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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** AG 7

**Full Course Title:** Agricultural Entrepreneurship

**Short Title:** Ag Entrepreneurship

**TOP Code:** 0112.00 - Agribusiness/Agricultural Business Operations\*

**Effective Term:** Fall 2013

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### 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

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### Minimum Qualifications for Instructors

- Agricultural Business and Related Services
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### Course Description

Principles of establishing and managing a small business in agriculture, including the preparation of a business plan; emphasis on goal-setting, types of agriculture business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the agriculture enterprise, and other aspects in agricultural entrepreneurship.

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### Conditions of Enrollment

#### Advisories

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

#### Course Lecture Content

1. The Basics of Agricultural 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. Agricultural Strategic Management and the Entrepreneur Forms of Business Ownership/Franchises
    - a. Competitive advantage
    - b. The strategic management process
  - 4. Buying an Existing Agricultural Business
    - a. Steps in acquiring a business
    - b. Evaluating an existing business
    - c. Methods for valuing the business
  - 5. Crafting a Winning Agricultural 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 Agricultural Marketing Plan
    - a. Components marketing plan
    - b. Determining customer needs and wants
    - c. Various outlets for agricultural products
  - 7. Advertising and Pricing for Profit for agricultural products
    - 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
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## Objectives

- 1. Identify the major principles of economics as they relate to agricultural entrepreneurship.
  - 2. Student identifies their own strengths and weaknesses as they relate to agricultural entrepreneurship.
  - 3. Compare and contrast the different types of agricultural 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 agricultural enterprise.
  - 5. Compare and contrast the advantages and disadvantages of buying an existing agricultural business versus starting a business from scratch. **\*\*Requires Critical Thinking\*\***
  - 6. Identify the major personnel and financial management decision made by an agricultural entrepreneur.
  - 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 agricultural business.
  - 9. Evaluate the different management styles that could be used in business. **\*\*Requires Critical Thinking\*\***
  - 10. Develop a business plan for a agricultural business of their choice. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will complete a business plan on a agricultural business of their 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 for an agricultural business.
    - **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 agricultural 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.
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## Methods of Instruction

- **Lecture/Discussion**  
Lecture provided on course content
- 

## Distance Education

### Delivery Methods

- Online
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## Assignments

### Reading Assignments

Read Chapter 1 and be prepared to discuss.

(repeats weekly with one chapter a week)

### Writing Assignments

## Business Plan Assignment - DUE SATURDAY, MAY 19TH by 11:30pm

\* You are to write a business plan for an agricultural business of your choice.

\* Please use 12-point font, 1" margins around. I know this sounds meticulous, but trust me, these are required for many papers you will write for many areas.

Remember that this is a FORMAL SUBMISSION...proper spelling, grammar, punctuation, capitalization, etc. is expected. Please type it up like you are going to actually take the document into a bank to get a loan for your business.

\* You are not required to submit detailed financial information about yourself or the agricultural business for this assignment. Feel free to submit it if you like. But, you do need to submit a startup budget for the business and where you propose to secure financing. This method with limited financial information is sometimes used to pre-screen proposals. It allows you to submit a plan without going to the cost and trouble of doing all of the financial research.

\* The plan is to include the seven "CHAPTERS" listed below. I have briefly described what each section is to contain. I have also indicated what Learning Module covers the information.

\* The proposal should be between five and ten pages long. What I mean by this is: if you were to submit the document in a continuous format, you would be writing 5-10 CONTINUOUS pages. However, you will start a new page with each new chapter, so the document will be at least 7 pages, just not continuously! If it is a little longer, that is okay. This DOES NOT include the executive summary and the cover sheet.

**The plan will have the following sections, submitted in this order:**

1. **Cover Sheet** – The cover sheet identifies the name of the agricultural business, name of the owner(s), business address and a logo, if used.
  - a. **Executive Summary** - This is a summary of each part of the business plan; it is designed to get others to read the whole plan; it highlights the key points of each section of the business plan; and it is put first, but completed last. It is to be no longer than one page. ([LearningModule 4](#))
  - b. **Description including Mission Statement** – This section should include the following: ([Learning Module 4](#))
    - Mission statement that expresses the entrepreneur's idea of what the business will be. It is a thesis statement for the entire business plan.
    - Description that includes the type of business, location of the business and general information.
  - c. **Marketing Plan** -- The marketing plan will provide a detailed description of how the company will compete in the marketplace. It will identify the trends and typical customers expected. It will identify and analyze the competition. It may identify potential risks faced by the business. ([Learning Module7](#))
  - d. **Management Plan** – The management plan should identify who will run the business, their qualifications and briefly how this will be accomplished. ([LearningModule 6](#), maybe [Learning Module 10](#))

**6. Financial Plan** – at a minimum you need to identify the startup costs for your business and how you propose to secure the financing. Additional information may be included and a full business plan requires much additional financial information. ([Learning Module 8](#))

1. **Summary** - It should in a couple of paragraphs tie the whole document together. It is like the typical final paragraph or two of a term paper. Do not confuse it with the executive summary. The executive summary is much more detailed. The summary just ties everything together.

If you have any questions on the business plan, post them to the discussion board under

the "Business Plan Discussion" tab and I will answer them for the whole class.

**Sample Business Plans can be found in [Learning Module 4](#)**, as well as on the Small Business Administration and elsewhere on the internet!

You can also read and answer the questions in the [Evaluating the Basic Business Concept](#) worksheet. This will help you gather the necessary information to write your business plan.

Writing a business plan is not an exact science! Plans differ just as much as businesses differ! Remember to include the required information, but no one business plan will be the same as another!

\* Please note - all business plans will be run through a plagiarism checker to insure these are your own plans and not one you found in the information I have given you or you have found on the internet.

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## Methods of Evaluation

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

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## Course Materials

### Textbooks:

1. Zimmerer and Scarborough. *Essentials of Entrepreneurship and Small Business Management*, 8 ed. Prentice Hall., 2016, ISBN: 978-9332559981  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** SOCIL 30  
**Full Course Title:** Sociology of Aging  
**Short Title:** Sociology of Aging  
**TOP Code:** 2208.00 - Sociology  
**Effective Term:** Fall 2019

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### 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

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### Minimum Qualifications for Instructors

- Sociology (Masters Required) **Or**
  - Gerontology (Masters Required)
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### Course Description

A life course perspective on social, economic and psychological factors related to aging and the changing place of the aged in contemporary society. Topics include current controversies (e.g., "entitlement" programs), the social and cultural construction of the aged, social policies around aging, health and long-term care of the aged, employment and retirement issues, community social services, and social inequality.

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### Conditions of Enrollment

#### Advisories

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

#### Course Lecture Content

##### I. Introduction to the Aging Experience

A. Demographics

B. Ageism: Aging through the Ages

- C. Aging and Identity
- D. Cultural and Generational Considerations
- 2. The Aging Body
  - A. Biological Theories
  - B. Homeostasis
  - C. Stress Changes in Body Systems and Physical Functioning
  - D. Sensory Aging
  - E. Does Age-Dependent Illness Exist?
  - F. Iatrogenesis and Compression of Morbidity
- 3. The Aging Mind and Sexuality in Older Adulthood
  - A. Changes in Memory
  - B. Theories of Cognitive Aging
  - C. Personality
  - D. Older Adult Learning
  - E. Human Sexuality and Challenges in Older Adulthood
- 4. Alterations in Thought Processes
  - A. Delirium, Dementia, Pseudo-dementia
  - B. Bio-medicalization of Dementia
  - C. Theoretical Approaches to Dementia
- 5. A Good Death
  - A. Death Ideologies, Anxieties and Rituals
  - B. The Dying Process
  - C. Care of the Dying: The Hospice Approach, Normal Grief, Abnormal Grief
  - D. Widowhood Processes
- 6. Retirement, Older Adults and Work
  - A. New Views of Retirement: Quality of Life and Human Dignity
  - B. Successful Aging
- 7. Interpersonal Relationships and Family Caregiving
  - A. Model of Learned Dependency
  - B. Resilience: Family Support, Social Support, Intergenerational Issues, and Cultural Considerations
  - C. Grandparents Raising Grandchildren
  - D. Ineffective Family Coping and Respite Services



## 8. Theories of Aging

- A. Activity, Disengagement, Continuity Theories
- B. Environments and Aging: The Environmental Docility Hypothesis
- C. Aging in Place: Romanticism vs. Meaningful Paradigm
- D. Macroenvironments and the Microenvironment

## 9. Living with Frailty and Illness

- A. Long-term Care
- B. Significance of Frailty, Acute and Chronic Illness
- C. Changing Roles, Rights to Self-Determination, Living Arrangements
- D. Long-term Healthcare Options and Issues

## 10. Creativity and Meaning in Later Life

- A. Reconstruction vs. Recall Theories
- B. Reminiscence and Life Review

## 11. Mental Health Problems and Vulnerabilities of Older People

- A. Depressive and Anxiety Disorders
- B. Suicide, Abuse, Self-neglect, Substance Abuse, and Crime

## 12. Life Strength and Coping Life-Span Perspective to Mental Health

- A. Socioemotional Selectivity Theory
- B. Selective Optimization with Compensation (SOC) Model
- C. Life Strength Assessment

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## Objectives

1. Demonstrate an understanding of personal and societal values and aging.
2. Differentiate myth and reality of aging.
3. Demonstrate knowledge of the major concepts, history, current issues, process, and changes in aging.  
**\*\*Requires Critical Thinking\*\***
4. Demonstrate an understanding of the dynamics of aging and apply this understanding to the students' personal and public lives.

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## Student Learning Outcomes

1. Global Awareness--Upon completion of this course, students will demonstrate a cross-cultural understanding of aging.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

- and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Aging and Social Inequality--Upon completion of this course, students will be able to use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies
- **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.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
3. The Life Course Perspective--Upon completion of this course, students will be able to articulate and apply the key concepts of the life course perspective on aging
- **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.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
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## Methods of Instruction

- **Lecture/Discussion**

A typical class meeting would include an introductory lecture on a key topic, such as the changing meaning of "old age". This would be followed by a short free-writing exercise, to get students individually to clarify their thinking on a question related to the changing definition of "old age"--e.g., do you feel the retirement age should be raised? Why or why not? This free-write would be followed by small group (n=4) discussions of the writing prompt, which would ultimately be followed by a full class discussion of the topic, comparing the different conversations each small group had.

- **Service Learning**

Careers in gerontology almost always involve working one on one with senior citizens, and there are a variety of techniques and issues that students need to be aware of. Meanwhile, many facilities serving the aged have unmet need for volunteers. These two needs can be simultaneously met by requiring students to volunteer at senior facilities, gain experience in working one on one with seniors, and to reflect on what they learned by doing so.

- **Other**

Field trips, guest speakers, site visits, videos

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## Distance Education

### Delivery Methods

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

## Assignments

### Reading Assignments

First, read the section on "successful aging" in our textbook. Next, read the essay, posted on our class website, entitled, "Critical Perspectives on Successful Aging" by Stephen Katz. Then, write a short (1-2 page essay) that answers the following question: What does it mean to "age successfully" according to gerontologists, and what

are at least two reasons Katz gives for questioning the value of the concept of "successful aging"?

### **Writing Assignments**

What is your strategy for aging successfully? According to the book, successful agers seem to pursue certain common strategies that distinguish them from others who do not age as successfully. Please write a 2-3 page essay that identifies these common strategies, and then explains your personal views on successful aging, and how you hope/plan to age successfully in the future. Please be specific. For example, if volunteering the community one of the strategies you discuss, what kind of volunteering do you see yourself doing and why?

### **Other Assignments**

First, identify two adults, over the age of 70, who you feel are "aging successfully" according to how that concept is described in our course material. Second, secure informed consent from these individuals to be interviewed. Third, conduct an interview, using open-ended questions, designed to elicit your subjects' approach to "successful aging". Third, write a 5-7 paged paper (double-spaced, one-inch margins) that: 1. Explains the concept of successful aging; 2. Introduces your interview subjects, and why you felt they fit the definition of successful agers; 3. Provides a list of the open-ended questions you posed to your subjects; 4. Presents a synopsis of the subjects' respective answers to your questions, making use of at least three direct quotes from each subject; and 5. Presents your analysis of their answers, including your conjectures/hypotheses about why your subjects have similar and/or different ideas about how to age successfully.

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## **Methods of Evaluation**

- **Assignments**
- **Attendance**
- **Class Performance**
- **Essay Tests**
- **Essay/Paper**
- **Exams**
- **Homework**
- **Objective Tests**
- **Participation**
- **Performance Exams**
- **Quizzes**
- **Research Project**
- **Other**

Service learning assignments will be a key component of the course, especially when taught live, rather than online.

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## **Course Materials**

### **Textbooks:**

1. Moody, Harry R. and Sasser, Jennifer R. . *Aging: Concepts and Controversies*, 9th ed. Sage Publications, 2017, ISBN: 978-1506328003

**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** CWEE 44A  
**Full Course Title:** 1st Semester General Work Experience  
**Short Title:** 1st Gen Work Exp  
**TOP Code:** 4932.00 - General Work Experience  
**Effective Term:** Spring 2016

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 0.5 - 6.0  
**Unit increment:** 0.5  
**Total class hours:** 30.0 - 450.0  
**Total contact hours in class:** 30.0 - 450.0  
**Lab hours:** 30.0 - 450.0  
**Repeatable:** No  
**Grading Method:** Pass/No Pass Only

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### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
- Sanitation and Public Health Technology **Or**
- Surgical Technology **Or**
- Technology (Masters Required) **Or**
- Search and Rescue **Or**
- Administration of Justice **Or**
- Agriculture (Masters Required) **Or**
- Sheet Metal **Or**
- Telecommunication Technology **Or**
- Theater Arts (Masters Required) **Or**
- Shoe Rebuilding **Or**
- Air Conditioning, Refrigeration, Heating **Or**
- Anthropology (Masters Required) **Or**
- Sign Language, American **Or**
- Transportation **Or**
- Sign Language/ English Interpreting **Or**
- Art (Masters Required) **Or**
- Astronomy (Masters Required) **Or**
- Small Engine Mechanics **Or**
- Social Science (Masters Required) **Or**
- Athletic Training **Or**
- Auto Body Technology **Or**
- Sociology (Masters Required) **Or**
- Special Education (Masters Required) **Or**
- Auto Mechanics **Or**
- Automotive Technology **Or**
- Speech Communication (Masters Required) **Or**
- Speech Language Pathology **Or**
- Biological Sciences (Masters Required) **Or**
- Broadcasting Technology **Or**

- Stagecraft **Or**
- Statistics (Masters Required) **Or**
- Building Maintenance **Or**
- Business (Masters Required) **Or**
- Steamfitting **Or**
- Steamfitting
- Business Education (Masters Required) **Or**
- Small Business Development **Or**
- Carpentry **Or**
- Ceramic Technology **Or**
- Chemistry (Masters Required) **Or**
- Child Development/ (Masters Required) **Or**
- Coaching **Or**
- Computer Information Systems **Or**
- Computer Science (Masters Required) **Or**
- Construction Management **Or**
- Cosmetology **Or**
- Counseling (Masters Required) **Or**
- Culinary Arts/ **Or**
- Dance (Masters Required) **Or**
- Dental Technology **Or**
- Dietetics (Masters Required) **Or**
- Drafting **Or**
- Drama/Theater Arts (Masters Required) **Or**
- Early Childhood Education (Masters Required) **Or**
- Earth Science (Masters Required) **Or**
- Ecology (Masters Required) **Or**
- Economics (Masters Required) **Or**
- Education (Masters Required) **Or**
- Electricity **Or**
- Emergency Medical Technologies **Or**
- Engineering (Masters Required) **Or**
- Engineering Technology (Masters Required) **Or**
- English (Masters Required) **Or**
- Environmental Technologies **Or**
- Equine Science **Or**
- ESL (Masters Required) **Or**
- Ethnic Studies (Masters Required) **Or**
- Family and Consumer Studies/Home Economics (Masters Required) **Or**
- Fashion and Related Technologies **Or**
- Film Studies (Masters Required) **Or**
- Fire Technology **Or**
- Folk Dance **Or**
- Food Technology **Or**
- Foreign Languages (Masters Required) **Or**
- Forestry/Natural Resources **Or**
- Furniture Making **Or**
- Geography (Masters Required) **Or**
- Geology (Masters Required) **Or**
- Gerontology (Masters Required) **Or**
- Graphic Arts **Or**
- Gunsmithing **Or**
- Health (Masters Required) **Or**
- Health Care Ancillaries **Or**
- Health Information Technology **Or**
- Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required) **Or**
- Heavy Duty Equipment Mechanics **Or**
- History (Masters Required) **Or**
- Hotel and Motel Services **Or**
- Humanities (Masters Required) **Or**
- Industrial Maintenance **Or**

- Industrial Relations **Or**
- Industrial Safety **Or**
- Industrial Technology **Or**
- Instructional Design/ (Masters Required) **Or**
- Insurance **Or**
- Interdisciplinary Studies (Masters Required) **Or**
- Interior Design **Or**
- Janitorial Services **Or**
- Jewelry **Or**
- Journalism (Masters Required) **Or**
- Kinesiology (Masters Required) **Or**
- Labor Relations **Or**
- Law (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- Legal Assisting **Or**
- Library Science (Masters Required) **Or**
- Library Technology **Or**
- Licensed Vocational Nursing **Or**
- Linguistics (Masters Required) **Or**
- Locksmithing **Or**
- Machine Tool Technology **Or**
- Management (Masters Required) **Or**
- Manufacturing Technology **Or**
- Marketing (Masters Required) **Or**
- Martial Arts/Self-Defense **Or**
- Masonry **Or**
- Mass Communication (Masters Required) **Or**
- Materials testing technology **Or**
- Mathematics (Masters Required) **Or**
- Media Production **Or**
- Medical Instrument Repair **Or**
- Military Studies **Or**
- Mining and Metallurgy **Or**
- Mortuary Science **Or**
- Motorcycle Repair **Or**
- Multimedia **Or**
- Music (Masters Required) **Or**
- Music Management **Or**
- Music Merchandising **Or**
- Musical Instrument Repair **Or**
- Nursing (Masters Required) **Or**
- Nursing Science/ **Or**
- Office Technologies **Or**
- Nutritional Science/Dietetics (Masters Required) **Or**
- Occupational Therapy Assisting **Or**
- Ornamental Horticulture **Or**
- Pharmacy Technology **Or**
- Philosophy (Masters Required) **Or**
- Photographic Technology/ Commercial Photography **Or**
- Photography (Masters Required) **Or**
- Physical Education (Masters Required) **Or**
- Physical Sciences (Masters Required) **Or**
- Physical Therapy Assisting **Or**
- Physics/Astronomy (Masters Required) **Or**
- Piano Tuning and Repair **Or**
- Plastics **Or**
- Plumbing **Or**
- Political Science (Masters Required) **Or**
- Printing Technology **Or**
- Private Security **Or**
- Prosthetics and Orthotics **Or**

- Psychiatric Technician **Or**
- Psychology (Masters Required) **Or**
- Public Relations **Or**
- Radiation Therapy **Or**
- Radiological Technology **Or**
- Reading (Masters Required) **Or**
- Real Estate **Or**
- Recreation Administration (Masters Required) **Or**
- Registered Veterinary Technician or DVM **Or**
- Rehabilitation Technician **Or**
- Religious Studies (Masters Required) **Or**
- Respiratory Technician **Or**
- Restaurant Management **Or**
- Retailing **Or**
- Robotics **Or**
- Robotics
- Travel Services **Or**
- Upholstering **Or**
- Veterinary Technology **Or**
- Vision Care Technology **Or**
- Watch and Clock Repair **Or**
- Welding **Or**
- Women's Studies (Masters Required)

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## Course Description

Coordination of introductory on-the-job learning with college experience to develop desirable work habits, attitudes, and career awareness through supervised paid employment or volunteer experience that is not directly related to the student's specific career path and college major. Students may enroll in 1-6 units. Students enrolling in this class are not eligible for other Cooperative Work Experience Education (CWEE) or Internship (INTRN) classes during the same semester. Students may not exceed sixteen (16) units in the combination of CWEE and INTRN classes.

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## Conditions of Enrollment

Must have local paid employment (75 hours per unit) or a volunteer position (60 hours per unit) that is not directly related to the student's major or career path; Student's supervisor must agree to participate in the program, which entails communicating and meeting with college staff (Work Experience Mentor), assisting the student in writing and completing learning objectives, verifying the student's hours, evaluating the student, and otherwise training/guiding the student.

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## Content

### Course Lab/Activity Content

Coordination of on-the-job learning with college experience to improve general work habits and knowledge of various career paths.

