local geographical features and their relationship to local soils
3. Evaluate parent rocks and other soil forming processes influence on local and global soils.
4. Explain the determination of the following soil physical properties: texture, use of texture triangle, bulk density, particle density, pore space, organic content, color pH, structure, conductivity and reactivity.
5. Demonstrate an understanding of soil taxonomy.
6. Discuss and understand the importance of essential plant nutrients.

7. Apply soil nutrient cycles to soil, plant and soil organism relationships.
 8. Demonstrate practical soil management including soil conservation.
 9. Describe the features of a soil profile and relate such to soil management practices.
 10. Demonstrate how to read a soil map, explain the importance of soil mapping and how to locate a specific site using both township range and geographical information systems.
 11. Demonstrate how to determine a Soil Storie Index Rating and a Natural Resources Conservation Service land capability class.
 12. Evaluate a soil's water holding capacity, plant available water, properties and movement of water in soil.
 13. Assess and evaluate the anion and cation exchange capacity for a given soil.
 14. Interpret a soil nutrient analysis.
 15. 1. Explain the determination of the following soil physical properties: texture, use of texture triangle, bulk density, particle density, pore space, organic content, color pH, structure, conductivity and reactivity. 2.. Demonstrate an understanding of soil taxonomy. 3. Discuss and understand the importance of essential plant nutrients. 4. Evaluate a soil's water holding capacity, plant available water, properties and movement of water in soil. 5. Assess and evaluate the anion and cation exchange capacity for a given soil.
- **Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate knowledge of a current agricultural / environmental topic using research.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completion of this course, students will be able to determine soil physical properties.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
3. Upon completion of this course, the student will demonstrate practical soil management including soil conservation and sustainability.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- **Lecture/Discussion**
- **Other**
Demonstration. Textbook reading

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

- Attendance
 - Essay/Paper
 - Exams
 - Objective Tests
 - Problem Solving Exercises
 - Quizzes
 - Research Project
-

Course Materials

Textbooks:

1. Plaster, Edward. *Soil Science and Management* , 6th ed. Delmar Cengage Learning, 2013, ISBN: 978-0840024329
Equivalent text is acceptable
 2. Brady and Weil. *The Nature and Property of Soils*, 15th ed. Prentice Hall, 2016, ISBN: 978-0133254488
Equivalent text is acceptable
 3. Brady and Weil. *Elements of the Nature and Property of Soils*, 3rd ed. Prentice Hall, 2009, ISBN: 978-0135014332
Equivalent text is acceptable
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PLSCI 22L
Full Course Title: Introduction To Soils Lab
Short Title: Soils Lab
TOP Code: 0103.00 - Crop Production*
Effective Term: Fall 2008

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 54.0
Lab hours: 54.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Agriculture (Masters Required) **Or**
 - Agricultural Production
-

Course Description

Laboratory to accompany Introduction to Soils (PLSCI 22). Physical, chemical and biological properties of soils as related to plant growth and soil formation. Includes the study of soil development; classification and characteristics; and soil use and management, including erosion, moisture retention, structure, cultivation, organic matter and microbiology.

Content

Course Lecture Content

1. The soil in perspective
2. Soil formation, classification and survey
3. Physical properties of soil
4. Biological properties of soil
 - a. Organic matter
 - b. Soil organisms
5. Chemical properties of soil
6. Soil moisture and drainage
7. Soil colloids
8. Soil pH
9. Interpretation of soil maps
10. Soil conservation
11. Laboratory exercises using the scientific method in the study of soils.