1. Mandatory orientation focusing on academics of work experience.
2. Three meetings/communications/job site visits a Work Experience Mentor and the supervisor/employer. (The requirement to visit the job site can be waived on a case-by-case basis. Examples include when the student and supervisor are only available at night or when non-employees are not allowed to access the work site.)
3. Completion of one measurable objective representing new learning for each unit attempted documented by signed draft objectives and final objectives forms.
4. Completion of training agreement, signed by the student, mentor, and supervisor.
5. Regular reports regarding hours worked.

6. Supervisor evaluation for each objective.
- 

## Objectives

1. Perform job or volunteer duties.
  2. Develop initial learning objectives related to job or volunteer position outside the student's major field of study that show the potential of new or expanded knowledge and/or skills or increased proficiency.
  3. Complete learning objectives related to general job or volunteer position within semester.
  4. Communicate effectively with the Work Experience Coordinator, mentor, and supervisor via phone, electronically, and/or in person.
- 

## Student Learning Outcomes

1. Upon completion of the course students will demonstrate attainment of one new learning objective per unit as agreed upon by supervisor, mentor, and student.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 

## Methods of Instruction

- **Laboratory**  
Students will complete 75 hours of paid work or 60 hours of volunteer experience in position that is not directly related to their major or career path.
  - **Other**  
Students will attend a mandatory orientation session and meet with their mentors throughout the semester.
- 

## Assignments

### Writing Assignments

Learning objectives will express what you intend to accomplish to both your mentor and supervisor. They describe the new skills and abilities you strive to develop as part of the course. Keep in mind that the objectives are goals to be reached during the semester rather than skills or knowledge that you presently possess or are already expected as a basic requirement for your job.

The final objectives must be narrowly defined and well written. They must be related to your general job or volunteer position. You need to set and accomplish one (1) objective for every unit of credit you receive.

Be sure that your learning objectives meet the following criteria:

1. Understandable: Written in simple language, which is clear to your mentor, your supervisor, and the Coordinator
2. Challenging: Difficult enough to stimulate interest and be worth college credit
3. Achievable: Feasible to complete within a semester
4. Measurable: Specific enough that your mentor and supervisor can verify whether you have achieved of the objective

Each learning objective must consist of three parts:

Part 1: Describe **what** you are going to accomplish.



Describe specifically and clearly what you plan to do. What new can you learn or what present skill can you improve? Think about your routine duties— Is there room for specific improvement? What about problem-solving goals— Is there a specific problem with a measurable result? How about creative goals— Can you accomplish your duties in a new way that saves time, reduces cost, or otherwise improves the service that you offer? Also consider personal goals—Can you improve your professional relationships on the job? It might be useful to obtain a copy of your job description.

Define your objective narrowly, being sure to describe only one major goal per objective. Use **measurable** words and avoid vague/general terms.

Part 2: Describe **how** you are going to accomplish your objective.

Write details that specify what kind of support you will need from your supervisor and mentor. Describe resources available to you such as people, online resources, other readings, or trainings. The part of this objective should describe things that you do not normally use during your day at work; it should indicate what you will do to develop educational experiences for yourself.

Part 3: Describe how the achievement of the objectives can be **measured**.

Here you need to describe how you will know the objective has been achieved. Clearly describe what you mentor and supervisor will evaluate to decide whether you have achieved your objective. Will a finished product be proof of your accomplishment? A performance evaluation? Figures (such as a sales increase or the amount of time saved)?

**Other Assignments**

Attend orientation and complete application form.

Meeting with mentor and supervisor to discuss progress in the course.

Complete job duties and accomplish job-specific learning objectives.

Document hours worked or volunteered.

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**Methods of Evaluation**

- **Homework**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**

The student's supervisor will complete an evaluation form assessing the students completion of learning objectives.

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**Course Materials**

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** CWEE 44B  
**Full Course Title:** 2nd Semester General Work Experience  
**Short Title:** 2nd Gen Work Exp  
**TOP Code:** 4932.00 - General Work Experience  
**Effective Term:** Fall 2014

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 0.5 - 6.0  
**Unit increment:** 0.5  
**Total class hours:** 30.0 - 450.0  
**Total contact hours in class:** 30.0 - 450.0  
**Lab hours:** 30.0 - 450.0  
**Repeatable:** No  
**Grading Method:** Pass/No Pass Only

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### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
- Administration of Justice **Or**
- Agriculture (Masters Required) **Or**
- Air Conditioning, Refrigeration, Heating **Or**
- Anthropology (Masters Required) **Or**
- Materials testing technology **Or**
- Art (Masters Required) **Or**
- Astronomy (Masters Required) **Or**
- Athletic Training **Or**
- Auto Body Technology **Or**
- Auto Mechanics **Or**
- Automotive Technology **Or**
- Biological Sciences (Masters Required) **Or**
- Broadcasting Technology **Or**
- Building Maintenance **Or**
- Business (Masters Required) **Or**
- Business Education (Masters Required) **Or**
- Small Business Development **Or**
- Carpentry **Or**
- Ceramic Technology **Or**
- Chemistry (Masters Required) **Or**
- Child Development/ (Masters Required) **Or**
- Coaching **Or**
- Computer Information Systems **Or**
- Computer Science (Masters Required) **Or**
- Construction Management **Or**
- Cosmetology **Or**
- Counseling (Masters Required) **Or**
- Culinary Arts/ **Or**
- Dance (Masters Required) **Or**

- Dental Technology **Or**
- Dietetics (Masters Required) **Or**
- Drafting **Or**
- Drama/Theater Arts (Masters Required) **Or**
- Early Childhood Education (Masters Required) **Or**
- Earth Science (Masters Required) **Or**
- Ecology (Masters Required) **Or**
- Economics (Masters Required) **Or**
- Education (Masters Required) **Or**
- Electricity **Or**
- Emergency Medical Technologies **Or**
- Engineering (Masters Required) **Or**
- Engineering Technology (Masters Required) **Or**
- English (Masters Required) **Or**
- Environmental Technologies **Or**
- Equine Science **Or**
- ESL (Masters Required) **Or**
- Ethnic Studies (Masters Required) **Or**
- Family and Consumer Studies/Home Economics (Masters Required) **Or**
- Fashion and Related Technologies **Or**
- Film Studies (Masters Required) **Or**
- Fire Technology **Or**
- Folk Dance **Or**
- Food Technology **Or**
- Foreign Languages (Masters Required) **Or**
- Forestry/Natural Resources **Or**
- Furniture Making **Or**
- Geography (Masters Required) **Or**
- Geology (Masters Required) **Or**
- Gerontology (Masters Required) **Or**
- Graphic Arts **Or**
- Gunsmithing **Or**
- Health (Masters Required) **Or**
- Health Care Ancillaries **Or**
- Health Information Technology **Or**
- Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required) **Or**
- Heavy Duty Equipment Mechanics **Or**
- History (Masters Required) **Or**
- Hotel and Motel Services **Or**
- Humanities (Masters Required) **Or**
- Industrial Maintenance **Or**
- Industrial Relations **Or**
- Industrial Safety **Or**
- Industrial Technology **Or**
- Instructional Design/ (Masters Required) **Or**
- Insurance **Or**
- Interdisciplinary Studies (Masters Required) **Or**
- Interior Design **Or**
- Janitorial Services **Or**
- Jewelry **Or**
- Journalism (Masters Required) **Or**
- Kinesiology (Masters Required) **Or**
- Labor Relations **Or**
- Law (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- Legal Assisting **Or**
- Library Science (Masters Required) **Or**
- Library Technology **Or**
- Licensed Vocational Nursing **Or**
- Linguistics (Masters Required) **Or**
- Locksmithing **Or**

- Machine Tool Technology **Or**
- Management (Masters Required) **Or**
- Manufacturing Technology **Or**
- Marketing (Masters Required) **Or**
- Martial Arts/Self-Defense **Or**
- Masonry **Or**
- Mass Communication (Masters Required) **Or**
- Materials testing technology
- Mathematics (Masters Required) **Or**
- Media Production **Or**
- Medical Instrument Repair **Or**
- Military Studies **Or**
- Mining and Metallurgy **Or**
- Mortuary Science **Or**
- Motorcycle Repair **Or**
- Multimedia **Or**
- Music (Masters Required) **Or**
- Music Management **Or**
- Music Merchandising **Or**
- Musical Instrument Repair **Or**
- Nursing (Masters Required) **Or**
- Nursing Science/ **Or**
- Office Technologies **Or**
- Nutritional Science/Dietetics (Masters Required) **Or**
- Occupational Therapy Assisting **Or**
- Ornamental Horticulture **Or**
- Pharmacy Technology **Or**
- Philosophy (Masters Required) **Or**
- Photographic Technology/ Commercial Photography **Or**
- Photography (Masters Required) **Or**
- Physical Education (Masters Required) **Or**
- Physical Sciences (Masters Required) **Or**
- Physical Therapy Assisting **Or**
- Physics/Astronomy (Masters Required) **Or**
- Piano Tuning and Repair **Or**
- Plastics **Or**
- Plumbing **Or**
- Political Science (Masters Required) **Or**
- Printing Technology **Or**
- Private Security **Or**
- Prosthetics and Orthotics **Or**
- Psychiatric Technician **Or**
- Psychology (Masters Required) **Or**
- Public Relations **Or**
- Radiation Therapy **Or**
- Radiological Technology **Or**
- Reading (Masters Required) **Or**
- Real Estate **Or**
- Recreation Administration (Masters Required) **Or**
- Registered Veterinary Technician or DVM **Or**
- Rehabilitation Technician **Or**
- Religious Studies (Masters Required) **Or**
- Respiratory Technician **Or**
- Restaurant Management **Or**
- Retailing **Or**
- Robotics **Or**
- Sanitation and Public Health Technology **Or**
- Search and Rescue **Or**
- Sheet Metal **Or**
- Shoe Rebuilding **Or**
- Sign Language, American **Or**

- Sign Language/ English Interpreting **Or**
- Small Engine Mechanics **Or**
- Social Science (Masters Required) **Or**
- Sociology (Masters Required) **Or**
- Special Education (Masters Required) **Or**
- Speech Communication (Masters Required) **Or**
- Speech Language Pathology **Or**
- Stagecraft **Or**
- Statistics (Masters Required) **Or**
- Steamfitting **Or**
- Surgical Technology **Or**
- Technology (Masters Required) **Or**
- Telecommunication Technology **Or**
- Theater Arts (Masters Required) **Or**
- Transportation **Or**
- Travel Services **Or**
- Upholstering **Or**
- Veterinary Technology **Or**
- Vision Care Technology **Or**
- Watch and Clock Repair **Or**
- Welding **Or**
- Women's Studies (Masters Required)

## Course Description

Coordination of intermediate on-the-job learning with college experience to develop desirable work habits, attitudes, and career awareness that is progressive from the first semester. This learning experience is driven by supervised paid employment or volunteer experience that is not directly related to the student's specific career path and college major. Students may enroll in 1-6 units. Students enrolling in this class are not eligible for other Cooperative Work Experience Education (CWEE) or Internship (INTRN) classes during the same semester. Students may not exceed sixteen (16) units in the combination of CWEE and INTRN classes.

## Conditions of Enrollment

Satisfactory completion of: CWEE 44A and Must have local paid employment (75 hours per unit) or a volunteer position (60 hours per unit) that is not directly related to the student's major or career path; Student's supervisor must agree to participate in the program, which entails communicating and meeting with college staff (Work Experience Mentor), assisting the student in writing and completing learning objectives, verifying the student's hours, evaluating the student, and otherwise training/guiding the student.

## Content

### Course Lab/Activity Content

Coordination of intermediate on-the-job learning with college experience to develop progressive work habits and career awareness past first-semester work experience.

1. Mandatory orientation focusing on academics of work experience.
2. Three meetings/communications/job site visits a Work Experience Mentor and the supervisor/employer. (The requirement to visit the job site can be waived on a case-by-case basis. Examples include when the student and supervisor are only available at night or when non-employees are not allowed to access the work site.)
3. Completion of one measurable objective representing new learning (progressive from the first semester) for each unit attempted documented by signed draft objectives and final objectives forms.
4. Completion of training agreement, signed by the student, mentor, and supervisor.
5. Regular reports regarding hours worked.
6. Supervisor evaluation for each objective.

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## Objectives

1. Perform job or volunteer duties.
2. Develop learning objectives related to job or volunteer position outside the student's major field of study that are progressive from the first semester and that show the potential of new or expanded knowledge and/or skills or increased proficiency.
3. Complete learning objectives related to general job or volunteer position within semester.
4. Communicate effectively with the Work Experience Coordinator, mentor, and supervisor via phone, electronically, and/or in person.

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## Student Learning Outcomes

1. Upon completion of the course students will demonstrate attainment of one new learning objective (progressive from the first semester) per unit as agreed upon by supervisor, mentor, and student.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

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## Methods of Instruction

- **Laboratory**  
Students will complete 75 hours of paid work or 60 hours of volunteer experience in position that is not directly related to their major or career path.
- **Other**  
Students will attend a mandatory orientation session and meet with their mentors throughout the semester.

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## Assignments

### Writing Assignments

Learning objectives will express what you intend to accomplish to both your mentor and supervisor. They describe the new skills and abilities you strive to develop as part of the course and should be distinct from or build upon first semester objectives. Keep in mind that the objectives are goals to be reached during the semester rather than skills or knowledge that you presently possess or are already expected as a basic requirement for your job.

The final objectives must be narrowly defined and well written. They must be related to your general job or volunteer position. You need to set and accomplish one (1) objective for every unit of credit you receive.

Be sure that your learning objectives meet the following criteria:

1. Understandable: Written in simple language, which is clear to your mentor, your supervisor, and the Coordinator
2. Challenging: Difficult enough to stimulate interest and be worth college credit
3. Achievable: Feasible to complete within a semester
4. Measurable: Specific enough that your mentor and supervisor can verify whether you have achieved of the objective

Each learning objective must consist of three parts:

Part 1: Describe **what** you are going to accomplish.

Describe specifically and clearly what you plan to do. What new can you learn or what present skill can you improve? Think about your routine duties— Is there room for specific improvement? What about problem-solving goals— Is there a specific problem with a measurable result? How about creative goals— Can you accomplish your duties in a new way that saves time, reduces cost, or otherwise improves the service that you offer? Also consider personal goals— Can you improve your professional relationships on the job? It might be useful to obtain a copy of your job description.

Define your objective narrowly, being sure to describe only one major goal per objective. Use **measurable** words and avoid vague/general terms.

Part 2: Describe **how** you are going to accomplish your objective.

Write details that specify what kind of support you will need from your supervisor and mentor. Describe resources available to you such as people, online resources, other readings, or trainings. The part of this objective should describe things that you do not normally use during your day at work; it should indicate what you will do to develop educational experiences for yourself.

Part 3: Describe how the achievement of the objectives can be **measured**.

Here you need to describe how you will know the objective has been achieved. Clearly describe what you mentor and supervisor will evaluate to decide whether you have achieved your objective. Will a finished product be proof of your accomplishment? A performance evaluation? Figures (such as a sales increase or the amount of time saved)?

**Other Assignments**

Attend orientation and complete application form.

Meeting with mentor and supervisor to discuss progress in the course.

Complete job duties and accomplish job-specific learning objectives, progressive from the first semester.

Document hours worked or volunteered.

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**Methods of Evaluation**

- **Homework**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**

The student's supervisor will complete an evaluation form assessing the students completion of learning objectives.

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**Course Materials**

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** CWEE 44C

**Full Course Title:** 3rd Semester General Work Experience

**Short Title:** 3rd Gen Work Exp

**TOP Code:** 4932.00 - General Work Experience

**Effective Term:** Fall 2014

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 0.5 - 6.0

**Unit increment:** 0.5

**Total class hours:** 60.0 - 450.0

**Total contact hours in class:** 30.0 - 450.0

**Lab hours:** 30.0 - 450.0

**Repeatable:** No

**Grading Method:** Pass/No Pass Only

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### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
- Administration of Justice **Or**
- Agriculture (Masters Required) **Or**
- Air Conditioning, Refrigeration, Heating **Or**
- Anthropology (Masters Required) **Or**
- Art (Masters Required) **Or**
- Athletic Training **Or**
- Astronomy (Masters Required) **Or**
- Auto Body Technology **Or**
- Auto Mechanics **Or**
- Automotive Technology **Or**
- Biological Sciences (Masters Required) **Or**
- Business Education (Masters Required) **Or**
- Small Business Development **Or**
- Broadcasting Technology **Or**
- Building Maintenance **Or**
- Business (Masters Required) **Or**
- Carpentry **Or**
- Ceramic Technology **Or**
- Chemistry (Masters Required) **Or**
- Child Development/ (Masters Required) **Or**
- Coaching **Or**
- Computer Information Systems **Or**
- Computer Science (Masters Required) **Or**
- Construction Management **Or**
- Cosmetology **Or**
- Engineering Technology (Masters Required) **Or**
- English (Masters Required) **Or**
- Environmental Technologies **Or**
- Equine Science **Or**



- ESL (Masters Required) **Or**
- Ethnic Studies (Masters Required) **Or**
- Family and Consumer Studies/Home Economics (Masters Required) **Or**
- Fashion and Related Technologies **Or**
- Folk Dance **Or**
- Counseling (Masters Required) **Or**
- Culinary Arts/ **Or**
- Dance (Masters Required) **Or**
- Dental Technology **Or**
- Dietetics (Masters Required) **Or**
- Drafting **Or**
- Drama/Theater Arts (Masters Required) **Or**
- Early Childhood Education (Masters Required) **Or**
- Earth Science (Masters Required) **Or**
- Ecology (Masters Required) **Or**
- Economics (Masters Required) **Or**
- Education (Masters Required) **Or**
- Electricity **Or**
- Emergency Medical Technologies **Or**
- Engineering (Masters Required) **Or**
- Film Studies (Masters Required) **Or**
- Fire Technology **Or**
- Food Technology **Or**
- Foreign Languages (Masters Required) **Or**
- Furniture Making **Or**
- Forestry/Natural Resources **Or**
- Geography (Masters Required) **Or**
- Geology (Masters Required) **Or**
- Gerontology (Masters Required) **Or**
- Graphic Arts **Or**
- Gunsmithing **Or**
- Health (Masters Required) **Or**
- Health Care Ancillaries **Or**
- Health Information Technology **Or**
- Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required) **Or**
- Heavy Duty Equipment Mechanics **Or**
- History (Masters Required) **Or**
- Hotel and Motel Services **Or**
- Humanities (Masters Required) **Or**
- Industrial Maintenance **Or**
- Industrial Relations **Or**
- Industrial Safety **Or**
- Industrial Technology **Or**
- Instructional Design/ (Masters Required) **Or**
- Insurance **Or**
- Interdisciplinary Studies (Masters Required) **Or**
- Interior Design **Or**
- Janitorial Services **Or**
- Jewelry **Or**
- Journalism (Masters Required) **Or**
- Kinesiology (Masters Required) **Or**
- Labor Relations **Or**
- Law (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- Legal Assisting **Or**
- Library Science (Masters Required) **Or**
- Library Technology **Or**
- Licensed Vocational Nursing **Or**
- Linguistics (Masters Required) **Or**
- Locksmithing **Or**
- Machine Tool Technology **Or**

- Management (Masters Required) **Or**
- Manufacturing Technology **Or**
- Marketing (Masters Required) **Or**
- Martial Arts/Self-Defense **Or**
- Masonry **Or**
- Mass Communication (Masters Required) **Or**
- Materials testing technology **Or**
- Mathematics (Masters Required) **Or**
- Media Production **Or**
- Medical Instrument Repair **Or**
- Military Studies **Or**
- Mining and Metallurgy **Or**
- Mortuary Science **Or**
- Motorcycle Repair **Or**
- Multimedia **Or**
- Music (Masters Required) **Or**
- Music Management **Or**
- Music Merchandising **Or**
- Musical Instrument Repair **Or**
- Nursing (Masters Required) **Or**
- Nursing Science/ **Or**
- Office Technologies **Or**
- Nutritional Science/Dietetics (Masters Required) **Or**
- Occupational Therapy Assisting **Or**
- Ornamental Horticulture **Or**
- Pharmacy Technology **Or**
- Philosophy (Masters Required) **Or**
- Photographic Technology/ Commercial Photography **Or**
- Photography (Masters Required) **Or**
- Physical Education (Masters Required) **Or**
- Physical Sciences (Masters Required) **Or**
- Physical Therapy Assisting **Or**
- Physics/Astronomy (Masters Required) **Or**
- Piano Tuning and Repair **Or**
- Plastics **Or**
- Plumbing **Or**
- Political Science (Masters Required) **Or**
- Printing Technology **Or**
- Private Security **Or**
- Prosthetics and Orthotics **Or**
- Psychiatric Technician **Or**
- Psychology (Masters Required) **Or**
- Public Relations **Or**
- Radiation Therapy **Or**
- Radiological Technology **Or**
- Reading (Masters Required) **Or**
- Real Estate **Or**
- Recreation Administration (Masters Required) **Or**
- Registered Veterinary Technician or DVM **Or**
- Rehabilitation Technician **Or**
- Religious Studies (Masters Required) **Or**
- Respiratory Technician **Or**
- Restaurant Management **Or**
- Retailing **Or**
- Robotics **Or**
- Sanitation and Public Health Technology **Or**
- Search and Rescue **Or**
- Sheet Metal **Or**
- Shoe Rebuilding **Or**
- Sign Language, American **Or**
- Sign Language/ English Interpreting **Or**

- Small Engine Mechanics **Or**
- Social Science (Masters Required) **Or**
- Sociology (Masters Required) **Or**
- Special Education (Masters Required) **Or**
- Speech Communication (Masters Required) **Or**
- Speech Language Pathology **Or**
- Stagecraft **Or**
- Statistics (Masters Required) **Or**
- Steamfitting **Or**
- Surgical Technology **Or**
- Technology (Masters Required) **Or**
- Telecommunication Technology **Or**
- Theater Arts (Masters Required) **Or**
- Transportation **Or**
- Travel Services **Or**
- Upholstering **Or**
- Veterinary Technology **Or**
- Vision Care Technology **Or**
- Watch and Clock Repair **Or**
- Welding **Or**
- Women's Studies (Masters Required)

## Course Description

Coordination of intermediate on-the-job learning with college experience to develop desirable work habits, attitudes, and career awareness that is progressive from the first and second semesters. This learning experience is driven by supervised paid employment or volunteer experience that is not directly related to the student's specific career path and college major. Students may enroll in 1-6 units. Students enrolling in this class are not eligible for other Cooperative Work Experience Education (CWEE) or Internship (INTRN) classes during the same semester. Students may not exceed sixteen (16) units in the combination of CWEE and INTRN classes.