Course Lab/Activity Content

Categories and nomenclature of soil taxonomy Particle Size distribution Soil Structure, Texture, Color Interpretation and usage of soil maps Organic materials and microbiology of soils Soil Moisture Soil Analysis and Management Soil Ecosystems Soil Chemistry

Objectives

1. Analyze local soil quality as affected by human and natural activities.
 2. Explain local geographical features and their relationship to local soils
 3. Evaluate parent rocks and other soil forming processes influence on local and global soils.
 4. Explain the determination of the following soil physical properties: texture, use of texture triangle, bulk density, particle density, pore space, organic content, color pH, structure, conductivity and reactivity.
****Requires Critical Thinking****
 5. Demonstrate an understanding of soil taxonomy. ****Requires Critical Thinking****
 6. Discuss and understand the importance of essential plant nutrients. ****Requires Critical Thinking****
 7. Apply soil nutrient cycles to soil, plant and soil organism relationships.
 8. Demonstrate practical soil management including soil conservation.
 9. Describe the features of a soil profile and relate such to soil management practices.
 10. Demonstrate how to read a soil map, explain the importance of soil mapping and how to locate a specific site using both township range and geographical information systems.
 11. Demonstrate how to determine a Soil Storie Index Rating and a Natural Resources Conservation Service land capability class.
 12. Evaluate a soil's water holding capacity, plant available water, properties and movement of water in soil.
****Requires Critical Thinking****
 13. Assess and evaluate the anion and cation exchange capacity for a given soil. ****Requires Critical Thinking****
 14. Interpret a soil nutrient analysis.
 15. Complete a series of laboratory exercises in the study of soils.
-

Student Learning Outcomes

1. Upon completion of the course, students will be able to investigate aspects of soil as it relates to soil formation and plant health.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- Laboratory
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Assignments, exams

Methods of Evaluation

- Exams
 - Laboratory Assignments
 - Participation
 - Quizzes
 - Research Project
-

Course Materials

Textbooks:

1. Plaster. *Soil Science and Management*, 5th ed. Delmar Publisher, 2008, ISBN: 10: 1418038652
Equivalent text is acceptable
 2. Brady and Weil. *The Nature and Property of Soils*, 15th ed. Prentice Hall, 2016, ISBN: 978-0133254488
Equivalent text is acceptable
 3. Brady and Weil. *Elements of the Nature and Property of Soils*, 3rd ed. Prentice Hall, 2009, ISBN: 978-0135014332
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PLSCI 53
Full Course Title: Irrigation Design and Installation
Short Title: Ag Irrigation
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 90.0
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

- Agricultural Production **Or**
 - Agriculture (Masters Required)
-

Course Description

This course prepares students to design and install irrigation systems for agricultural crops, orchards, residential landscaping, and commercial systems. Emphasis will be based on overhead sprinkler and drip irrigation. Topics include basic plant physiology, soil types and texture, pumps and filters, the design process, assembly and installation, smart controllers, components and materials for PVC and polyethylene, blue print reading, and irrigation support and resources.

Content

Course Lecture Content

I. Plant and Soil Relations

1. Basic plant physiology
 - A. Importance of water in plant life: why is irrigation important?
 - a. Basic anatomy of plants
 - b. Roots and shoots (90% water)
 - c. Regulation of temperature
 - d. Transports nutrients
 - e. Chemical reactions (fertilizer)
 - f. Function in photosynthesis
 - g. Osmosis: how water moves into root zone
 - h. Movement of water in xylem of plant

- i. Transpiration
 - j. Turgidity- temporary and permanent wilt
 - k. Plant water stress
 - l. Soil-plant-air continuum
 - m. Evapotranspiration: what is it?
 - n. ETo: how it affects plant life
 - o. ETo: related to water management
 - p. Water use of plant types; crop coefficients
- B. Soil Basics
- a. Soil types
 - b. Infiltration rates of soil types
 - c. Use of texture triangle
 - d. Soil separates: clay, silt, and sand
 - e. Texture; percentages of each aggregate
 - f. The importance of texture
 - g. Texture in relation to irrigation
 - h. Testing for texture; jar test
 - i. Measuring soil water content
 - j. Water-holding capacity
 - k. Drainage/percolation of water movement in soil
 - l. Positive/negative charges on soil particles
 - m. Pore space
 - n. Air/water
 - o. Clay soil vs sandy soil: how to irrigate
 - p. Rooting depth