## Conditions of Enrollment

Satisfactory completion of: CWEE 44B and Must have local paid employment (75 hours per unit) or a volunteer position (60 hours per unit) that is not directly related to the student's major or career path; Student's supervisor must agree to participate in the program, which entails communicating and meeting with college staff (Work Experience Mentor), assisting the student in writing and completing learning objectives, verifying the student's hours, evaluating the student, and otherwise training/guiding the student.

## Content

### Course Lab/Activity Content

Coordination of and continuation of intermediate on-the-job learning with college experience to develop progressive work habits and career awareness past first- and second-semester work experience.

1. Mandatory orientation focusing on academics of work experience.
2. Three meetings/communications/job site visits a Work Experience Mentor and the supervisor/employer. (The requirement to visit the job site can be waived on a case-by-case basis. Examples include when the student and supervisor are only available at night or when non-employees are not allowed to access the work site.)
3. Completion of one measurable objective representing new learning (progressive from the first and second semesters) for each unit attempted documented by signed draft objectives and final objectives forms.
4. Completion of training agreement, signed by the student, mentor, and supervisor.
5. Regular reports regarding hours worked.
6. Supervisor evaluation for each objective.

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## Objectives

1. Perform job or volunteer duties.
2. Develop learning objectives related to job or volunteer position outside the student's major field of study that are progressive from the first and second semesters and that show the potential of new or expanded knowledge and/or skills or increased proficiency.
3. Complete learning objectives related to general job or volunteer position within semester.
4. Communicate effectively with the Work Experience Coordinator, mentor, and supervisor via phone, electronically, and/or in person.

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## Student Learning Outcomes

1. Upon completion of the course students will demonstrate attainment of one new learning objective (progressive from the first and second semesters) per unit as agreed upon by supervisor, mentor, and student.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

---

## Methods of Instruction

- **Laboratory**  
Students will complete 75 hours of paid work or 60 hours of volunteer experience in position that is not directly related to their major or career path.
- **Other**  
Students will attend a mandatory orientation session and meet with their mentors throughout the semester.

---

## Assignments

### Writing Assignments

Learning objectives will express what you intend to accomplish to both your mentor and supervisor. They describe the new skills and abilities you strive to develop as part of the course and should be distinct from or build upon first and second semester objectives. Keep in mind that the objectives are goals to be reached during the semester rather than skills or knowledge that you presently possess or are already expected as a basic requirement for your job.

The final objectives must be narrowly defined and well written. They must be related to your general job or volunteer position. You need to set and accomplish one (1) objective for every unit of credit you receive.

Be sure that your learning objectives meet the following criteria:

1. Understandable: Written in simple language, which is clear to your mentor, your supervisor, and the Coordinator
2. Challenging: Difficult enough to stimulate interest and be worth college credit
3. Achievable: Feasible to complete within a semester
4. Measurable: Specific enough that your mentor and supervisor can verify whether you have achieved of the objective

Each learning objective must consist of three parts:

Part 1: Describe **what** you are going to accomplish.

Describe specifically and clearly what you plan to do. What new can you learn or what present skill can you improve? Think about your routine duties— Is there room for specific improvement? What about problem-solving goals— Is there a specific problem with a measurable result? How about creative goals— Can you accomplish your duties in a new way that saves time, reduces cost, or otherwise improves the service that you offer? Also consider personal goals— Can you improve your professional relationships on the job? It might be useful to obtain a copy of your job description.

Define your objective narrowly, being sure to describe only one major goal per objective. Use **measurable** words and avoid vague/general terms.

Part 2: Describe **how** you are going to accomplish your objective.

Write details that specify what kind of support you will need from your supervisor and mentor. Describe resources available to you such as people, online resources, other readings, or trainings. The part of this objective should describe things that you do not normally use during your day at work; it should indicate what you will do to develop educational experiences for yourself.

Part 3: Describe how the achievement of the objectives can be **measured**.

Here you need to describe how you will know the objective has been achieved. Clearly describe what you mentor and supervisor will evaluate to decide whether you have achieved your objective. Will a finished product be proof of your accomplishment? A performance evaluation? Figures (such as a sales increase or the amount of time saved)?

**Other Assignments**

Attend orientation and complete application form.

Meeting with mentor and supervisor to discuss progress in the course.

Complete job duties and accomplish job-specific learning objectives, progressive from the first and second semester.

Document hours worked or volunteered.

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**Methods of Evaluation**

- **Homework**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**

The student's supervisor will complete an evaluation form assessing the students completion of learning objectives.

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**Course Materials**

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** CWEE 44D  
**Full Course Title:** 4th Semester General Work Experience  
**Short Title:** 4th Gen Work Exp  
**TOP Code:** 4932.00 - General Work Experience  
**Effective Term:** Fall 2014

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 0.5 - 6.0  
**Unit increment:** 0.5  
**Total class hours:** 30.0 - 450.0  
**Total contact hours in class:** 30.0 - 450.0  
**Lab hours:** 30.0 - 450.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
- Administration of Justice **Or**
- Agriculture (Masters Required) **Or**
- Air Conditioning, Refrigeration, Heating **Or**
- Anthropology (Masters Required) **Or**
- Art (Masters Required) **Or**
- Astronomy (Masters Required) **Or**
- Athletic Training **Or**
- Auto Body Technology **Or**
- Auto Mechanics **Or**
- Automotive Technology **Or**
- Biological Sciences (Masters Required) **Or**
- Broadcasting Technology **Or**
- Building Maintenance **Or**
- Business (Masters Required) **Or**
- Business Education (Masters Required) **Or**
- Small Business Development **Or**
- Carpentry **Or**
- Ceramic Technology **Or**
- Chemistry (Masters Required) **Or**
- Child Development/ (Masters Required) **Or**
- Coaching **Or**
- Computer Information Systems **Or**
- Computer Science (Masters Required) **Or**
- Construction Management **Or**
- Cosmetology **Or**
- Counseling (Masters Required) **Or**
- Culinary Arts/ **Or**
- Dance (Masters Required) **Or**
- Dental Technology **Or**

- Dietetics (Masters Required) **Or**
- Drafting **Or**
- Drama/Theater Arts (Masters Required) **Or**
- Early Childhood Education (Masters Required) **Or**
- Earth Science (Masters Required) **Or**
- Ecology (Masters Required) **Or**
- Economics (Masters Required) **Or**
- Education (Masters Required) **Or**
- Electricity **Or**
- Emergency Medical Technologies **Or**
- Engineering (Masters Required) **Or**
- Engineering (Masters Required)
- Engineering Technology (Masters Required) **Or**
- English (Masters Required) **Or**
- Environmental Technologies **Or**
- Equine Science **Or**
- ESL (Masters Required) **Or**
- Ethnic Studies (Masters Required) **Or**
- Family and Consumer Studies/Home Economics (Masters Required) **Or**
- Fashion and Related Technologies **Or**
- Film Studies (Masters Required) **Or**
- Fire Technology **Or**
- Folk Dance **Or**
- Food Technology **Or**
- Foreign Languages (Masters Required) **Or**
- Forestry/Natural Resources **Or**
- Furniture Making **Or**
- Geography (Masters Required) **Or**
- Geology (Masters Required) **Or**
- Gerontology (Masters Required) **Or**
- Graphic Arts **Or**
- Gunsmithing **Or**
- Health (Masters Required) **Or**
- Health Care Ancillaries **Or**
- Health Information Technology **Or**
- Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required) **Or**
- Heavy Duty Equipment Mechanics **Or**
- History (Masters Required) **Or**
- Hotel and Motel Services **Or**
- Humanities (Masters Required) **Or**
- Industrial Maintenance **Or**
- Industrial Relations **Or**
- Industrial Safety **Or**
- Industrial Technology **Or**
- Instructional Design/ (Masters Required) **Or**
- Insurance **Or**
- Interdisciplinary Studies (Masters Required) **Or**
- Interior Design **Or**
- Janitorial Services **Or**
- Jewelry **Or**
- Journalism (Masters Required) **Or**
- Kinesiology (Masters Required) **Or**
- Labor Relations **Or**
- Law (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- Legal Assisting **Or**
- Library Science (Masters Required) **Or**
- Library Technology **Or**
- Licensed Vocational Nursing **Or**
- Linguistics (Masters Required) **Or**
- Locksmithing **Or**

- Machine Tool Technology **Or**
- Management (Masters Required) **Or**
- Manufacturing Technology **Or**
- Marketing (Masters Required) **Or**
- Martial Arts/Self-Defense **Or**
- Masonry **Or**
- Mass Communication (Masters Required) **Or**
- Materials testing technology **Or**
- Mathematics (Masters Required) **Or**
- Media Production **Or**
- Medical Instrument Repair **Or**
- Military Studies **Or**
- Mining and Metallurgy **Or**
- Mortuary Science **Or**
- Motorcycle Repair **Or**
- Multimedia **Or**
- Music (Masters Required) **Or**
- Music Management **Or**
- Music Merchandising **Or**
- Musical Instrument Repair **Or**
- Nursing (Masters Required) **Or**
- Nursing Science/ **Or**
- Office Technologies **Or**
- Nutritional Science/Dietetics (Masters Required) **Or**
- Occupational Therapy Assisting **Or**
- Ornamental Horticulture **Or**
- Pharmacy Technology **Or**
- Philosophy (Masters Required) **Or**
- Photographic Technology/ Commercial Photography **Or**
- Photography (Masters Required) **Or**
- Physical Education (Masters Required) **Or**
- Physical Sciences (Masters Required) **Or**
- Physical Therapy Assisting **Or**
- Physics/Astronomy (Masters Required) **Or**
- Piano Tuning and Repair **Or**
- Plastics **Or**
- Plumbing **Or**
- Political Science (Masters Required) **Or**
- Printing Technology **Or**
- Private Security **Or**
- Prosthetics and Orthotics **Or**
- Psychiatric Technician **Or**
- Psychology (Masters Required) **Or**
- Public Relations **Or**
- Radiation Therapy **Or**
- Radiological Technology **Or**
- Reading (Masters Required) **Or**
- Real Estate **Or**
- Recreation Administration (Masters Required) **Or**
- Registered Veterinary Technician or DVM **Or**
- Rehabilitation Technician **Or**
- Religious Studies (Masters Required) **Or**
- Respiratory Technician **Or**
- Restaurant Management **Or**
- Retailing **Or**
- Robotics **Or**
- Sanitation and Public Health Technology **Or**
- Search and Rescue **Or**
- Sheet Metal **Or**
- Shoe Rebuilding **Or**
- Sign Language, American **Or**



- Sign Language/ English Interpreting **Or**
- Small Engine Mechanics **Or**
- Social Science (Masters Required) **Or**
- Sociology (Masters Required) **Or**
- Special Education (Masters Required) **Or**
- Speech Communication (Masters Required) **Or**
- Speech Language Pathology **Or**
- Stagecraft **Or**
- Statistics (Masters Required) **Or**
- Steamfitting **Or**
- Surgical Technology **Or**
- Technology (Masters Required) **Or**
- Telecommunication Technology **Or**
- Theater Arts (Masters Required) **Or**
- Transportation **Or**
- Travel Services **Or**
- Upholstering **Or**
- Veterinary Technology **Or**
- Vision Care Technology **Or**
- Watch and Clock Repair **Or**
- Welding **Or**
- Women's Studies (Masters Required)

## Course Description

Coordination of advanced on-the-job learning with college experience to develop desirable work habits, attitudes, and career awareness that is progressive beyond the first through third semester. This learning experience is driven by supervised paid employment or volunteer experience that is not directly related to the student's specific career path and college major. Students may enroll in 1-6 units. Students enrolling in this class are not eligible for other Cooperative Work Experience Education (CWEE) or Internship (INTRN) classes during the same semester. Students may not exceed sixteen (16) units in the combination of CWEE and INTRN classes.

## Conditions of Enrollment

Satisfactory completion of: CWEE 44C and Must have local paid employment (75 hours per unit) or a volunteer position (60 hours per unit) that is not directly related to the student's major or career path; Student's supervisor must agree to participate in the program, which entails communicating and meeting with college staff (Work Experience Mentor), assisting the student in writing and completing learning objectives, verifying the student's hours, evaluating the student, and otherwise training/guiding the student.

## Content

### Course Lab/Activity Content

Coordination of advanced on-the-job learning with college experience to develop progressive work habits and career awareness past first- through third-semester work experience.

1. Mandatory orientation focusing on academics of work experience.
2. Three meetings/communications/job site visits a Work Experience Mentor and the supervisor/employer. (The requirement to visit the job site can be waived on a case-by-case basis. Examples include when the student and supervisor are only available at night or when non-employees are not allowed to access the work site.)
3. Completion of one measurable objective representing new learning (progressive beyond the first through third semester) for each unit attempted documented by signed draft objectives and final objectives forms.
4. Completion of training agreement, signed by the student, mentor, and supervisor.
5. Regular reports regarding hours worked.
6. Supervisor evaluation for each objective.

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## Objectives

1. Perform job or volunteer duties.
2. Complete learning objectives related to general job or volunteer position within semester.
3. Develop learning objectives related to job or volunteer position outside the student's major field of study that are progressive beyond the first through third semester and that show the potential of new or expanded knowledge and/or skills or increased proficiency.
4. Communicate effectively with the Work Experience Coordinator, mentor, and supervisor via phone, electronically, and/or in person.

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## Student Learning Outcomes

1. Upon completion of the course students will demonstrate attainment of one new learning objective (progressive beyond the first through third semesters) per unit as agreed upon by supervisor, mentor, and student.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

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## Methods of Instruction

- **Laboratory**  
Students will complete 75 hours of paid work or 60 hours of volunteer experience in position that is not directly related to their major or career path.
- **Other**  
Students will attend a mandatory orientation session and meet with their mentors throughout the semester.

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## Assignments

### Writing Assignments

Learning objectives will express what you intend to accomplish to both your mentor and supervisor. They describe the new skills and abilities you strive to develop as part of the course and should be distinct from or build upon first through third semester objectives. Keep in mind that the objectives are goals to be reached during the semester rather than skills or knowledge that you presently possess or are already expected as a basic requirement for your job.

The final objectives must be narrowly defined and well written. They must be related to your general job or volunteer position. You need to set and accomplish one (1) objective for every unit of credit you receive.

Be sure that your learning objectives meet the following criteria:

1. Understandable: Written in simple language, which is clear to your mentor, your supervisor, and the Coordinator
2. Challenging: Difficult enough to stimulate interest and be worth college credit
3. Achievable: Feasible to complete within a semester
4. Measurable: Specific enough that your mentor and supervisor can verify whether you have achieved of the objective

Each learning objective must consist of three parts:

Part 1: Describe **what** you are going to accomplish.

Describe specifically and clearly what you plan to do. What new can you learn or what present skill can you improve? Think about your routine duties— Is there room for specific improvement? What about problem-solving goals— Is there a specific problem with a measurable result? How about creative goals— Can you accomplish your duties in a new way that saves time, reduces cost, or otherwise improves the service that you offer? Also consider personal goals— Can you improve your professional relationships on the job? It might be useful to obtain a copy of your job description.

Define your objective narrowly, being sure to describe only one major goal per objective. Use **measurable** words and avoid vague/general terms.

Part 2: Describe **how** you are going to accomplish your objective.

Write details that specify what kind of support you will need from your supervisor and mentor. Describe resources available to you such as people, online resources, other readings, or trainings. The part of this objective should describe things that you do not normally use during your day at work; it should indicate what you will do to develop educational experiences for yourself.

Part 3: Describe how the achievement of the objectives can be **measured**.

Here you need to describe how you will know the objective has been achieved. Clearly describe what you mentor and supervisor will evaluate to decide whether you have achieved your objective. Will a finished product be proof of your accomplishment? A performance evaluation? Figures (such as a sales increase or the amount of time saved)?

**Other Assignments**

Attend orientation and complete application form.

Meeting with mentor and supervisor to discuss progress in the course.

Complete job duties and accomplish job-specific learning objectives, progressive beyond the first through third semester.

Document hours worked or volunteered.

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**Methods of Evaluation**

- **Homework**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**

The student's supervisor will complete an evaluation form assessing the students completion of learning objectives.

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**Course Materials**

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** INTRN 45A

**Full Course Title:** First Semester Internship

**Short Title:** 1st Sem Intrn

**TOP Code:** -

**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 0.5 - 8.0

**Unit increment:** 0.5

**Total class hours:** 30.0 - 600.0

**Total contact hours in class:** 30.0 - 600.0

**Lab hours:** 30.0 - 600.0

**Repeatable:** No

**Grading Method:** Pass/No Pass Only

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### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
- Administration of Justice **Or**
- Agriculture (Masters Required) **Or**
- Air Conditioning, Refrigeration, Heating **Or**
- Anthropology (Masters Required) **Or**
- Art (Masters Required) **Or**
- Astronomy (Masters Required) **Or**
- Athletic Training **Or**
- Auto Body Technology **Or**
- Auto Mechanics **Or**
- Automotive Technology **Or**
- Biological Sciences (Masters Required) **Or**
- Broadcasting Technology **Or**
- Building Maintenance **Or**
- Business (Masters Required) **Or**
- Business Education (Masters Required) **Or**
- Small Business Development **Or**
- Carpentry **Or**
- Ceramic Technology **Or**
- Chemistry (Masters Required) **Or**
- Child Development/ (Masters Required) **Or**
- Coaching **Or**
- Computer Information Systems **Or**
- Computer Science (Masters Required) **Or**
- Construction Management **Or**
- Cosmetology **Or**
- Counseling (Masters Required) **Or**
- Culinary Arts/ **Or**
- Dance (Masters Required) **Or**
- Dental Technology **Or**

- Dietetics (Masters Required) **Or**
- Drafting **Or**
- Drama/Theater Arts (Masters Required) **Or**
- Early Childhood Education (Masters Required) **Or**
- Earth Science (Masters Required) **Or**
- Ecology (Masters Required) **Or**
- Economics (Masters Required) **Or**
- Education (Masters Required) **Or**
- Electricity **Or**
- Emergency Medical Technologies **Or**
- Engineering (Masters Required) **Or**
- Engineering Technology (Masters Required) **Or**
- English (Masters Required) **Or**
- Environmental Technologies **Or**
- Equine Science **Or**
- ESL (Masters Required) **Or**
- Ethnic Studies (Masters Required) **Or**
- Family and Consumer Studies/Home Economics (Masters Required) **Or**
- Fashion and Related Technologies **Or**
- Film Studies (Masters Required) **Or**
- Fire Technology **Or**
- Folk Dance **Or**
- Food Technology **Or**
- Foreign Languages (Masters Required) **Or**
- Forestry/Natural Resources **Or**
- Furniture Making **Or**
- Geography (Masters Required) **Or**
- Geology (Masters Required) **Or**
- Gerontology (Masters Required) **Or**
- Graphic Arts **Or**
- Gunsmithing **Or**
- Health (Masters Required) **Or**
- Health Care Ancillaries **Or**
- Health Information Technology **Or**
- Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required) **Or**
- Heavy Duty Equipment Mechanics **Or**
- History (Masters Required) **Or**
- Hotel and Motel Services **Or**
- Humanities (Masters Required) **Or**
- Industrial Maintenance **Or**
- Industrial Relations **Or**
- Industrial Safety **Or**
- Industrial Technology **Or**
- Instructional Design/ (Masters Required) **Or**
- Insurance **Or**
- Interdisciplinary Studies (Masters Required) **Or**
- Interior Design **Or**
- Janitorial Services **Or**
- Jewelry **Or**
- Journalism (Masters Required) **Or**
- Kinesiology (Masters Required) **Or**
- Labor Relations **Or**
- Law (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- Legal Assisting **Or**
- Library Science (Masters Required) **Or**
- Library Technology **Or**
- Licensed Vocational Nursing **Or**
- Linguistics (Masters Required) **Or**
- Locksmithing **Or**
- Machine Tool Technology **Or**

- Management (Masters Required) **Or**
- Manufacturing Technology **Or**
- Marketing (Masters Required) **Or**
- Martial Arts/Self-Defense **Or**
- Masonry **Or**
- Mass Communication (Masters Required) **Or**
- Materials testing technology **Or**
- Mathematics (Masters Required) **Or**
- Media Production **Or**
- Medical Instrument Repair **Or**
- Military Studies **Or**
- Mining and Metallurgy **Or**
- Mortuary Science **Or**
- Motorcycle Repair **Or**
- Multimedia **Or**
- Music (Masters Required) **Or**
- Music Management **Or**
- Music Merchandising **Or**
- Musical Instrument Repair **Or**
- Nursing (Masters Required) **Or**
- Nursing Science/ **Or**
- Office Technologies **Or**
- Nutritional Science/Dietetics (Masters Required) **Or**
- Occupational Therapy Assisting **Or**
- Ornamental Horticulture **Or**
- Pharmacy Technology **Or**
- Philosophy (Masters Required) **Or**
- Photographic Technology/ Commercial Photography **Or**
- Photography (Masters Required) **Or**
- Physical Education (Masters Required) **Or**
- Physical Sciences (Masters Required) **Or**
- Physical Therapy Assisting **Or**
- Physics/Astronomy (Masters Required) **Or**
- Piano Tuning and Repair **Or**
- Plastics **Or**
- Plumbing **Or**
- Political Science (Masters Required) **Or**
- Printing Technology **Or**
- Private Security **Or**
- Prosthetics and Orthotics **Or**
- Psychiatric Technician **Or**
- Psychiatric Technician
- Psychology (Masters Required) **Or**
- Public Relations **Or**
- Radiation Therapy **Or**
- Radiological Technology **Or**
- Reading (Masters Required) **Or**
- Real Estate **Or**
- Recreation Administration (Masters Required) **Or**
- Registered Veterinary Technician or DVM **Or**
- Rehabilitation Technician **Or**
- Religious Studies (Masters Required) **Or**
- Respiratory Technician **Or**
- Restaurant Management **Or**
- Retailing **Or**
- Robotics **Or**
- Sanitation and Public Health Technology **Or**
- Search and Rescue **Or**
- Sheet Metal **Or**
- Shoe Rebuilding **Or**
- Sign Language, American **Or**

- Sign Language/ English Interpreting **Or**
- Small Business Development
- Small Engine Mechanics **Or**
- Social Science (Masters Required) **Or**
- Sociology (Masters Required) **Or**
- Special Education (Masters Required) **Or**
- Speech Communication (Masters Required) **Or**
- Speech Language Pathology **Or**
- Stagecraft **Or**
- Statistics (Masters Required) **Or**
- Steamfitting **Or**
- Surgical Technology **Or**
- Technology (Masters Required) **Or**
- Telecommunication Technology **Or**
- Theater Arts (Masters Required) **Or**
- Transportation **Or**
- Travel Services **Or**
- Upholstering **Or**
- Veterinary Technology **Or**
- Vision Care Technology **Or**
- Watch and Clock Repair **Or**
- Welding **Or**
- Women's Studies (Masters Required)

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## Course Description

Coordination of introductory on-the-job learning within career path and college major to improve employment skills and career goals through supervised paid employment or volunteer experience. Students may enroll in 1-8 units. Students enrolling in this class are not eligible for other Cooperative Work Experience Education (CWEE) or Internship (INTRN) classes during the same semester. Students may not exceed sixteen (16) units in the combination of CWEE and INTRN classes.

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## Conditions of Enrollment

Must have local paid employment (75 hours per unit) or a volunteer position (60 hours per unit) related to the student's major; Student's supervisor must agree to participate in the program, which entails communicating and meeting with college staff (Work Experience Mentor), assisting the student in writing and completing learning objectives, verifying the student's hours, evaluating the student, and otherwise training/guiding the student.

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## Content

### Course Lab/Activity Content

Coordination of introductory on-the-job learning with college major to improve employment skills and focus career goals through supervised employment or volunteer work.

1. Mandatory orientation focusing on academics of internship experience.
  2. Three meetings/communications/job site visits a Work Experience Mentor and the supervisor/employer. (The requirement to visit the job site can be waived on a case-by-case basis. Examples include when the student and supervisor are only available at night or when non-employees are not allowed to access the work site.)
  3. Completion of one measurable objective representing new learning for each unit attempted documented by signed draft objectives and final objectives forms.
  4. Completion of training agreement, signed by the student, mentor, and supervisor.
  5. Regular reports regarding hours worked.
  6. Supervisor evaluation for each objective.
-

## Objectives

1. Perform job or volunteer duties.
  2. Develop initial job-oriented learning objectives related to college major or occupation choice that show the potential of new or expanded knowledge and/or skills or increased proficiency.
  3. Complete career-oriented learning objectives within the semester.
  4. Communicate effectively with the Work Experience Coordinator, mentor, and supervisor via phone, electronically, and/or in person.
- 

## Student Learning Outcomes

1. Upon completion of the course students will demonstrate attainment of one new learning objective per unit as agreed upon by supervisor, mentor, and student.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 

## Methods of Instruction

- **Laboratory**  
Students will complete 75 hours of paid work or 60 hours of volunteer experience in position related to their majors.
  - **Other**  
Students will attend a mandatory orientation session and meet with their mentors throughout the semester.
- 

## Assignments

### Writing Assignments

Learning objectives will express what you intend to accomplish to both your mentor and supervisor. They describe the new skills and abilities you strive to develop as part of the course. Keep in mind that the objectives are goals to be reached during the semester rather than skills or knowledge that you presently possess or are already expected as a basic requirement for your job.

The final objectives must be narrowly defined and well written. They must be job-oriented and pertain to your major area of study. You need to set and accomplish one (1) objective for every unit of credit you receive.

Be sure that your learning objectives meet the following criteria:

1. Understandable: Written in simple language, which is clear to your mentor, your supervisor, and the Coordinator
2. Challenging: Difficult enough to stimulate interest and be worth college credit
3. Achievable: Feasible to complete within a semester
4. Measurable: Specific enough that your mentor and supervisor can verify whether you have achieved of the objective

Each learning objective must consist of three parts:

Part 1: Describe **what** you are going to accomplish.

Describe specifically and clearly what you plan to do. What new can you learn or what present skill can you improve? Think about your routine duties— Is there room for specific improvement? What about problem-solving goals— Is there a specific problem with a measurable result? How about creative goals— Can you accomplish



your duties in a new way that saves time, reduces cost, or otherwise improves the service that you offer? Also consider personal goals—Can you improve your professional relationships on the job? It might be useful to obtain a copy of your job description.

Define your objective narrowly, being sure to describe only one major goal per objective. Use **measurable** words and avoid vague/general terms.

Part 2: Describe **how** you are going to accomplish your objective.

Write details that specify what kind of support you will need from your supervisor and mentor. Describe resources available to you such as people, online resources, other readings, or trainings. The part of this objective should describe things that you do not normally use during your day at work; it should indicate what you will do to develop educational experiences for yourself.

Part 3: Describe how the achievement of the objectives can be **measured**.

Here you need to describe how you will know the objective has been achieved. Clearly describe what you mentor and supervisor will evaluate to decide whether you have achieved your objective. Will a finished product be proof of your accomplishment? A performance evaluation? Figures (such as a sales increase or the amount of time saved)?

### **Other Assignments**

Attend orientation and complete application form.

Meeting with mentor and supervisor to discuss progress in the course.

Complete job duties and accomplish job-specific learning objectives.

Document hours worked or volunteered.

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### **Methods of Evaluation**

- **Homework**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**

The student's supervisor will complete an evaluation form assessing the students completion of learning objectives.

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### **Course Materials**

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** INTRN 45B  
**Full Course Title:** Second Semester Internship  
**Short Title:** 2nd Sem Intrn  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 0.5 - 8.0  
**Unit increment:** 0.5  
**Total class hours:** 30.0 - 600.0  
**Total contact hours in class:** 30.0 - 600.0  
**Lab hours:** 30.0 - 600.0  
**Repeatable:** No  
**Grading Method:** Pass/No Pass Only

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### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
- Administration of Justice **Or**
- Agriculture (Masters Required) **Or**
- Air Conditioning, Refrigeration, Heating **Or**
- Anthropology (Masters Required) **Or**
- Art (Masters Required) **Or**
- Astronomy (Masters Required) **Or**
- Athletic Training **Or**
- Auto Body Technology **Or**
- Auto Mechanics **Or**
- Automotive Technology **Or**
- Biological Sciences (Masters Required) **Or**
- Broadcasting Technology **Or**
- Building Maintenance **Or**
- Business (Masters Required) **Or**
- Business Education (Masters Required) **Or**
- Small Business Development **Or**
- Carpentry **Or**
- Ceramic Technology **Or**
- Chemistry (Masters Required) **Or**
- Child Development/ (Masters Required) **Or**
- Coaching **Or**
- Computer Information Systems **Or**
- Computer Science (Masters Required) **Or**
- Cosmetology **Or**
- Counseling (Masters Required) **Or**
- Culinary Arts/ **Or**
- Dance (Masters Required) **Or**
- Dental Technology **Or**
- Dietetics (Masters Required) **Or**

- Drafting **Or**
- Drama/Theater Arts (Masters Required) **Or**
- Early Childhood Education (Masters Required) **Or**
- Earth Science (Masters Required) **Or**
- Ecology (Masters Required) **Or**
- Economics (Masters Required) **Or**
- Education (Masters Required) **Or**
- Electricity **Or**
- Emergency Medical Technologies **Or**
- Engineering (Masters Required) **Or**
- Engineering Technology (Masters Required) **Or**
- English (Masters Required) **Or**
- Environmental Technologies **Or**
- Equine Science **Or**
- ESL (Masters Required) **Or**
- Ethnic Studies (Masters Required) **Or**
- Family and Consumer Studies/Home Economics (Masters Required) **Or**
- Fashion and Related Technologies **Or**
- Film Studies (Masters Required) **Or**
- Fire Technology **Or**
- Folk Dance **Or**
- Food Technology **Or**
- Forestry/Natural Resources **Or**
- Furniture Making **Or**
- Geography (Masters Required) **Or**
- Geology (Masters Required) **Or**
- Gerontology (Masters Required) **Or**
- Graphic Arts **Or**
- Gunsmithing **Or**
- Health (Masters Required) **Or**
- Health Care Ancillaries **Or**
- Health Information Technology **Or**
- Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required) **Or**
- Heavy Duty Equipment Mechanics **Or**
- History (Masters Required) **Or**
- Humanities (Masters Required) **Or**
- Hotel and Motel Services **Or**
- Industrial Maintenance **Or**
- Industrial Relations **Or**
- Industrial Safety **Or**
- Industrial Technology **Or**
- Instructional Design/ (Masters Required) **Or**
- Insurance **Or**
- Interdisciplinary Studies (Masters Required) **Or**
- Interior Design **Or**
- Janitorial Services **Or**
- Jewelry **Or**
- Journalism (Masters Required) **Or**
- Kinesiology (Masters Required) **Or**
- Labor Relations **Or**
- Law (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- Legal Assisting **Or**
- Library Science (Masters Required) **Or**
- Library Technology **Or**
- Licensed Vocational Nursing **Or**
- Linguistics (Masters Required) **Or**
- Locksmithing **Or**
- Machine Tool Technology **Or**
- Management (Masters Required) **Or**
- Manufacturing Technology **Or**

- Marketing (Masters Required) **Or**
- Martial Arts/Self-Defense **Or**
- Masonry **Or**
- Mass Communication (Masters Required) **Or**
- Materials testing technology **Or**
- Mathematics (Masters Required) **Or**
- Media Production **Or**
- Medical Instrument Repair **Or**
- Military Studies **Or**
- Mining and Metallurgy **Or**
- Mortuary Science **Or**
- Motorcycle Repair **Or**
- Multimedia **Or**
- Music (Masters Required) **Or**
- Music Management **Or**
- Music Merchandising **Or**
- Musical Instrument Repair **Or**
- Nursing Science/ **Or**
- Office Technologies **Or**
- Nutritional Science/Dietetics (Masters Required) **Or**
- Occupational Therapy Assisting **Or**
- Ornamental Horticulture **Or**
- Pharmacy Technology **Or**
- Philosophy (Masters Required) **Or**
- Photographic Technology/ Commercial Photography **Or**
- Photography (Masters Required) **Or**
- Physical Education (Masters Required) **Or**
- Physical Sciences (Masters Required) **Or**
- Physical Therapy Assisting **Or**
- Physics/Astronomy (Masters Required) **Or**
- Piano Tuning and Repair **Or**
- Plastics **Or**
- Plumbing **Or**
- Political Science (Masters Required) **Or**
- Printing Technology **Or**
- Private Security **Or**
- Prosthetics and Orthotics **Or**
- Psychiatric Technician **Or**
- Psychology (Masters Required) **Or**
- Public Relations **Or**
- Radiation Therapy **Or**
- Radiological Technology **Or**
- Reading (Masters Required) **Or**
- Real Estate **Or**
- Recreation Administration (Masters Required) **Or**
- Registered Veterinary Technician or DVM **Or**
- Rehabilitation Technician **Or**
- Religious Studies (Masters Required) **Or**
- Respiratory Technician **Or**
- Restaurant Management **Or**
- Retailing **Or**
- Robotics **Or**
- Sanitation and Public Health Technology **Or**
- Search and Rescue **Or**
- Sheet Metal **Or**
- Shoe Rebuilding **Or**
- Sign Language, American **Or**
- Sign Language/ English Interpreting **Or**
- Small Business Development
- Small Engine Mechanics **Or**
- Social Science (Masters Required) **Or**

- Sociology (Masters Required) **Or**
- Special Education (Masters Required) **Or**
- Speech Communication (Masters Required) **Or**
- Speech Language Pathology **Or**
- Stagecraft **Or**
- Statistics (Masters Required) **Or**
- Steamfitting **Or**
- Surgical Technology **Or**
- Technology (Masters Required) **Or**
- Telecommunication Technology **Or**
- Theater Arts (Masters Required) **Or**
- Transportation **Or**
- Travel Services **Or**
- Upholstering **Or**
- Veterinary Technology **Or**
- Vision Care Technology **Or**
- Watch and Clock Repair **Or**
- Welding **Or**
- Women's Studies (Masters Required)

## Course Description

Coordination of intermediate on-the-job learning within career path and college major to improve employment skills and career goals through supervised paid employment or volunteer experience, progressive from the first semester. Students may enroll in 1-8 units. Students enrolling in this class are not eligible for other Cooperative Work Experience Education (CWEE) or Internship (INTRN) classes during the same semester. Students may not exceed sixteen (16) units in the combination of CWEE and INTRN classes.

## Conditions of Enrollment

Satisfactory completion of: CWEE 45A or CWEE 45B or INTRN 46 or INTRN 45A and Must have local paid employment (75 hours per unit) or a volunteer position (60 hours per unit) related to the student's major; Student's supervisor must agree to participate in the program, which entails communicating and meeting with college staff (Work Experience Mentor), assisting the student in writing and completing learning objectives, verifying the student's hours, evaluating the student, and otherwise training/guiding the student.

## Content

### Course Lab/Activity Content

Coordination of intermediate on-the-job learning with college major to progress employment skills and focus career goals through supervised employment or volunteer work past the first-semester internship.

1. Mandatory orientation focusing on academics of internship experience.
2. Three meetings/communications/job site visits a Work Experience Mentor and the supervisor/employer. (The requirement to visit the job site can be waived on a case-by-case basis. Examples include when the student and supervisor are only available at night or when non-employees are not allowed to access the work site.)
3. Completion of one measurable objective representing new learning (progressive from the first semester) for each unit attempted documented by signed draft objectives and final objectives forms.
4. Completion of training agreement, signed by the student, mentor, and supervisor.
5. Regular reports regarding hours worked.
6. Supervisor evaluation for each objective.

## Objectives

1. Perform job or volunteer duties.
  2. Develop job-oriented learning objectives related to college major or occupation choice that are progressive from the first semester and that show the potential of new or expanded knowledge and/or skills or increased proficiency.
  3. Complete career-oriented learning objectives within the semester.
  4. Communicate effectively with the Work Experience Coordinator, mentor, and supervisor via phone, electronically, and/or in person.
- 

## Student Learning Outcomes

1. Upon completion of the course students will demonstrate attainment of one new learning objective per unit (progressive from the first semester) as agreed upon by supervisor, mentor, and student.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 

## Methods of Instruction

- **Laboratory**  
Students will complete 75 hours of paid work or 60 hours of volunteer experience in position related to their majors.
  - **Other**  
Students will attend a mandatory orientation session and meet with their mentors throughout the semester.
- 

## Assignments

### Writing Assignments

Learning objectives will express what you intend to accomplish to both your mentor and supervisor. They describe the new skills and abilities you strive to develop as part of the course and should be distinct from or build upon first semester objectives. Keep in mind that the objectives are goals to be reached during the semester rather than skills or knowledge that you presently possess or are already expected as a basic requirement for your job.

The final objectives must be narrowly defined and well written. They must be job-oriented and pertain to your major area of study. You need to set and accomplish one (1) objective for every unit of credit you receive.

Be sure that your learning objectives meet the following criteria:

1. Understandable: Written in simple language, which is clear to your mentor, your supervisor, and the Coordinator
2. Challenging: Difficult enough to stimulate interest and be worth college credit
3. Achievable: Feasible to complete within a semester
4. Measurable: Specific enough that your mentor and supervisor can verify whether you have achieved of the objective

Each learning objective must consist of three parts:

Part 1: Describe **what** you are going to accomplish.

Describe specifically and clearly what you plan to do. What new can you learn or what present skill can you improve? Think about your routine duties— Is there room for specific improvement? What about problem-solving goals— Is there a specific problem with a measurable result? How about creative goals— Can you accomplish

your duties in a new way that saves time, reduces cost, or otherwise improves the service that you offer? Also consider personal goals—Can you improve your professional relationships on the job? It might be useful to obtain a copy of your job description.

Define your objective narrowly, being sure to describe only one major goal per objective. Use **measurable** words and avoid vague/general terms.

Part 2: Describe **how** you are going to accomplish your objective.

Write details that specify what kind of support you will need from your supervisor and mentor. Describe resources available to you such as people, online resources, other readings, or trainings. The part of this objective should describe things that you do not normally use during your day at work; it should indicate what you will do to develop educational experiences for yourself.

Part 3: Describe how the achievement of the objectives can be **measured**.

Here you need to describe how you will know the objective has been achieved. Clearly describe what you mentor and supervisor will evaluate to decide whether you have achieved your objective. Will a finished product be proof of your accomplishment? A performance evaluation? Figures (such as a sales increase or the amount of time saved)?

**Other Assignments**

Attend orientation and complete application form.

Meeting with mentor and supervisor to discuss progress in the course.

Complete job duties and accomplish job-specific learning objectives, progressive from the first semester.

Document hours worked or volunteered.

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**Methods of Evaluation**

- **Homework**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**

The student's supervisor will complete an evaluation form assessing the students completion of learning objectives.