II. Irrigation Sources and Delivery

A. Basic hydraulics

- a. Static pressure
- b. Testing; pressure gauge
- c. Dynamic (operating) pressure
- d. Flow (GPM) Gallons Per Minute
- e. Velocity
- f. Testing: pressure gauge/ bucket
- g. Pipe friction loss; charts
- h. Feet of head; pressure/elevation
- i. Weight of water
- j. System performance and efficiency: proper hydraulics
- k. Weight of water
- l. Math calculations for pressure/feet of head

B. Pumps and Filters

- a. Vertical turbine
- b. Booster pump
- c. Filters
 - 1. Gravity screens
 - 2. Disc filters
 - 3. Standard tubular screens; center pivot
 - 4. Automatic screens
 - 5. Spin clean

6. Sand media tanks***

C. Water Sources

- a. Wells
- b. City water/mains
- c. POC- Point of Connection
- d. Storage facilities
- e. Cisterns
- f. Ponds
- g. Irrigation canals/ditches
- h. Non-potable water

D. Assembly Methods and Irrigation Components

- a. Sprinkler bodies and nozzles
 - 1. Impact; brass and plastic
 - 2. Rotor; nozzles preset to GPM
 - 3. Fixed spray; preset nozzles for GPM, arc, and radius
- b. Manual and remote control valves
 - 1. Globe vs. antisiphon applications
 - 2. Valve wiring/multi- or direct burial 14-, 16-, 18- gauge
- c. Backflow prevention devices
 - 1. Backflow vs. backsiphonage
 - 2. Atmospheric vacuum breake
 - 3. Pressure vacuum breaker
 - 4. Reduced pressure backflow preventer
 - 5. Double check backflow preventer
- d. Pressure regulators
 - 1. Commercial vs residential
 - 2. Drip system
- e. Smart controllers
 - 1. Rainbird: ESP-SMT
 - 2. Irritrol
 - 3. Hunter-Pro C
 - 4. Toro
 - 5. Wiring procedures
 - 6. Programming

E. PVC Pipe and Fittings

- a. Class and schedule
- b. Nomenclature of fittings and connectors
 - 1. Tees, elbows, caps, bushings, etc.
 - 2. Specialty fittings; sliding couplers, poly pipe, swing joints, etc.
 - 3. Tools, cement, glue, tape, cutters
 - 4. Proper cutting and gluing
 - 5. Assembly and installation
 - 6. Pipe depth

F. Polyethylene Pipe and Fittings (Drip Systems)

- a. Nomenclature of components
- b. Pressure reducers – Why do we need them?
- c. Fittings, connectors, pipe sizes, and delivery methods
- d. Drip and low-flow tubing
- e. Emitters
- f. Micro-sprayers