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**Course Materials**

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** INTRN 45C

**Full Course Title:** Third Semester Internship

**Short Title:** 3rd Sem Intrn

**TOP Code:** -

**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 0.5 - 8.0

**Unit increment:** 0.5

**Total class hours:** 30.0 - 600.0

**Total contact hours in class:** 30.0 - 600.0

**Lab hours:** 30.0 - 600.0

**Repeatable:** No

**Grading Method:** Pass/No Pass Only

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### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
- Administration of Justice **Or**
- Agriculture (Masters Required) **Or**
- Air Conditioning, Refrigeration, Heating **Or**
- Anthropology (Masters Required) **Or**
- Art (Masters Required) **Or**
- Astronomy (Masters Required) **Or**
- Athletic Training **Or**
- Auto Body Technology **Or**
- Auto Mechanics **Or**
- Automotive Technology **Or**
- Biological Sciences (Masters Required) **Or**
- Broadcasting Technology **Or**
- Building Maintenance **Or**
- Business (Masters Required) **Or**
- Business Education (Masters Required) **Or**
- Small Business Development **Or**
- Carpentry **Or**
- Ceramic Technology **Or**
- Chemistry (Masters Required) **Or**
- Child Development/ (Masters Required) **Or**
- Coaching **Or**
- Computer Information Systems **Or**
- Computer Science (Masters Required) **Or**
- Construction Management **Or**
- Cosmetology **Or**
- Counseling (Masters Required) **Or**
- Culinary Arts/ **Or**
- Dance (Masters Required) **Or**
- Dental Technology **Or**



- Dietetics (Masters Required) **Or**
- Drafting **Or**
- Drama/Theater Arts (Masters Required) **Or**
- Early Childhood Education (Masters Required) **Or**
- Earth Science (Masters Required) **Or**
- Ecology (Masters Required) **Or**
- Economics (Masters Required) **Or**
- Education (Masters Required) **Or**
- Electricity **Or**
- Emergency Medical Technologies **Or**
- Engineering (Masters Required) **Or**
- Environmental Technologies **Or**
- English (Masters Required) **Or**
- Environmental Technologies
- Equine Science **Or**
- ESL (Masters Required) **Or**
- Ethnic Studies (Masters Required) **Or**
- Family and Consumer Studies/Home Economics (Masters Required) **Or**
- Fashion and Related Technologies **Or**
- Film Studies (Masters Required) **Or**
- Fire Technology **Or**
- Food Technology **Or**
- Foreign Languages (Masters Required) **Or**
- Forestry/Natural Resources **Or**
- Furniture Making **Or**
- Geography (Masters Required) **Or**
- Geology (Masters Required) **Or**
- Gerontology (Masters Required) **Or**
- Graphic Arts **Or**
- Gunsmithing **Or**
- Health (Masters Required) **Or**
- Health Care Ancillaries **Or**
- Health Information Technology **Or**
- Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required) **Or**
- Heavy Duty Equipment Mechanics **Or**
- History (Masters Required) **Or**
- Hotel and Motel Services **Or**
- Humanities (Masters Required) **Or**
- Industrial Maintenance **Or**
- Industrial Relations **Or**
- Industrial Safety **Or**
- Industrial Technology **Or**
- Instructional Design/ (Masters Required) **Or**
- Insurance **Or**
- Interdisciplinary Studies (Masters Required) **Or**
- Interior Design **Or**
- Janitorial Services **Or**
- Jewelry **Or**
- Journalism (Masters Required) **Or**
- Kinesiology (Masters Required) **Or**
- Labor Relations **Or**
- Law (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- Legal Assisting **Or**
- Library Science (Masters Required) **Or**
- Library Technology **Or**
- Licensed Vocational Nursing **Or**
- Linguistics (Masters Required) **Or**
- Locksmithing **Or**
- Machine Tool Technology **Or**
- Management (Masters Required) **Or**

- Manufacturing Technology **Or**
- Marketing (Masters Required) **Or**
- Martial Arts/Self-Defense **Or**
- Masonry **Or**
- Mass Communication (Masters Required) **Or**
- Materials testing technology **Or**
- Mathematics (Masters Required) **Or**
- Media Production **Or**
- Medical Instrument Repair **Or**
- Military Studies **Or**
- Mining and Metallurgy **Or**
- Mortuary Science **Or**
- Motorcycle Repair **Or**
- Multimedia **Or**
- Music (Masters Required) **Or**
- Music Management **Or**
- Music Merchandising **Or**
- Musical Instrument Repair **Or**
- Nursing (Masters Required) **Or**
- Nursing Science/ **Or**
- Office Technologies **Or**
- Nutritional Science/Dietetics (Masters Required) **Or**
- Occupational Therapy Assisting **Or**
- Ornamental Horticulture **Or**
- Pharmacy Technology **Or**
- Philosophy (Masters Required) **Or**
- Photographic Technology/ Commercial Photography **Or**
- Photography (Masters Required) **Or**
- Physical Education (Masters Required) **Or**
- Physical Sciences (Masters Required) **Or**
- Physical Therapy Assisting **Or**
- Physics/Astronomy (Masters Required) **Or**
- Piano Tuning and Repair **Or**
- Plastics **Or**
- Plumbing **Or**
- Political Science (Masters Required) **Or**
- Printing Technology **Or**
- Private Security **Or**
- Prosthetics and Orthotics **Or**
- Psychiatric Technician **Or**
- Psychology (Masters Required) **Or**
- Public Relations **Or**
- Radiation Therapy **Or**
- Radiological Technology **Or**
- Reading (Masters Required) **Or**
- Real Estate **Or**
- Recreation Administration (Masters Required) **Or**
- Registered Veterinary Technician or DVM **Or**
- Rehabilitation Technician **Or**
- Religious Studies (Masters Required) **Or**
- Respiratory Technician **Or**
- Restaurant Management **Or**
- Retailing **Or**
- Robotics **Or**
- Sanitation and Public Health Technology **Or**
- Search and Rescue **Or**
- Sheet Metal **Or**
- Shoe Rebuilding **Or**
- Sign Language, American **Or**
- Sign Language/ English Interpreting **Or**
- Small Engine Mechanics **Or**

- Social Science (Masters Required) **Or**
- Sociology (Masters Required) **Or**
- Special Education (Masters Required) **Or**
- Speech Communication (Masters Required) **Or**
- Speech Language Pathology **Or**
- Stagecraft **Or**
- Statistics (Masters Required) **Or**
- Steamfitting **Or**
- Surgical Technology **Or**
- Technology (Masters Required) **Or**
- Telecommunication Technology **Or**
- Theater Arts (Masters Required) **Or**
- Transportation **Or**
- Travel Services **Or**
- Upholstering **Or**
- Veterinary Technology **Or**
- Vision Care Technology **Or**
- Watch and Clock Repair **Or**
- Welding **Or**
- Women's Studies (Masters Required)

## Course Description

Coordination of intermediate on-the-job learning within career path and college major to improve employment skills and career goals through supervised paid employment or volunteer experience, progressive from the first and second semesters. Students may enroll in 1-8 units. Students enrolling in this class are not eligible for other Cooperative Work Experience Education (CWEE) or Internship (INTRN) classes during the same semester. Students may not exceed sixteen (16) units in the combination of CWEE and INTRN classes.

## Conditions of Enrollment

Satisfactory completion of: INTRN 45B and Must have local paid employment (75 hours per unit) or a volunteer position (60 hours per unit) related to the student's major; Student's supervisor must agree to participate in the program, which entails communicating and meeting with college staff (Work Experience Mentor), assisting the student in writing and completing learning objectives, verifying the student's hours, evaluating the student, and otherwise training/guiding the student.

## Content

### Course Lab/Activity Content

Coordination of intermediate on-the-job learning with college major to progress employment skills and focus career goals through supervised employment or volunteer work past the first- and second-semester internships.

1. Mandatory orientation focusing on academics of internship experience.
2. Three meetings/communications/job site visits a Work Experience Mentor and the supervisor/employer. (The requirement to visit the job site can be waived on a case-by-case basis. Examples include when the student and supervisor are only available at night or when non-employees are not allowed to access the work site.)
3. Completion of one measurable objective representing new learning (progressive from the first and second semesters) for each unit attempted documented by signed draft objectives and final objectives forms.
4. Completion of training agreement, signed by the student, mentor, and supervisor.
5. Regular reports regarding hours worked.
6. Supervisor evaluation for each objective.

## Objectives

1. Perform job or volunteer duties.
2. Develop job-oriented learning objectives related to college major or occupation choice that are progressive from the first and second semesters and that show the potential of new or expanded knowledge and/or skills or increased proficiency.
3. Complete career-oriented learning objectives within the semester.
4. Communicate effectively with the Work Experience Coordinator, mentor, and supervisor via phone, electronically, and/or in person.

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## Student Learning Outcomes

1. Upon completion of the course students will demonstrate attainment of one new learning objective per unit (progressive from the first and second semesters) as agreed upon by supervisor, mentor, and student.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

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## Methods of Instruction

- **Laboratory**  
Students will complete 75 hours of paid work or 60 hours of volunteer experience in position related to their majors.
- **Other**  
Students will attend a mandatory orientation session and meet with their mentors throughout the semester.

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## Assignments

### Writing Assignments

Learning objectives will express what you intend to accomplish to both your mentor and supervisor. They describe the new skills and abilities you strive to develop as part of the course and should be distinct from or build upon first and second semester objectives. Keep in mind that the objectives are goals to be reached during the semester rather than skills or knowledge that you presently possess or are already expected as a basic requirement for your job.

The final objectives must be narrowly defined and well written. They must be job-oriented and pertain to your major area of study. You need to set and accomplish one (1) objective for every unit of credit you receive.

Be sure that your learning objectives meet the following criteria:

1. Understandable: Written in simple language, which is clear to your mentor, your supervisor, and the Coordinator
2. Challenging: Difficult enough to stimulate interest and be worth college credit
3. Achievable: Feasible to complete within a semester
4. Measurable: Specific enough that your mentor and supervisor can verify whether you have achieved of the objective

Each learning objective must consist of three parts:

Part 1: Describe **what** you are going to accomplish.

Describe specifically and clearly what you plan to do. What new can you learn or what present skill can you improve? Think about your routine duties— Is there room for specific improvement? What about problem-solving goals— Is there a specific problem with a measurable result? How about creative goals— Can you accomplish

your duties in a new way that saves time, reduces cost, or otherwise improves the service that you offer? Also consider personal goals—Can you improve your professional relationships on the job? It might be useful to obtain a copy of your job description.

Define your objective narrowly, being sure to describe only one major goal per objective. Use **measurable** words and avoid vague/general terms.

Part 2: Describe **how** you are going to accomplish your objective.

Write details that specify what kind of support you will need from your supervisor and mentor. Describe resources available to you such as people, online resources, other readings, or trainings. The part of this objective should describe things that you do not normally use during your day at work; it should indicate what you will do to develop educational experiences for yourself.

Part 3: Describe how the achievement of the objectives can be **measured**.

Here you need to describe how you will know the objective has been achieved. Clearly describe what you mentor and supervisor will evaluate to decide whether you have achieved your objective. Will a finished product be proof of your accomplishment? A performance evaluation? Figures (such as a sales increase or the amount of time saved)?

**Other Assignments**

Attend orientation and complete application form.

Meeting with mentor and supervisor to discuss progress in the course.

Complete job duties and accomplish job-specific learning objectives, progressive from the first and second semesters.

Document hours worked or volunteered.

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**Methods of Evaluation**

- **Homework**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**

The student's supervisor will complete an evaluation form assessing the students completion of learning objectives.

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**Course Materials**

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** INTRN 45D

**Full Course Title:** Fourth Semester Internship

**Short Title:** 4th Sem Intrn

**TOP Code:** -

**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 0.5 - 8.0

**Unit increment:** 0.5

**Total class hours:** 30.0 - 600.0

**Total contact hours in class:** 30.0 - 600.0

**Lab hours:** 30.0 - 600.0

**Repeatable:** No

**Grading Method:** Pass/No Pass Only

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### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
- Administration of Justice **Or**
- Agriculture (Masters Required) **Or**
- Air Conditioning, Refrigeration, Heating **Or**
- Anthropology (Masters Required) **Or**
- Art (Masters Required) **Or**
- Astronomy (Masters Required) **Or**
- Athletic Training **Or**
- Auto Body Technology **Or**
- Auto Mechanics **Or**
- Automotive Technology **Or**
- Biological Sciences (Masters Required) **Or**
- Broadcasting Technology **Or**
- Building Maintenance **Or**
- Business (Masters Required) **Or**
- Business Education (Masters Required) **Or**
- Small Business Development **Or**
- Carpentry **Or**
- Ceramic Technology **Or**
- Chemistry (Masters Required) **Or**
- Child Development/ (Masters Required) **Or**
- Coaching **Or**
- Computer Information Systems **Or**
- Computer Science (Masters Required) **Or**
- Construction Management **Or**
- Cosmetology **Or**
- Counseling (Masters Required) **Or**
- Culinary Arts/ **Or**
- Dance (Masters Required) **Or**
- Dental Technology **Or**

- Dietetics (Masters Required) **Or**
- Drafting **Or**
- Drama/Theater Arts (Masters Required) **Or**
- Early Childhood Education (Masters Required) **Or**
- Earth Science (Masters Required) **Or**
- Ecology (Masters Required) **Or**
- Economics (Masters Required) **Or**
- Education (Masters Required) **Or**
- Electricity **Or**
- Emergency Medical Technologies **Or**
- Engineering Technology (Masters Required) **Or**
- Engineering (Masters Required) **Or**
- English (Masters Required) **Or**
- Environmental Technologies **Or**
- Equine Science **Or**
- ESL (Masters Required) **Or**
- Ethnic Studies (Masters Required) **Or**
- Family and Consumer Studies/Home Economics (Masters Required) **Or**
- Fashion and Related Technologies **Or**
- Film Studies (Masters Required) **Or**
- Fire Technology **Or**
- Folk Dance **Or**
- Food Technology **Or**
- Foreign Languages (Masters Required) **Or**
- Forestry/Natural Resources **Or**
- Furniture Making **Or**
- Geography (Masters Required) **Or**
- Geology (Masters Required) **Or**
- Gerontology (Masters Required) **Or**
- Graphic Arts **Or**
- Gunsmithing **Or**
- Health (Masters Required) **Or**
- Health Care Ancillaries **Or**
- Health Information Technology **Or**
- Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required) **Or**
- Heavy Duty Equipment Mechanics **Or**
- History (Masters Required) **Or**
- Hotel and Motel Services **Or**
- Humanities (Masters Required) **Or**
- Industrial Maintenance **Or**
- Industrial Relations **Or**
- Industrial Safety **Or**
- Industrial Technology **Or**
- Instructional Design/ (Masters Required) **Or**
- Insurance **Or**
- Interdisciplinary Studies (Masters Required) **Or**
- Interior Design **Or**
- Janitorial Services **Or**
- Jewelry **Or**
- Journalism (Masters Required) **Or**
- Kinesiology (Masters Required) **Or**
- Labor Relations **Or**
- Law (Masters Required) **Or**
- Learning Assistance (Masters Required) **Or**
- Legal Assisting **Or**
- Library Science (Masters Required) **Or**
- Library Technology **Or**
- Licensed Vocational Nursing **Or**
- Linguistics (Masters Required) **Or**
- Locksmithing **Or**
- Machine Tool Technology **Or**

- Management (Masters Required) **Or**
- Manufacturing Technology **Or**
- Marketing (Masters Required) **Or**
- Martial Arts/Self-Defense **Or**
- Masonry **Or**
- Mass Communication (Masters Required) **Or**
- Materials testing technology **Or**
- Mathematics (Masters Required) **Or**
- Media Production **Or**
- Medical Instrument Repair **Or**
- Military Studies **Or**
- Mining and Metallurgy **Or**
- Mortuary Science **Or**
- Motorcycle Repair **Or**
- Multimedia **Or**
- Music (Masters Required) **Or**
- Music Management **Or**
- Music Management
- Music Merchandising **Or**
- Musical Instrument Repair **Or**
- Nursing (Masters Required) **Or**
- Nursing Science/ **Or**
- Office Technologies **Or**
- Nutritional Science/Dietetics (Masters Required) **Or**
- Occupational Therapy Assisting **Or**
- Ornamental Horticulture **Or**
- Pharmacy Technology **Or**
- Philosophy (Masters Required) **Or**
- Photographic Technology/ Commercial Photography **Or**
- Photography (Masters Required) **Or**
- Physical Education (Masters Required) **Or**
- Physical Sciences (Masters Required) **Or**
- Physical Therapy Assisting **Or**
- Physics/Astronomy (Masters Required) **Or**
- Piano Tuning and Repair **Or**
- Plastics **Or**
- Plumbing **Or**
- Political Science (Masters Required) **Or**
- Printing Technology **Or**
- Private Security **Or**
- Prosthetics and Orthotics **Or**
- Psychiatric Technician **Or**
- Psychology (Masters Required) **Or**
- Public Relations **Or**
- Radiation Therapy **Or**
- Radiological Technology **Or**
- Reading (Masters Required) **Or**
- Real Estate **Or**
- Recreation Administration (Masters Required) **Or**
- Registered Veterinary Technician or DVM **Or**
- Rehabilitation Technician **Or**
- Religious Studies (Masters Required) **Or**
- Respiratory Technician **Or**
- Restaurant Management **Or**
- Retailing **Or**
- Robotics **Or**
- Sanitation and Public Health Technology **Or**
- Search and Rescue **Or**
- Sheet Metal **Or**
- Shoe Rebuilding **Or**
- Sign Language, American **Or**



- Sign Language/ English Interpreting **Or**
- Small Engine Mechanics **Or**
- Social Science (Masters Required) **Or**
- Sociology (Masters Required) **Or**
- Special Education (Masters Required) **Or**
- Speech Communication (Masters Required) **Or**
- Speech Language Pathology **Or**
- Stagecraft **Or**
- Statistics (Masters Required) **Or**
- Steamfitting **Or**
- Surgical Technology **Or**
- Technology (Masters Required) **Or**
- Telecommunication Technology **Or**
- Theater Arts (Masters Required) **Or**
- Transportation **Or**
- Travel Services **Or**
- Upholstering **Or**
- Veterinary Technology **Or**
- Vision Care Technology **Or**
- Watch and Clock Repair **Or**
- Welding **Or**
- Women's Studies (Masters Required)

## Course Description

Coordination of advanced on-the-job learning within career path and college major to improve employment skills and career goals through supervised paid employment or volunteer experience, progressive beyond the first through third semesters. Students may enroll in 1-8 units. Students enrolling in this class are not eligible for other Cooperative Work Experience Education (CWEE) or Internship (INTRN) classes during the same semester. Students may not exceed sixteen (16) units in the combination of CWEE and INTRN classes.

## Conditions of Enrollment

Satisfactory completion of: INTRN 45C and Must have local paid employment (75 hours per unit) or a volunteer position (60 hours per unit) related to the student's major; Student's supervisor must agree to participate in the program, which entails communicating and meeting with college staff (Work Experience Mentor), assisting the student in writing and completing learning objectives, verifying the student's hours, evaluating the student, and otherwise training/guiding the student.

## Content

### Course Lab/Activity Content

Coordination of advanced on-the-job learning with college major to progress employment skills and focus career goals through supervised employment or volunteer work past the first through third internship.

1. Mandatory orientation focusing on academics of internship experience.
2. Three meetings/communications/job site visits a Work Experience Mentor and the supervisor/employer. (The requirement to visit the job site can be waived on a case-by-case basis. Examples include when the student and supervisor are only available at night or when non-employees are not allowed to access the work site.)
3. Completion of one measurable objective representing new learning (progressive beyond the first through third semesters) for each unit attempted documented by signed draft objectives and final objectives forms.
4. Completion of training agreement, signed by the student, mentor, and supervisor.
5. Regular reports regarding hours worked.
6. Supervisor evaluation for each objective.

## Objectives

1. Perform job or volunteer duties.
  2. Develop job-oriented learning objectives related to college major or occupation choice that are progressive beyond the first through third semesters and that show the potential of new or expanded knowledge and/or skills or increased proficiency.
  3. Complete career-oriented learning objectives within the semester.
  4. Communicate effectively with the Work Experience Coordinator, mentor, and supervisor via phone, electronically, and/or in person.
- 

## Student Learning Outcomes

1. Upon completion of the course students will demonstrate attainment of one new learning objective per unit (progressive beyond the first through third semesters) as agreed upon by supervisor, mentor, and student.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 

## Methods of Instruction

- **Laboratory**  
Students will complete 75 hours of paid work or 60 hours of volunteer experience in position related to their majors.
  - **Other**  
Students will attend a mandatory orientation session and meet with their mentors throughout the semester.
- 

## Assignments

### Writing Assignments

Learning objectives will express what you intend to accomplish to both your mentor and supervisor. They describe the new skills and abilities you strive to develop as part of the course and should be distinct from or build upon first through third semester objectives. Keep in mind that the objectives are goals to be reached during the semester rather than skills or knowledge that you presently possess or are already expected as a basic requirement for your job.

The final objectives must be narrowly defined and well written. They must be job-oriented and pertain to your major area of study. You need to set and accomplish one (1) objective for every unit of credit you receive.