- g. In-line tubing (1/4" and 5/8" Netafim)
- h. Soaker-hose tubing
- i. SDI (Subsurface Drip Irrigation)
- j. Retrofit adapters for turf areas
- k. Assembly and installation
- G. Water-Efficient System Operation and Maintenance
 - a. Troubleshooting/problem solving
 - b. Use of California Irrigation Management System (CIMIS)
 - c. Implementation of data in controller programming
 - d. Adjustments and repairs
 - e. Irrigation audit methods
 - f. Determine system efficiency
- H. Irrigation Design (Using all information learned for this section)
 - a. Site information
 - b. Gathering data; GPM, PSI
 - c. Design layout/bubble plan
 - d. Watering zones (hydrozones)
 - 1. Group drip/sprinkler zones separately
 - 2. Group same sprinkler heads on one line
 - e. Sizing pipe/valves
 - f. Decide location of valves, main lines, and lateral lines
 - g. Head selection/placement/spacing/flags
 - h. Precipitation rates/matched
 - i. Location of controller
 - j. Wire run
 - k. Wire up controller/valves
 - l. Controller programming and system operation check
- I. Alternative Agricultural Methods of Irrigation
 - a. Subsurface
 - b. Surface border-strip
 - c. Surface furrow
 - d. Sprinkler hand-move
 - e. Sprinkler traveling gun
 - f. Center pivot
 - g. Sprinkler wheel move
 - h. Micro-irrigation (60% of California farmers are now on drip irrigation)
- III. Miscellaneous
 - A. Blue print reading
 - a. Understanding symbols
 - b. Use of a scale 1/4", 1/8"
 - c. Take-offs and estimates
 - d. Supply catalogues/vendors
 - e. Rainbird, Toro, Hunter catalogues/specs
 - f. Irrigation audit
 - g. Resources:
 - 1. Irrigation Association- IA
 - 2. California Agriculture Irrigation Association- CAIA
 - 3. California Landscape Contractors Association- CLCA
 - 4. UC Cooperative Extension
 - 5. SiteOne

6. Normac
7. Ewing
8. Horizon
9. Placer Farm Supply
10. Sierra Pipe

Course Lab/Activity Content

I. Plant and Soil Relations

A. Plant Physiology

- a. Monitor effects of irrigation on plants

B. Soil basics

- a. Soil texture testing

II. Irrigation Sources and Delivery

- a. Identification of irrigation parts and assemblies

1. Basic Hydraulics

- a. Flow testing

1. Assembly methods and irrigation components

- a. manufacture basic irrigation system or spinkler

1. PVC Pipe and Fittings

- a. Above ground water delivery system

1. Polyethylene pipe (Drip systems)

- a. Identification of ABS fittings

1. Irrigation Design

- a. Students design an irrigation system

1. Alternative agricultural methods of irrigation

- a. Identification of drip irrigation parts and microemitters

III. Miscellaneous

1. Blue print reading

- a. Identification of irrigation parts on an irrigation blueprint

Objectives

1. Understand the importance of irrigation in plant life.
2. Demonstrate an understanding of basic plant physiology.
3. Understand the movement of water in plants, how water moves into the root zone, and transpiration of water out of the plant.
4. Evaluate the ETo (evapotranspiration) of plants and turf, where to find that information, and how to use it.
5. Analyze and compare different soil types, their textures, percolation, drainage, and infiltration rates.
6. Understand how texture effects irrigation, use of the texture triangle, and how to conduct a mechanical texture test.

7. Gain an understanding of the different soil aggregates, the different charges on soil particles, pore space, and how to irrigate different soil types.
8. Demonstrate an understanding of basic water hydraulics such as static and kinetic pressure.
9. Analyze and discuss friction loss in pipe, feet of head, weight of water and computing basic math equations for pressure and feet of head.
10. Demonstrate the differences between agriculture irrigation filters and pumps.
11. Demonstrate knowledge of different water sources and the point of connection to each one of them.
12. Describe the differences between the sprinkler bodies and their corresponding nozzles, their uses, and applications based on crop, soil texture, and irrigation technique.
13. Understand the different applications for the use of an anti-siphon valve versus a globe valve, their design, and the different gauges of wire affiliated with each valve for connecting to the controller.
14. Analyze and compare the differences between the various backflow preventers and the different application of use.
15. Demonstrate why one would need a pressure regulator, in what system, and the operating psi.
16. Compare and contrast the various smart controllers, the advantages and disadvantages of each brand, make, and model and how to enter data for programming.
17. Understand the differences and the applications of SCH40 and CL200 PVC pipe, the different sizes, and grades.
18. Discuss the various PVC fittings and components of an underground irrigation piping system, how to cut pipe, apply glue, assemble, and check for leaks.
19. Demonstrate the application of polyethylene pipe (drip system), the various fittings, emitters, micro-sprayers, in-line tubing, and turf retrofitting for removal of turf.
20. Analyze and problem-solve proper critical thinking techniques for problems in the system such as valve malfunction, leaks, plugged sprinklers and emitters, breaks, valve-controller malfunctioning, and controller programming.
21. Demonstrate the irrigation design process from site information gathering, data, pipe sizing, design layout, head/emitter selection, controller location, valve wiring, to controller programming and system operation check.
22. Describe the various alternative irrigation methods, the advantages and disadvantages, installation and maintenance costs, and machinery.
23. Be able to read an irrigation blue print, understand symbols, use of a scale, how to read irrigation catalogs and collect data, and conduct take-offs and estimates for labor and materials.
24. Knowledge of the irrigation supply warehouses, and other resources.