Be sure that your learning objectives meet the following criteria:

1. Understandable: Written in simple language, which is clear to your mentor, your supervisor, and the Coordinator
2. Challenging: Difficult enough to stimulate interest and be worth college credit
3. Achievable: Feasible to complete within a semester
4. Measurable: Specific enough that your mentor and supervisor can verify whether you have achieved of the objective

Each learning objective must consist of three parts:

Part 1: Describe **what** you are going to accomplish.

Describe specifically and clearly what you plan to do. What new can you learn or what present skill can you

improve? Think about your routine duties— Is there room for specific improvement? What about problem-solving goals— Is there a specific problem with a measurable result? How about creative goals— Can you accomplish your duties in a new way that saves time, reduces cost, or otherwise improves the service that you offer? Also consider personal goals—Can you improve your professional relationships on the job? It might be useful to obtain a copy of your job description.

Define your objective narrowly, being sure to describe only one major goal per objective. Use **measurable** words and avoid vague/general terms.

Part 2: Describe **how** you are going to accomplish your objective.

Write details that specify what kind of support you will need from your supervisor and mentor. Describe resources available to you such as people, online resources, other readings, or trainings. The part of this objective should describe things that you do not normally use during your day at work; it should indicate what you will do to develop educational experiences for yourself.

Part 3: Describe how the achievement of the objectives can be **measured**.

Here you need to describe how you will know the objective has been achieved. Clearly describe what you mentor and supervisor will evaluate to decide whether you have achieved your objective. Will a finished product be proof of your accomplishment? A performance evaluation? Figures (such as a sales increase or the amount of time saved)?

### **Other Assignments**

Attend orientation and complete application form.

Meeting with mentor and supervisor to discuss progress in the course.

Complete job duties and accomplish job-specific learning objectives, progressive beyond the first through third semesters.

Document hours worked or volunteered.

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### **Methods of Evaluation**

- **Homework**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**

The student's supervisor will complete an evaluation form assessing the students completion of learning objectives.

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### **Course Materials**

None

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** ENGL 30A

**Full Course Title:** Introduction To American Literature, I

**Short Title:** Intro Amer Lit I

**TOP Code:** 1503.00 - Comparative Literature\*

**Effective Term:** Fall 2019

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### 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

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### Minimum Qualifications for Instructors

- English (Masters Required)
- 

### Course Description

A survey of American literature from its beginnings in 1620 to 1865. The course readings and discussion cover the evolution of literary traditions, contexts, and genres during that time period. Writers include, among others, Bradstreet, Taylor, Franklin, Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Dickinson. Special attention will be paid to major literature genres, themes, and historical backgrounds. Eligibility for ENGL 1A required; successful completion of ENGL 1A recommended.

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### Conditions of Enrollment

Satisfactory completion of: ENGL 51 (Placement Exam Score) Eligibility for ENGL 1A Equivalent of completing ENGL 51 prerequisite.

### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

Course Content:

The course readings and discussion cover the evolution of literary traditions, contexts, and genres during American literature's beginnings in 1620 through 1865. Course will include both influential and significant, as well

as diverse and under-represented, texts and authors. Writers include, among others, Bradstreet, Taylor, Franklin, Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Dickinson. Special attention will be paid to major literature genres, themes, and historical backgrounds as well as other various contexts of American literature such as the social, philosophical, political, and aesthetic. Students will also read, analyze, interpret, and write about American literature from its beginnings to the second half of the nineteenth century, including diverse voices from indigenous, European, and other cultures.

Topical Outline:

1. 1620-1820
  - a. Puritan and "Other" Colonial Writers--Winthrop, Bradstreet, Taylor, Rowlandson, Edwards
  - b. Federalism and the Deist Vision--Franklin, Paine, Jefferson
  - c. The Issue of Slavery--Equiano, Wheatley, Freneau
  - d. Native American Culture--Iroquois, Pima, Navajo; captivity narratives; trickster tales
2. 1820-1865
  - a. The New Americanness of American Literature: European-Americans, African-Americans, Native Americans--Irving, Cooper, Hawthorne, Poe, Bryant, Emerson, Thoreau, Melville, Jacobs
  - b. American Transcendentalism--Emerson, Thoreau
  - c. Shaping Culture: Literature of Identity and Conflict--Thoreau, Lincoln, Fuller, Stowe, Douglass, Whitman, Dickinson, Davis

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## Objectives

1. Communicate orally and in essays individual ideas resulting from the assigned readings. **\*\*Requires Critical Thinking\*\***
2. Identify the various genres of American Literature: historical writing, narrative, sermon, poetry, essay, letter, short story, novel, etc. **\*\*Requires Critical Thinking\*\***
3. Analyze and interpret the literary themes of major writers in each period of American literature. **\*\*Requires Critical Thinking\*\***
4. Evaluate the style, philosophy, and ideology of American authors, with regard to their historical time periods; evaluate influences of cultural forces and societal attitudes on writers. **\*\*Requires Critical Thinking\*\***
5. Relate the conflicting ideas expressed in each period of literature to modern culture and thus better understand the influence of these writings on contemporary American dilemmas such as the clash between ethnicity and "American" identity. **\*\*Requires Critical Thinking\*\***
6. Read, discuss, analyze, and evaluate various literary works; completing specifically-designed in-class exams; writing evaluative and analytical essays of major writers and their works; applying the themes in a work of literature to the student's life. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of this course, students will identify historical and cultural influences in the work of a literary figure .
  - **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.
2. Upon completion of the course, students will demonstrate a critical reading of several literary works.
  - **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, students will gather, evaluate, and effectively integrate research materials into a written critical analysis of a literary work .
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Lecture/Discussion**
- 

## Distance Education

### Delivery Methods

- Broadcast Education
- 

## Assignments

### Reading Assignments

### Writing Assignments

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## Methods of Evaluation

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

Both in-class essays and formal essays may be used as methods of evaluation.

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## Course Materials

### Textbooks:

1. Robert S. Levine, ed. . *The Norton Anthology of American Literature, Vol A and B*, 9th ed. Norton , 2017, ISBN: 978-0-393-26454-8  
**Equivalent text is acceptable**
2. Robert S. Levine, ed. *The Norton Anthology of American Literature: Beginnings to 1865*, Shorter 9th ed. Norton, 2017, ISBN: 978-0-393-26452-4  
**Equivalent text is acceptable**
3. Robert S. Levine, ed. . *The Norton Anthology of American Literature, Vol. A*, 9th ed. Norton, 2017, ISBN: 978-0-393-93571-4  
**Equivalent text is acceptable**

### Other:

1. Heath Anthology of American Literature, 7th ed. Volume A & B Vol. A, ISBN: 9781133310228 and Vol. B, ISBN: 9781133310235
2. The Bedford Anthology of American Literature: Beginnings to 1865, 2nd ed., Vol. 1 ISBN: 978-1-4576-

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** ENGL 30B

**Full Course Title:** Introduction To American Literature, II

**Short Title:** Intro Amer. Lit II

**TOP Code:** 1503.00 - Comparative Literature\*

**Effective Term:** Fall 2019

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### 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

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### Minimum Qualifications for Instructors

- English (Masters Required)
- 

### Course Description

A survey of American Literature from 1865 through the early Twenty-first Century. Writers covered include, among others, Clemens, Du Bois, James, Wharton, Frost, Faulkner, Hemingway, Hughes, Brooks, Wright, Roth, Rich, and Morrison. Eligibility for ENGL 1A required; successful completion of ENGL 1A recommended.

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### Conditions of Enrollment

Satisfactory completion of: ENGL 51 or (Placement Exam Score) Eligibility for ENGL 1A Equivalent of ENGL 51 prerequisite.

### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

A survey of American Literature from 1865 through the the present. The course readings and discussion cover the major literary movements since 1965, explore the historical events and contexts that inform the work of American authors since the Civil War, and trace the persistent themes and questions taken up by writers in the modern era. Special attention is paid to major genres, themes, and era-defining historical events. Students are introduced to the modes and concerns of Realist, Modernist, and Postmodernist authors. Writers covered include, among others, Clemens, Du Bois, James, Wharton, Frost, Faulkner, Hemingway, Hughes, Brooks,

Wright, Roth, Rich, and Morrison.

#### 1. 1865-1914: Reconstruction and Realism

Clemens, James, Wharton, Howells, Jewett, Chopin, Freeman, Du Bois, Chestnutt, Crane, Adams, Easton, Bonnin, Oskinson, Dunbar, African American Folktales

#### 2. 1914-1945: American Modernisms

Mexican-American "Corridos," Frost, Stevens, Eliot, Cather, Anderson, Hurston, Williams, McNickle, Mourning Dove, Faulkner, Hughes, Cummings, Hemingway, Steinbeck, Crane, Wright

#### 3. American Prose since 1945: New American Voices and Postmodernism

Williams, Malamud, Welty, Ellison, Bellow, Miller, Momaday, Baldwin, Erdich, Okada, Hansberry, O'Connor, Mailer, Shepard, Walker, Beattie, Anaya, Morrison, Malcolm X

#### 4. American poetry since 1945: Tradition, Anti-Tradition, and Confessionalism

Bishop, Lowell, Berryman, Warren, Brooks, Levertov, Wright, Rich, Sexton, Plath, Lorde, Baraka, Silko, Ortiz, Song, Dove, Rose, Harjo

---

## Objectives

1. Communicate orally and in essays individual ideas resulting from the assigned readings. **\*\*Requires Critical Thinking\*\***
2. Identify the various genres of American Literature: historical writing, narrative, sermon, poetry, essay, letter, short story, novel, etc. **\*\*Requires Critical Thinking\*\***
3. Analyze and interpret the literary themes of major writers in each period of American literature. **\*\*Requires Critical Thinking\*\***
4. Evaluate the style, philosophy, and ideology of American authors, with regard to their historical time periods; evaluate influences of cultural forces and societal attitudes on writers. **\*\*Requires Critical Thinking\*\***
5. Relate the conflicting ideas expressed in each period of literature to modern culture and thus better understand the influence of these writings on contemporary American dilemmas such as the clash between ethnicity and "American" identity. **\*\*Requires Critical Thinking\*\***
6. Read, discuss, analyze, and evaluate various literary works; complete specifically-designed in-class exams; write evaluative and analytical essays of major writers and their works; apply the themes in a work of literature to the student's life. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of the course, students will identify historical and cultural influences in the work of a literary figure.
  - **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.
2. Upon completion of the course, students will demonstrate a critical reading of several literary works.
  - **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, students will gather, evaluate, and effectively integrate research materials into a written critical analysis of a literary work.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- Lecture/Discussion
- 

## Distance Education

### Delivery Methods

- Broadcast Education
- 

## Assignments

### Reading Assignments

### Writing Assignments

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## Methods of Evaluation

- Essay/Paper
  - Exams
  - Homework
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Other
- Discussion board participation
- 

## Course Materials

### Textbooks:

1. Belasco, Susan . *The Bedford Anthology of American Literature, Volume Two: 1865 to the Present*, 2nd ed. Bedford, 2013, ISBN: 978-0312678692  
**Equivalent text is acceptable**
  2. Robert S. Levine, ed. . *The Norton Anthology of American Literature Package 2: Volumes C, D, E*, 9th ed. Norton , 2017, ISBN: 978-0-393-26455-5  
**Equivalent text is acceptable**
  3. Robert S. Levine, ed. . *The Norton Anthology of American Literature, Vol. 2*, Shorter 9th ed. Norton , 2017, ISBN: 978-0-393-26453-1  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** ENGL 31B

**Full Course Title:** Creative Writing II: Writing and Editing for Publication

**Short Title:** Creative Writing II

**TOP Code:** 1507.00 - Creative Writing

**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

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### Minimum Qualifications for Instructors

- English (Masters Required)
- 

### Course Description

This course focuses on literary editing, and preparing poetry, drama, fiction, and creative non-fiction for publication. This includes both original work by students and the evaluation of submissions for inclusion in a new issues of Flumes, an online literary publication. The course is conducted primarily as a workshop -- students will give and apply in-depth criticism of original student pieces and work as an editorial board, evaluating creative work submitted for publication.

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### Conditions of Enrollment

Satisfactory completion of: ENGL 31A

### Advisories

- **Language - recommended eligibility for English 1A**  
Language: Students are advised to complete English 1A prior to enrollment in this course. English 1A emphasizes literacy skills needed to successfully complete this course. It is also suggested that students complete or be enrolled in English 1B, which emphasizes the literary terminology and critical thinking about literature that provides a foundation for effect critique of written work.
- 

### Content

#### Course Lecture Content

1. Students' Original Creative Work

- a. Selecting and developing individual pieces or longer works for publication (for example, making choices in genre, style, point of view)
- b. Revising individual pieces (for example, scene development, theme, narrative arc)
- c. Editing individual pieces or longer works (for example, word choice, imagery, dialogue)
- d. Proofreading and preparing manuscript packets for publication consideration (for example, selecting pieces and maintaining consistency of layout/presentation)
2. Literary Editing (Evaluating Peer Work, Work Submitted for Publication, and Professional Publications)
  - a. Understanding Genres and Identifying Genre Expectations
    - i. Poetry (for example, formal, free verse, sequences)
    - ii. Fiction (for example, flash fiction, novels, fiction genres)
    - iii. Creative nonfiction (for example, travel essays, memoir, literary journalism)
    - iv. Scripts (for example, one acts versus full-length, plays vs. films)
    - v. Others as appropriate
  - b. Identifying Literary Elements
    - i. Imagery, voice, rhythm, tension, and unity
    - ii. Character development, plot, setting, resolution
    - iii. Dialogue, dramatic impact, originality
    - iv. Point of view, figurative language, symbolism, irony
    - v. The role of research in creative work
    - vi. Others as appropriate
  - c. Editing for Publication
    - i. Identifying and developing an aesthetic
    - ii. Analyzing aesthetic choices made by editors/publications
    - iii. Evaluating submissions
    - iv. Critiquing submissions
    - v. Responding to submissions
3. Publishing and Creating a Publication
  - a. Submitting work for publication
    - i. Researching publication opportunities (for example, literary journals and contests)
    - ii. Understanding the market (for example, traditional vs. online publishing)
    - iii. Submitting work (for example, writing cover letters)
    - iv. Marketing (for example, conferences, readings, social media)
  - b. Editing a Publication
    - i. Developing an editorial aesthetic (for example, will accept works in translation, but not fan fiction)
    - ii. Developing a style guide
    - iii. Developing a design (for example, font choices, color use, page layout, organization)
    - iv. Soliciting submissions
    - v. Selecting submissions (evaluating quality)
    - vi. Organizing the issue (by genre, emerging themes, differing perspectives)
    - vii. Editing the issue
    - viii. Marketing the publication

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## Objectives

1. Conceptualize, create, develop, revise and edit original content for publication **\*\*Requires Critical Thinking\*\***
2. Experiment with longer form fiction and creative nonfiction, poetry sequences/collections, scripts, and other forms of writing **\*\*Requires Critical Thinking\*\***
3. Use care and selectivity in the preparation and presentation of writing, including awareness of literary elements such as language, structure, voice, and form **\*\*Requires Critical Thinking\*\***

4. Evaluate, synthesize, and apply peer feedback to improve the effectiveness and professionalism of drafts under review. **\*\*Requires Critical Thinking\*\***
5. Identify and analyze the effectiveness of literary craft the writing of both peers and professionals. **\*\*Requires Critical Thinking\*\***
6. Analyze and evaluate peers' work in order to identify and articulate strengths and weaknesses using both written and verbal feedback. **\*\*Requires Critical Thinking\*\***
7. Write in-depth critiques of work submitted for peer feedback or potential publication. **\*\*Requires Critical Thinking\*\***
8. Write extended critiques of work by professional writers and/or literary publications (print or online) **\*\*Requires Critical Thinking\*\***
9. Present original creative work to the public: by submitting selected work for publication, presenting work as part of a reading or conference, and editing/designing a publication that features original creative work. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Students will be able to write effective, in-depth critiques of peer writers' works.
  - **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.
2. Students will be able to write effective, in-depth critiques of published works and publications (eg: literary websites, literary journals).
  - **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. Students will be able to complete, revise, edit, and present work for publication.
  - **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.

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## Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**  
Workshops Readings Presentations Production of literary publication(s) - online or print

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## Assignments

### Reading Assignments

Spend 30-45 minutes reviewing Rattle.com. What can you glean about the journal's editorial aesthetic based on its website? Consider which pieces are fore-fronted, the types of writing that is accepted, the styles, themes, and

topics of the work being published. You may also wish to review the journal's calls for submissions, mission statement, and FAQs page. After reviewing the site, write up a short summary of this site and your thoughts on its editorial aesthetic.

### **Writing Assignments**

#### **EXAMPLE #1 - CRITIQUE OF PUBLISHED WORK**

##### **Critical Review (3-5 pages)**

As a reminder, a critical review is an analysis from a writer's perspective of the published work of your choice in a genre in which you write.

##### ***Summary:***

Typically, your critical review should open with a brief summary of the work you will be discussing; this summary should be no longer than a quarter to a third of the total length of the critical review. A good summary will give both the basic information (author, title, genre, etc.) and an overview of the work (plot, main characters, setting, etc).

Alternately, your summary can be woven throughout the review to support your analysis, but it still should add up to no more than a third of the review.

##### ***Critique:***

The analytical portion of the critical review should focus on a particular aspect or aspects of the work that stood out to you as a writer. What did this book, poem, or film teach you that you can apply to your own work?

For example, if you've chosen to review a book focused on craft, you might discuss in detail the advice that worked for you (and perhaps what didn't), and how you applied that advice in your own work and the effect that advice had on your work.

If you're analyzing a film, you might look at how the dialogue in one scene of the film helped create tension, in contrast to another scene where the dialogue undercut or diminished the emotion of the scene.

My guess is you will need to read or watch these works multiple times to effectively break down and explain the how and why of each work's successes &/or failures, and also to evaluate and discuss to incorporate these techniques or avoid these pitfalls.

#### **EXAMPLE #2 - CRITIQUE OF PEER WORK**

##### **Peer Critique Letter (1-2 pages)**

##### **Step 1:**

Exchange submissions with a classmate. Read through the work and begin to make initial notes in class.

##### **Step 2**

Re-read the submission; this time make a more extensive list of notes, including specific lines, sections, or examples to support the various points in your critique.

##### **Step 3**

Write a letter (the business letter format sets a professional tone) that directly addresses the author to whose work you are responding. Start with your overall response to the piece, summarizing what worked and what didn't. Then, break the work down into specific sections or aspects.

Walk the author through your critique step by step, making sure you direct them to specific sections/examples in the work to support your points. Be honest, be specific, and focus on what you think the work needs most and

does best.

Close with any final questions and compliments, and don't forget to "sign" your response.

### Other Assignments

#### Soliciting Submissions - Promotional Materials

Your task is to mock up promotional materials designed to solicit submissions to the current issue of our journal. These materials may include one or more of the following: template emails or social media posts, flyers, postcards, bookmarks, and/or posters. You are welcome to use visuals or pull quotes from previous issues of the journal, as well as the journal's logo, and the information regarding submission guidelines on our Submittable site. Examples of previous promotional materials are available on our Canvas course site. Please post your drafts in an accessible format to the "Promotional Materials: Under Review" discussion forum on Canvas. We will discuss in class next week and decide which materials will be adopted to promote this issue.

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### Methods of Evaluation

- **Essay/Paper**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Portfolio**
- **Problem Solving Exercises**
- **Quizzes**
- **Skills Demonstrations/Performance Exam**

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### Course Materials

#### Textbooks:

1. Roney, Lisa. *Serious Daring*, Oxford University Press, 2014, ISBN: 978-0199941629  
**Equivalent text is acceptable**
2. Corey, Stephen & Slesinger, Warren. *Spreading the Word: Editors on Poetry*, revised ed. Bench Press, 2001, ISBN: 978-0930769154  
**Equivalent text is acceptable**
3. The Line Up. *Penzler, Otto*, Little, Brown & Co, 2009, ISBN: 978-0316031936  
**Equivalent text is acceptable**
4. Kurowski, Travis. *Paper Dreams: Writers and Editors on the American Literary Magazine*, Atticus, 2013, ISBN: 978-0984040575  
**Equivalent text is acceptable**
5. Peter Ginna. *What Editors Do: The Art, Craft, and Business of Book Editing (Chicago Guides to Writing, Editing, and Publishing)*, 1st ed. University of Chicago Press, 2017, ISBN: 978-0226299976  
**Equivalent text is acceptable**

#### Other:

1. Writing/literary websites, such as: The Millions The Rumpus Electric Literature The Poetry Foundation Through the Tollbooth Tin House Guernica BuzzFeed Brain Pickings The Los Angeles Review of Books

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GEOL 8  
**Full Course Title:** Earth Science  
**Short Title:** Earth Science  
**TOP Code:** -  
**Effective Term:** Fall 2013

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### 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

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### Minimum Qualifications for Instructors

- Geology (Masters Required)
  - Physical Sciences (Masters Required)
- 

### Course Description

Survey course focused on the study of Earth's processes in the hydrosphere, geosphere, atmosphere and biosphere. Topics include rocks and minerals, weathering, earthquakes, volcanoes, plate tectonics, oceanography, meteorology, and astronomy.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Studying Earth Science
  1. What is Earth Science
  2. Introduction to the Scientific Method
2. Earth's Materials

1. Minerals
  2. Igneous, Sedimentary and Metamorphic Rocks
  3. Earth's Internal Forces
    1. Plate Tectonics
    2. Mountain Building
    3. Earthquakes
    4. Volcanoes
  4. Earth History
    1. Geologic Time
    2. Relative and Absolute Dating
  5. Earth's External Processes
    1. Surface Water and Groundwater
    2. Glaciers
    3. Deserts
  6. Oceanography
    1. Ocean Currents
    2. Tides
    3. Shorelines
  7. Atmosphere
    1. Composition of the Atmosphere
    2. Seasons
    3. Atmospheric Moisture
    4. Weather Patterns and Severe Weather
    5. Climate
  8. Astronomy
    1. The Solar System
    2. Stars and Stellar Evolution
    3. Interstellar Matter
- 

## Objectives

1. Identify the most important minerals that compose the rocks of Earth's continental and oceanic crust
2. Explain the processes of weathering, erosion, and mass wasting.
3. Explain the processes that shape the Earth and how they change over geologic time
4. Examine the cause of earthquakes and volcanoes and summarize the prediction of natural hazards associated with them. **\*\*Requires Critical Thinking\*\***
5. Describe Earth's interior structure and composition
6. Explain the theory of plate tectonics and identify the associated surface features that result from plate movement. **\*\*Requires Critical Thinking\*\***
7. Examine ocean currents, the causes of tides, and shoreline erosion.
8. Understand the basic structure and composition of the atmosphere and weather basics



9. Learn the history of astronomy as an example of the development of astronomy

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## Student Learning Outcomes

1. Upon completion of this course, students will be able to explain the Scientific Method and its use in evaluating Earth science processes.
  - **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 evaluate temporal and spatial dimensions in which Earth originated and exists
  - **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, students will be able to assess the impacts of Earth processes on human activity, and human activity on Earth processes
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

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## Methods of Instruction

- Lecture/Discussion
- Other  
Demonstrations

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## Distance Education

### Delivery Methods

- Online

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## Assignments

### Reading Assignments

### Writing Assignments

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## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Tarbuck, Lutgens, & Tasa. *Earth Science*, 15 ed. Pearson, 2018, ISBN: 013454353X  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** SPAN 1  
**Full Course Title:** Elementary Spanish Part 1  
**Short Title:** Elem Spanish 1  
**TOP Code:** 1105.00 - Spanish Language and Literature  
**Effective Term:** Spring 2016

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### 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

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### Minimum Qualifications for Instructors

- Foreign Languages (Masters Required)
- 

### Course Description

Introduction to the language and culture of the Spanish-speaking world. It includes the development of listening, speaking, reading, and writing in Spanish with an emphasis on the communicative skills, as well as the fundamentals of Spanish grammar. This course is equivalent to one year of high school Spanish.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Alphabet and numbers
2. Names, favorite colors, and clothing using the verbs *llamarse* and *llevar*
3. People and things, subject pronouns and the verb *ser*, masculine and feminine gender with nouns and adjectives
4. Commands
5. Informal and formal greetings
6. The verb *hay* in the classroom
7. Negation, plural forms, and adjective noun agreement, as well as placement

8. Parts of the body and personality traits
9. Family and cultural naming conventions
10. Uses of the verb *tener* and *ser*
11. Countries, nationalities, and world languages
12. present tense of regular and irregular *-ar* verbs
13. Dates and birthdays, seasons, and months of the year
14. Numbers in context
15. interrogative words
16. Time concepts
17. Activities and sports, including cross-cultural sporting traditions
18. Likes and dislikes with the verb *gustar* + infinitive
19. *Ir* + *a* + infinitive
20. Academic life
21. The verbs *preferir* and *querer* + infinitive
22. Demonstrative adjectives
23. The verb *estar* + *en*
24. Daily activities through present tense of regular verbs
25. Food and meals
26. Syntax and word order
27. *Ser de* and *estar en*
28. Holidays and celebrations
29. Daily routines through reflexive verbs
30. Infinitives after prepositions
31. *Estar* + adjective and *tener* + noun

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## Objectives

1. Produce language that communicates information, concepts and ideas about and in Spanish to an audience of listeners and readers.
2. Engage in conversations and written correspondence in Spanish to provide and obtain information, express feelings and emotions, and exchange opinions.
3. Interpret written and spoken Spanish on a variety of topics such as the following: personal data, likes and dislikes, classes, schedules, plans for the future, activities, and emotions
4. Evaluate Spanish speaking cultures as they compare to his or her own culture, synthesize the grammatical rules of Spanish and compare them to his or her own language.
5. Apply critical thinking to generate communicative utterances in Spanish.
6. Make interdisciplinary connections by reinforcing and furthering knowledge of other discipline through Spanish and Spanish speaking cultures.
7. Incorporate Spanish for personal enjoyment and enrichment in becoming part of the global community.
8. Integrate the Spanish language and cultural knowledge both within and beyond the classroom setting.
9. Listen to presentations of familiar topics such as description of a place or a person, listen to video or compact disk presentations of non-complex situations followed by questions and answers, dictations of sentences or paragraphs to develop listening skills **\*\*Requires Critical Thinking\*\***
10. Read connected texts designed to develop skills for anticipating and predicting, skim for basic information, scan for specific information, and read for main ideas. **\*\*Requires Critical Thinking\*\***
11. Write sentences and brief paragraphs, write summaries of school and work experiences, write descriptions and narrations in paragraphs **\*\*Requires Critical Thinking\*\***

12. Communicate verbally in Spanish, such as group activities, oral presentations, and one-to-one questions and answer oral exercises. In all of these activities students will summarize simple situations, talk about basic topics and be able to communicate with the teacher and other members of the class. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, students will deliver a well-supported, articulately spoken presentation in Spanish at the novice level, employing at least two conjugations of at least five different verbs
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
2. Upon completion of this course, students will describe at least seven cultural and geographical facts of Hispanic countries.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
3. Upon completion of this course, students will compose a clearly written narrative in Spanish at the novice level in the present indicative verb tense.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
4. Upon completion of this course, students will research a Spanish piece of art, film, or event and analyze its cultural or political impact.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

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## Methods of Instruction

- **Lecture/Discussion**
- **Other**
  - Participatory reinforcement activities

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## Distance Education

### Delivery Methods

- Online
- Hybrid
  - Some lecture hours will be online

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## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

Actividad Cultural # \_\_\_\_\_

Nombre: \_\_\_\_\_

Actividad: \_\_\_\_\_

Lugar y Fecha: \_\_\_\_\_

-

Descripción /observaciones:\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comentarios en español (cinco a diez oraciones):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-

Unas actividades populares para las actividades culturales.

1. Mirar una película en español.
2. Visitar un museo y apreciar el arte latino.
3. Comer en un restaurante latino.
4. Cocinar para la clase y compartir la receta con nosotros.
5. Ir a la iglesia y asistir a una misa en español.
6. Ir a un concierto de música latina.
7. Ir a bailar salsa, cumbia, tango o merengue.
8. Ir a un festival o evento de la comunidad latina.
9. Ir de compras a una tienda mexicana.

10. Asistir a una quinceañera o boda latina.

---

## Methods of Evaluation

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

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## Course Materials

### Textbooks:

1. Matilde Olivella de Castells. *Mosaicos Volume 1*, 6th ed. Prentice Hall, 2014, ISBN: 13: 978-0205999378

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# EMT-1

## CERTIFICATE OF TRAINING

### Description

The Emergency Medical Technician class prepares students to take the certification examination as an EMT-1 and meet State EMT-1 training standards. In addition, the class provides for review and updating of information and skills necessary for recognition and pre-hospital care of medical emergencies, satisfying State EMT-1 Refresher requirements.

### Program Learning Outcomes

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

1. Demonstrate preparedness to pass the National Registry EMT level cognitive and psychomotor examinations.

### Program Requirements:

#### Required Courses

EMT61	Emergency Medical Technician
-------	------------------------------

#### Course Block Units: (7 Required)

7

**Total: 7**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** EMT 61

**Full Course Title:** Emergency Medical Technician

**Short Title:** EMT

**TOP Code:** 1250.00 - Emergency Medical Technology/Technician (EMT Paramedic)\*

**Effective Term:** Spring 2019

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### Course Standards

**Course Type:** Credit - Not Degree Applicable

**Units:** 7.5

**Total class hours:** 179.0

**Total contact hours in class:** 179.0

**Lecture hours:** 117.0

**Lab hours:** 62.0

**Hours outside of class:** 24.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Emergency Medical Technologies
- 

### Course Description

The EMT program is a comprehensive curriculum that provides knowledge and critical thinking skills necessary to provide Emergency Medical Care in a pre-hospital environment. Academic rigor encompasses legal and moral aspects, primary and secondary patient assessments, interventions, proper use of emergency medical equipment, recognizing signs and symptoms, and pathophysiology of medical emergencies and traumatic injuries. This course meets EMT curriculum requirements of the California Code of Regulations Title 22. Upon successful completion, students are eligible to take the National Registry EMT certifying examination and qualify for a California EMT License

---

### Conditions of Enrollment

Satisfactory completion of: EMT 510 Have all course materials (Textbook with Premier Package) on the first day of class. Course Materials required by EMT instructors; CURRENT CPR CERTIFICATION California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 2. Emergency Medical Technician Article 3. Program Requirements for EMT Training Programs 100066. Procedure for EMT Training Program Approval. (2) A statement verifying CPR training equivalent to the 2015 American Heart Association's Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the Healthcare Provider level is a prerequisite for admission to an EMT basic course. ; Students must be 18 years of age at start of Clinical Rotations California Code of Regulations Title 22. Division 9. Chapter 2. Emergency Medical Technician Article 4. EMT Certification Section 100079(a)(5) ; Provide proof of vaccinations; measles, mumps, and rubella (MMR) immunization. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and National Registry.; Provide proof of negative tuberculin (TB) skin test taken within 3 months of start of course. These vaccination requirements are

outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of varicella (chicken pox) vaccine, immunization, or a positive varicella titer test. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of completed Hepatitis B vaccine series with a positive Hep B titer test, OR sign a declination form stating your voluntary refusal to obtain this vaccination. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance . In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of a current season flu shot vaccination. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Be prepared to purchase EMT uniform on the first day of class, and wear the uniform to all EMT class oriented activities. (approximately \$100.00). Required as part of Yuba College's EMT Program; Complete and provide proof of completed drug screen test and criminal background. Information regarding this requirement is provided 30 days prior to ER clinical (approximate cost: \$90.00.) - Required by SSV -Rideout Hospital; Obtain Yuba College EMT badge: \$10.00 Required for Bi-County Ambulance

### **Advisories**

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

## **Content**

### **Course Lecture Content**

#### **I. EMS Systems, Roles and Responsibilities**

- A. Research
- B. Workforce Safety and Wellness
- C. Overview of EMS System, Documentation, Communications, EMS Operations
- D. Legal Considerations

#### **II. Human Anatomy and Patient Assessment**

- A. Medical Terminology
- B. Anatomy and Physiology
- C. Patient Assessment
- D. Physical Examination
- E. Life Span Development
- F. Public Health

#### **III. Pharmacology**

- E. Principles of Pharmacology
- F. Medication Administration
- G. Emergency Medication

#### **IV. Shock and Resuscitation**

- A. Use of Hemostatic Dressings
- B. Use of Tourniquets
- C. Bleeding Control Methods
- V. Respiratory System
  - H. Anatomy and Physiology
  - I. Respiratory emergencies and Pathophysiology
  - J. Mechanism of Injury and stabilization
  - K. Management Skills and Interventions
- VI. External Automated Defibrillator
  - L. Anatomy and Physiology of the Heart
  - M. Basic Electrophysiology and Assessment
  - N. Defibrillator Operation and Defibrillation
  - O. Management Skills and Interventions
  - P. Post Conversion Care and Monitoring
- VII. Cardiovascular System
  - P. Anatomy and Physiology
  - Q. Cardiac Emergencies and Pathophysiology
  - R. Management Skills and Interventions
- VIII. Nervous System
  - S. Anatomy and Physiology
  - T. Nature of Illness or Injury stabilization
  - U. Management Skills and Interventions
- IX. Soft Tissue Injuries
  - V. Anatomy and Physiology
  - W. Mechanism of Injury and Pathophysiology
  - X. Assessment Skills and Interventions
- X. Musculoskeletal System
  - Y. Anatomy and Physiology
  - Z. Mechanism of Injury and Pathophysiology
  - AA. Management Skills and Interventions
- XI. Medical Emergencies
  - BB. Nature of Illness and Pathophysiology
  - CC. Assessment Skills and Interventions

## XII Trauma

A. Trauma Overview

B. Bleeding

C. Chest, Abdomen, Orthopedic, Soft Tissue, Multisystem Traumas.

## XIII Obstetric and Gynecological Emergencies

A. Anatomy, Physiology and Pathophysiology

B. Stages of Labor and Normal Delivery

C. Nature of Complications and Pathophysiology

D. Management Skills and Interventions

## XIV. Pediatrics

E. Special Considerations

F. Nature of the Problem and Patient Assessment

G. Management Skills and Interventions

## XV Special Patient Populations

A. Obstetrics, Neonatal Care, Geriatrics, Patients with Special Challenges

## XVI EMS Operations

A. Ambulance Operations

B. Incident Management

C. Hazardous Materials, Terrorism, Disaster and Active Shooter response

## XVII Clinical Behavior/Judgment

A. Assessment, Professionalism, Decision Making

### **Skills Lab Objectives (58 Hours):**

1. In a simulated training scenario, perform primary and secondary assessment on an ill patient and recognize the signs and symptoms associated with medical emergencies;
2. In a simulated training scenario, perform primary and secondary assessment on an injured patient and recognize the signs and symptoms of associated with traumatic injuries;
3. In a simulated training scenario, demonstrate the ability to perform a full set of vital signs, recognize the any abnormal discrepancies, and properly record and communicate the findings;
4. In a simulated training scenario, demonstrate the ability to perform initial spinal stabilization and to securely immobilize a patient to a backboard;
5. On a simulated training manikin, correctly assess the patient presenting with a compromised airway and properly insert the oral pharyngeal airway adjunct;
6. On a simulated training manikin, correctly assess the patient presenting with a compromised airway and properly insert the nasopharyngeal airway adjunct;
7. On a simulated training manikin, correctly assess the patient with a compromised respiratory effort and

- properly demonstrate the use of the bag valve mask and administration of positive pressure ventilation;
8. On a simulated training manikin, demonstrate the application of the non-rebreather oxygen mask and proper delivery of high flow supplemental oxygen;
  9. On a simulated training manikin, demonstrate the application of the automatic external defibrillator and proper delivery of electrical cardio-version on the unconscious and pulseless patient;
  10. On a simulated training manikin, demonstrate the proper application of the traction splint apparatus and stabilization of an orthopedic injury;
  11. On a simulated training manikin, demonstrate the proper application of the air splinting device and stabilization of an orthopedic injury;
  12. On a simulated training manikin, demonstrate the proper assessment of an obstetrical patient and the medical assistance required during emergency childbirth;
  13. On a simulated training manikin, demonstrate the recognition of an obstetrical emergency and the required interventions for childbirth complications.

#### Clinical Experience Objectives (24 hours):

1. under the supervision of an assigned clinical or field preceptor, complete 24 hours of experience in a hospital emergency room environment and/or a field ride-along with a pre-hospital care provider;
2. under the supervision of an assigned clinical or field preceptor, participate as directed in all patient care management and interventions, performing skills and assessments within the EMT scope of practice;
3. under the supervision of an assigned clinical or field preceptor, participate in ten (10) patient contacts performing skills and assessments within the EMT scope of practice.

#### Course Lab/Activity Content

Obtain accurate diagnostics signs

Perform all skills listed in the DOT National Standard Curriculum.

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#### Objectives

1. Obtain accurate diagnostic signs.
2. Perform primary & secondary survey on medical or trauma patients. **\*\*Requires Critical Thinking\*\***
3. Perform single & 2 rescuer CPR standards, including AED application.
4. Perform infant CPR to standards.
5. Identify and treat complete airway obstruction. **\*\*Requires Critical Thinking\*\***
6. Demonstrate ventilation, suction and patient airway management.
7. Demonstrate immobilization and extrication of auto accident victim with suspected cervical spine fracture. **\*\*Requires Critical Thinking\*\***
8. Place patient on long board
9. Bandage and splint fractures

10. Remove helmet from trauma patient.
  11. Control severe bleeding
  12. Apply sling and swath
  13. Assist in applying anti-shock trousers
  14. Assist in intravenous and infusion set and monitoring
  15. Treat penetrating chest wound
  16. Demonstrate care for mother and infant during childbirth. **\*\*Requires Critical Thinking\*\***
  17. Demonstrate lifting and moving patient
  18. Demonstrate and perform proper procedures for Assessment, treatment and management of medical emergencies within authority of EMT 1. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will demonstrate the systematic method for assessing patients in simulated scenarios of critical and non-critical trauma and medical emergencies using the National Scope of Practice 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.
  - **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.
  - **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 demonstrate knowledge of the normal function of the organ systems, including: integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, urinary, respiratory, immune, digestive and reproductive.
  - **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.
  - **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, students will define major medical legal issues in providing prehospital patient care, including: consent, confidentiality, advanced directives, negligence, transport and non-transport and medical direction
  - **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.

4. Upon completion of this course, students will demonstrate preparedness to pass the National Registry EMT level cognitive and psychomotor examinations.
    - **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**
  - **Other**
    - Practical Skill Test Scenarios -Computer based on- line through the MY BRADY LAB online learning tool. This educational tool reinforces concepts and engage students in an Interactive educational environment that forces students to analyze and assess patients. -Experience Virtual Ride-Alongs taking the student educational experience to new level.
- 

## Assignments

### Reading Assignments

Chapter reading assignments

Students are required to complete Homework Assignments on the MY BRADY LAB. An online Homework learning tool developed by Brady.

### Writing Assignments

#### Other Assignments

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

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

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

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

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

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

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

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

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

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

E. Attach National Registry Skill Sheets:

Course Required 24 Hour in field patient contacts:

- 12 Hour Emergency Room / Trauma Center
- 12 Hour Ambulance ride-a-long

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### Methods of Evaluation

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

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### Course Materials

#### Textbooks:

1. Joseph Mistovich, Brady. *Prehospital Emergency Care* , 11th ed. Pearson, 2018, ISBN: 9780134752327

#### Other:

1. EMT 1 Skills Proficiency Book

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** FIRTC 1  
**Full Course Title:** Fire Protection & Emergency Services  
**Short Title:** Fire Emerg Services  
**TOP Code:** 2133.00 - Fire Science/Firefighting\*  
**Effective Term:** Fall 2018

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Fire Technology
- 

### Course Description

Introduction to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection, fire loss analysis; organization and function of public and private fire protection services; fire department as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics.

---

### Conditions of Enrollment

**Course is Open Entry/Open Exit**

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### Content

#### Course Lecture Content

1. Fire protection career opportunities
  - a. Firefighting
  - b. EMT
2. Career assessment
3. Employment processes
4. History of fire protection
5. Social, political, and economical implications of fire problems
6. Public fire protection services

7. Private fire protection services
  8. Characteristics of fire behavior
  9. Fire prevention functions
  10. Fire control functions
- 

## Objectives

1. Identify career opportunities in the fire protection industry.
  2. Outline the history of public and private fire protection service.
  3. Describe the requirements for a fire service career.
  4. Summarize the problem of fire in today's society.
  5. Describe the past and present methods of fire control.
  6. Compare the relative effectiveness of specific fire protection functions used to deal with the fire problem.
- 

## Student Learning Outcomes

1. SLO's 1. Upon completion, the student will be able to explain the history of the fire service.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  2. 2. Upon completion of this course, the student will be able to describe the fire triangle.
    - **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. 3. Upon completion of this course, the student will be able to identify the types of laws in the United States.
    - **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
  - Hybrid
- 

## Assignments

### Reading Assignments

Read assigned chapter. Answer chapter questions. Discusses chapter information during lecture.