Student Learning Outcomes

1. Upon successful completion of this course the student should be able to demonstrate the differences between agriculture irrigation filters and pumps.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

2. Upon successful completion of this course the student should be able to demonstrate knowledge of different water sources and the point of connection to each one of them.
 - **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. Upon successful completion of this course the student should be able to describe the differences between the sprinkler bodies and their corresponding nozzles, their uses, and applications based on crop, soil texture, and irrigation technique.
 - **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.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- **Laboratory**
Student will complete laboratory assignments that correlate with the lecture material
 - **Lecture/Discussion**
Power points, drawings on the board, discussion
-

Assignments

Reading Assignments

Reading the assigned pages in the textbook and be prepared to discuss and answer questions in class on the assigned reading. Answer the assigned questions and/or compute the assigned calculations at the end of the chapter.

Writing Assignments

Students will be assigned several TED Talks and will be instructed to write an abstract paragraph followed by a paragraph of their opinion about the TED talk- whether they agree or disagree.

Other Assignments

Students will be conducting and following two crops- annual/vegetable and orchard crop- throughout the semester, designing the irrigation system, assemble sections, install, and maintain for their class project. The object of this assignment is for real world, practical experience with two different types of irrigation systems.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Irrigation Association. *Landscape Irrigation System Installation and Maintenance* , Irrigation association,

COSMETOLOGY

CERT OF ACHIEVEMENT WITH 30-59.5 UNITS

Description

Yuba College, in cooperation with Sutter Beauty College in Yuba City offers a Certificate of Achievement in Cosmetology. All beauty colleges are licensed and governed under the State of California Cosmetology Act, by the Department of Professional and Vocational Standards, and provide a complete course of 1600 hours of training. Yuba College awards forty units of credit for this 1600 hours of vocational training.

Students will demonstrate competency in Cosmetology through the vocational course work, which will include modeling, reception or desk work, wet hairdressing, shampoo and comb-out, hair cutting and shaping, permanent waving, hair coloring and bleaching, scalp and hair treatment, facials, makeup and arching, manicuring, proper regulations for disinfection and sanitation, and other related studies. Students who complete the certificate will be prepared for careers such as cosmetologist, hairdresser, stylist assistant, manicurist, platform artist, retail specialist, product representative, and bridal stylist.

Students should be aware when planning their schedules that courses are 5 units each and run in six-week blocks. Course blocks run throughout the academic year, including the summer months.

Program Learning Outcomes

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

1. demonstrate competency in Cosmetology.
2. demonstrate application techniques.
3. demonstrate State Board disinfection and sanitation practices.
4. demonstrate analysis of hair, skin and nails.
5. demonstrate the ability to customize services.

Program Requirements:

Required Courses

Course Block Units: (40 Required)

COSMT50	Introduction To Cosmetology	5
COSMT51	Beginning Cosmetology I	5
COSMT52	Beginning Cosmetology II	5
COSMT53	Intermediate Cosmetology I	5
COSMT54	Intermediate Cosmetology II	5
COSMT55	Advanced Cosmetology I	5
COSMT56	Advanced Cosmetology II	5
COSMT57	Cosmetology State Board Prep	5

Total: 40

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