### Writing Assignments

## Firefighter Interview Information Sheet.

Your assignment is to conduct a career firefighter interview following the below outline. Contact a career firefighter from the Department that you have identified. Prior to the interview to set up a good time to meet to complete the assignment. Remember to bring something like ice cream... with you to thank them for the interview. Be polite, dress for success. Remember, every day is an interview day for you. Have fun with this assignment. Enjoy your time at the fire station.

### Assignment:

Complete at minimum a two pages typed double spaced with the following information contained.

Name of Department and its mission statement,

City or County located in,

Size of Department IE number of stations, square miles served, overall number of emergency calls per year for Department, that station,

Year and type of first run apparatus from that station and other related equipment housed in that station,

Name and rank of the firefighter interviewed,

Years in the service,

Certification and education,

Their Goals for the future,

How did they get to the position currently held-steps involved-how long to get there?

Sacrifices along the way,

Average day in the life of a firefighter,

Do they like their job?

Would the firefighter change anything along the way to success?

Do they have advice for you as you venture into your dream career?

---

### Methods of Evaluation

- Exams
- Homework
- Participation
- Quizzes

---

### Course Materials

#### Textbooks:

1. Robert Klihoff. *Introduction to Fire Protection and Emergency Services*, 5th ed. Jones & Barnes Learning, 2016, ISBN: 978-1-284-03289-7  
Equivalent text is acceptable

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** FIRTC 2  
**Full Course Title:** Fire Prevention Technology  
**Short Title:** Fire Preven Tech  
**TOP Code:** 2133.00 - Fire Science/Firefighting\*  
**Effective Term:** Fall 2018

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Fire Technology
- 

### Course Description

This course provides fundamental knowledge relating to the field of fire prevention. Topics include: history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use and application of codes and standards; plans review; fire inspections; fire and life safety education; and fire investigation.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. National Fire Problem and Role of Fire Prevention
  - a. Definition
  - b. Historical Overview
  - c. Data Analysis/GIS
  - d. Current Trends of Fire Prevention
2. Fire Prevention Organizations and Associations

- a. Public--Federal, State and Local
  - b. Private--International, National and Regional
- 3. Laws, Rules, Regulations and Code
  - a. Definitions
  - b. Applicability
  - c. Interrelationship
  - d. Limitations
- 4. Fire Prevention Bureau Functions
  - a. Data Collection and Analysis
  - b. Plans Review
  - c. Fire Inspections
  - d. Fire and Life Safety Education
  - e. Fire Investigations
- 5. Tools and Equipment
  - a. Data Collection and Analysis
  - b. Plans Review
  - c. Fire Inspections
  - d. Fire and Life Safety Education
  - e. Fire Investigations
- 6. Roles and Responsibilities of Fire Prevention Personnel
  - a. Data Collection and Analysis
  - b. Code Development and Interpretation
  - c. Training and Education
  - d. Enforcement
  - e. Management
- 7. Professional Certification
  - a. Categories and Levels
  - b. Local
  - c. State
  - d. National
- 8. Professional Development
  - a. National Fire Prevention Development Model
  - b. Training and Education
  - c. Certification Systems

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## Objectives

- 1. Identify the sources granting authority and responsibility to public safety officials.
- 2. Analyze the organizational structure of fire prevention bureaus.
- 3. Identify the procedures required for successful, consistent fire prevention inspections.
- 4. Identify common and special fire hazards.
- 5. Define fire cause and origin.
- 6. Identify the five types of building construction.
- 7. Categorize a building by its occupancy.
- 8. Identify various fixed fire protection systems and their components.
- 9. Describe the principles of safe storage, handling and use of hazardous materials.

10. Describe techniques for public fire prevention education.

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## Student Learning Outcomes

1. Upon completion of this course, the student will be able to Identify laws, codes, ordinances, and regulations as they relate to fire prevention.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, students will be able to understand code enforcement as it impacts life and property loss.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students will be able to define the function of the fire prevention bureau.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

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## Methods of Instruction

- Lecture/Discussion

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## Assignments

### Reading Assignments

Read each chapter

### Writing Assignments

Complete a status report from one of the 90 recommendations from the America Burning report. The completed status report will contain:

The prior problem issue topic.

What has been accomplished to reduce the identified problem/issue?

What is required to reduce or eliminate the problem/issue in the future.

### Other Assignments

Review case study information and complete a research paper on the case study.

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## Methods of Evaluation

- Exams
- Participation
- Quizzes

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## Course Materials

### Textbooks:

1. Diamantes. *Principles of Fire Prevention*, 3rd ed. Jones & Bartlett Learning, 2015, ISBN: 9781284041866  
**Equivalent text is acceptable**

### Manuals:

1. N/A. *Fire Inspection and Code Enforcement*, 8 ed. Fire Protection Publications, 2016, ISBN: 978-0-87939-605-3

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** FIRTC 64  
**Full Course Title:** Firefighter I Academy  
**Short Title:** Firefight I Academy  
**TOP Code:** 2133.50 - Fire Science/Firefighting\*  
**Effective Term:** Fall 2012

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 27.0  
**Total class hours:** 1000.0  
    **Total contact hours in class:** 660.0  
        **Lecture hours:** 408.0  
        **Lab hours:** 252.0  
    **Hours outside of class:** 816.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Fire Technology
- 

### Course Description

Provides student with the basic skills and knowledge to work in the fire service. The California State Firefighter I curriculum and emergency medical technician (EMT) guidelines will be followed. Provides training in basic concepts including fire department organization, fire control, equipment operation, prevention, protection, hose, nozzles, and breathing apparatus. Includes physical training. Students must be 18 years of age or older to complete the EMT portion of the class and successfully complete the academy. Physician's clearance is also required.

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### Conditions of Enrollment

Satisfactory completion of: FIRTC 1 Concurrent enrollment or satisfactory completion of: FIRTC 590; EMT 510  
Students must be 18 years of age at time of enrollment; medical/physician clearance.

### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

I. Orientation and Administration

- A. Review of training facilities
- B. Review of course syllabus
  - 1. Objectives
  - 2. Requirements
  - 3. Methods of evaluation
  - 4. Participation requirements
- II. Firefighter I Certification Test Process
  - A. Written test
  - B. Skills test
- III. Capstone task book process
- IV. Firefighter skills practice and testing
  - A. Mission of the fire service
    - 1. Role of the firefighter
    - 2. Use of SOP's and rule and regulations used by fire departments
  - B. Use of PPE and SCBA's
    - 1. Donning and doffing of PPE
    - 2. Donning and doffing of SCBA's
    - 3. Inspecting a SCBA
    - 4. Replacing a SCBA air cylinder
  - C. Responding to and at an emergency scene
    - 1. Use of PPE
    - 2. Department SOP's
  - D. Receiving emergency phone calls
    - 1. Department procedures
    - 2. Relaying pertinent information
    - 3. Initiating a response
  - E. Radio use
    - 1. Transmitting messages
    - 2. Receiving messages



#### F. Knots

1. Bowline
2. Clove Hitch
3. Figure 8 on a bight
4. Half-hitch
5. Becket/sheet bend
6. Safety knots

#### G. Hoisting equipment

1. Axe
2. Pike poles
3. Smoke ejectors
4. Chainsaw
5. Hose lines
6. Ground ladders

#### H. Scene lighting

1. Use of generators
2. Light assemblies
3. Power cords
4. Ground fault interrupters

#### I. Cleaning and maintain of fire department tools

1. Ladders
2. Ventilation equipment
  - a. Smoke ejectors
  - b. Chain saws
3. SCBA's
4. Rope
5. Salvage equipment
6. Hand tools
  - a. Axe
  - b. Pike pole

c. Halligan

J. Fire extinguisher use

1. Correct selection for the type of fire
2. Effective operating distance
3. Proper selection

K. Forward hose lay

L. Portable tank operations

1. Deploying portable tanks
2. Use of hard suction for drafting operations

M. Fire hose

1. Use of attack lines
  - a. Loading-Triple, Minute man, Flat load
  - b. Deploying- Triple, Minute man, Flat load
  - c. Advancing
2. Loading supply hose
3. Maintenance
  - a. Cleaning hose
  - b. Inspecting hose
  - c. Identifying defective hose
4. Building hose rolls
  - a. Straight rolls
  - b. Donut rolls
  - c. Twin rolls
  - d. Double donuts
5. Replacing burst hose
6. Extending hose lines

N. Controlling building utilities

1. Securing electrical power
2. Securing gas connections

3. Securing water

O. Deploying an extension ladder

1. Lift and carry
2. Footing and raising
3. Checking for hazards
4. Adjusting climbing angle
5. Lowering and stowing

P. Conducting force entry

1. Selection of the point of entry
2. Selection of the correct tools(s)
3. Entering a window
4. Entering a window
5. Breaching a wall

Q. Search and rescue

1. Primary search and rescue of a victim with no respiratory protection
2. Primary search and rescue of a victim with respiratory protection
3. Lowering a rescued victim down a ladder
4. Making an emergency call and exiting a hazardous area

R. Fire attack operations

1. Interior attack as a member of a team
2. Exterior fire attack as a member of a team
3. Operating an attack line from a ladder
4. Fire attack on a vehicle
5. Deploying and operating a portable master stream

S. Ventilation

1. Horizontal ventilation
2. Vertical ventilation

T. Salvage and overhaul

1. Salvage of a room and contents
2. Water removal techniques from a structure

3. Controlling the water flow from a fire sprinkler
4. Separation and removal of charred material while protecting the area of origin
5. Covering building openings
6. Overhauling a fire scene

U. Wildland PPE, safety and tools

1. Donning wildfire PPE
2. Deploying a fire shelter using the lying down method
3. Assuming a safe position for a retardant drop
4. Inspecting, maintaining and sharpening hand tools
5. Assembling, use and maintenance of backpack pumps
6. Igniting and extinguishing road flairs and fuses
7. Assembling, igniting, extinguishing and disassembling a drip torch
8. Using the IRPG

V. Wildland suppression

1. Conducting a two person, 500 foot progressive hose lay
2. Constructing a fire line using hand tools
3. Performing mobile pumping operations
4. Prepare and defend a structure in the WUI
5. Performing wet or dry mop-up operations
6. Performing wildland patrol operations

W. Identifying and planning a hazardous materials response

1. Identifying hazardous materials, their potential hazards and appropriate PPE
2. Implementing a planned response to a hazardous materials incident

X. Performing hazardous materials control, containment and confinement activities

Y. Hazardous materials decontamination activities

1. Performing emergency decontamination
2. Performing mass decontamination

**Course Lab/Activity Content**

Lab will consist of hands on application of the following:

## I. Firefighter skills practice and testing

### A. Mission of the fire service

1. Role of the firefighter
2. Use of SOP's and rule and regulations used by fire departments

### B. Use of PPE and SCBA's

1. Donning and doffing of PPE
2. Donning and doffing of SCBA's
3. Inspecting a SCBA
4. Replacing a SCBA air cylinder

### C. Responding to and at an emergency scene

1. Use of PPE
2. Department SOP's

### D. Receiving emergency phone calls

1. Department procedures
2. Relaying pertinent information
3. Initiating a response

### E. Radio use

1. Transmitting messages
2. Receiving messages

### F. Knots

1. Bowline
2. Clove Hitch
3. Figure 8 on a bight
4. Half-hitch
5. Becket/sheet bend
6. Safety knots

### G. Hoisting equipment

1. Axe
2. Pike poles
3. Smoke ejectors
4. Chainsaw
5. Hose lines

- 6. Ground ladders
- H. Scene lighting
  - 1. Use of generators
  - 2. Light assemblies
  - 3. Power cords
  - 4. Ground fault interrupters
- I. Cleaning and maintain of fire department tools
  - 1. Ladders
  - 2. Ventilation equipment
    - a. Smoke ejectors
    - b. Chain saws
  - 3. SCBA's
  - 4. Rope
  - 5. Salvage equipment
  - 6. Hand tools
    - a. Axe
    - b. Pike pole
    - c. Halligan
- J. Fire extinguisher use
  - 1. Correct selection for the type of fire
  - 2. Effective operating distance
  - 3. Proper selection
- K. Forward hose lay
- L. Portable tank operations
  - 1. Deploying portable tanks
  - 2. Use of hard suction for drafting operations
- M. Fire hose
  - 1. Use of attack lines
    - a. Loading-Triple, Minute man, Flat load
    - b. Deploying- Triple, Minute man, Flat load
    - c. Advancing
  - 2. Loading supply hose
  - 3. Maintenance

- a. Cleaning hose
  - b. Inspecting hose
  - c. Identifying defective hose
- 4. Building hose rolls
  - a. Straight rolls
  - b. Donut rolls
  - c. Twin rolls
  - d. Double donuts
- 5. Replacing burst hose
- 6. Extending hose lines
- N. Controlling building utilities
  - 1. Securing electrical power
  - 2. Securing gas connections
  - 3. Securing water
- O. Deploying an extension ladder
  - 1. Lift and carry
  - 2. Footing and raising
  - 3. Checking for hazards
  - 4. Adjusting climbing angle
  - 5. Lowering and stowing
- P. Conducting force entry
  - 1. Selection of the point of entry
  - 2. Selection of the correct tools(s)
  - 3. Entering a window
  - 4. Entering a window
  - 5. Breaching a wall
- Q. Search and rescue
  - 1. Primary search and rescue of a victim with no respiratory protection
  - 2. Primary search and rescue of a victim with respiratory protection
  - 3. Lowering a rescued victim down a ladder
  - 4. Making an emergency call and exiting a hazardous area
- R. Fire attack operations
  - 1. Interior attack as a member of a team

2. Exterior fire attack as a member of a team
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5. Deploying and operating a portable master stream

#### S. Ventilation

1. Horizontal ventilation
2. Vertical ventilation

#### T. Salvage and overhaul

1. Salvage of a room and contents
2. Water removal techniques from a structure
3. Controlling the water flow from a fire sprinkler
4. Separation and removal of charred material while protecting the area of origin
5. Covering building openings
6. Overhauling a fire scene

#### U. Wildland PPE, safety and tools

1. Donning wildfire PPE
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4. Inspecting, maintaining and sharpening hand tools
5. Assembling, use and maintenance of backpack pumps
6. Igniting and extinguishing road flares and fuses
7. Assembling, igniting, extinguishing and disassembling a drip torch
8. Using the IRPG

#### V. Wildland suppression

1. Conducting a two person, 500 foot progressive hose lay
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#### W. Identifying and planning a hazardous materials response

1. Identifying hazardous materials, their potential hazards and appropriate PPE
2. Implementing a planned response to a hazardous materials incident



X. Performing hazardous materials control, containment and confinement activities

Y. Hazardous materials decontamination activities

1. Performing emergency decontamination

2. Performing mass decontamination

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## Objectives

1. Apply knowledge and skills to safely perform the tasks required of an entry level firefighter.
  2. Perform essential and advanced fire ground tasks with minimal supervision. **\*\*Requires Critical Thinking\*\***
  3. Identify, inspect, and maintain firefighting and rescue equipment.
  4. Demonstrate the skills, knowledge, and abilities required of a firefighter.
  5. Demonstrate the skills, knowledge, and abilities required of an EMT-I. **\*\*Requires Critical Thinking\*\***
  6. Apply for National Registry certification and state certification as an EMT I.
  7. Perform physical assessment test and pass with a minimum required score.
- 

## Student Learning Outcomes

1. Upon completion of the course, the students will be able to participate as an individual and as a team to perform several fire suppression activities required for Ca. State certification.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of the course, the student will be able to comprehend and report information from an injured patient.
    - **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, the student will be able to describe the stages of fire and how the fire travels within a building.
    - **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, the student will be able to summarize the S-A-M-P-L-E and O-P-Q-R-S-T patient assessment.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  5. Upon completion of the course, the student will be able to identify the required steps for firefighter I State certification.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- Laboratory

- Complete all required skills per State Fire Training.
  - **Lecture/Discussion**  
Provide lecture on course content.
- 

## Assignments

### Reading Assignments

Read chapter 6. Answer chapter questions. Prepare for quiz.

### Other Assignments

Perform a 500 foot wildland hoselay.

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## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. International Association of Fire Chiefs/ National Fire Protection Association. *Fundamentals of Fire Fighter Skills Evidence-Based Practices*, 3rd ed. Jones & Bartlett Learning, 2016, ISBN: 9781284131574  
**Equivalent text is acceptable**
2. J. Mistovich and K. Karren. *Prehospital Emergency Care*, 11th ed. Pearson/Prentice Hall Publications, 2017, ISBN: 978-0134704456  
**Equivalent text is acceptable**

### Other:

1. Scantron Test Forms
  2. Uniforms
  3. Physical training clothes
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# FIRE TECHNOLOGY-FIREFIGHTER ACADEMY

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## ASSOCIATE IN SCIENCE

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### Description

The Fire Fighter I Academy is an intensive training program which academically prepares students for entry-level jobs in the fire fighting field. The California State Fire Fighter I curriculum, as of 01/2016, and current Emergency Medical Technician guidelines are followed throughout the program and cover the basic skills and knowledge needed to work in the fire service field. While students who are not yet 18 years of age may enroll in the academy, they must be 18 years of age or older to complete the EMT portion of the class and successfully complete the academy. Students must also provide a physician's approval to participate in the physical training portion of the academy.

Students who successfully complete the academy and pass the required exams may be certified by the State of California after completing either one year as a volunteer fire fighter or six months as a paid fire fighter with a California fire department. To assist graduates of the academy in obtaining the required experience at a California fire department, multiple internship programs are offered to graduating cadets through local fire departments.

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### Program Learning Outcomes

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

1. Communication: Upon completion of this degree program, the student will be able to employ verbal and non-verbal communication appropriate for the situation.
2. Critical Thinking: Upon completion, the student will be able to analyse data/information in addressing and evaluating problems and issues in making decisions.
3. Personal and Social Responsibilities: Upon completion of this degree program, students will be able to interact with others by demonstrating respect for opinions, feelings, and values.

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### Program Requirements:

#### Required Courses

FIRTC64 and Firefighter I Academy

**Course Block Units:** (27 Required)

27

#### Choose 3 units from below

FIRTC1 Fire Protection & Emergency Services

3

FIRTC2 Fire Prevention Technology

3

FIRTC3 Fire Protection Equipment and Systems

3

FIRTC4 Building Construction for Fire Protection

3

FIRTC5 Fire Behavior and Combustion

3

FIRTC6 Principles of Fire and Emergency Services Safety and Survival

3

**Total: 30**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** NURS 4  
**Full Course Title:** Nursing 4  
**Short Title:** Med-Surg Nursing 3  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 6.5  
**Total class hours:** 351.0  
    **Total contact hours in class:** 243.0  
        **Lecture hours:** 54.0  
        **Lab hours:** 189.0  
    **Hours outside of class:** 108.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Nursing (Masters Required)
- 

### Course Description

The course introduces concepts related to patients with hematologic, immunologic, burns, infective, and cancerous processes and diseases. The topics of Leadership and Management, Delegation, Quality and Safety, Time Management, Conflict Resolution, Organization Structure and Change, Legal and Ethical issues, and Role Transition are content focuses. The scope of practice of the registered nurse as defined by the California Business and Professions Code is discussed along with an outlook on the future of nursing and nursing practice.

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### Conditions of Enrollment

Satisfactory completion of: NURS 3

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### Content

#### Course Lecture Content

1. Theory introduces concepts related to patients with hematologic, immunologic, burns, infective, and cancerous processes and diseases related to adult and geriatric patient.
2. The topics of Leadership and Management, Delegation, Quality and Safety, Time Management, Conflict Resolution, Organization Structure and Change, Legal and Ethical issues, and Role Transition are content focuses.
3. The course provides the student with the means to examine processes, policies, procedures, and philosophies of their assigned facilities, along with evaluation of physical assessments, IV therapeutics, diagnostics, care planning, and the global management for a group of patients, allowing graduates the knowledge to apply for entry level registered

- nursing positions.
4. The scope of practice of the registered nurse as defined by the California Business and Professions Code is discussed along with an outlook on the future of nursing and nursing practice.
  5. This course is intended to facilitate the transitional process from student nurse to beginning graduate nurse by providing an individualized, concentrated clinical experience in an acute care setting.

### Course Lab/Activity Content

Application of the course objectives and content in the hospital setting.

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### Objectives

1. Provide competent care to adult and geriatric patients with hematologic, immunologic, burns, infective, and cancerous processes and diseases. **\*\*Requires Critical Thinking\*\***
  2. Effectively communicate and collaborate with the multidisciplinary team including patients and their families. **\*\*Requires Critical Thinking\*\***
  3. Integrate the topics of Leadership and Management, Delegation, Quality and Safety, Time Management, Conflict Resolution, Organization Structure and Change, Legal and Ethical issues, and Role Transition into their nursing practice. **\*\*Requires Critical Thinking\*\***
  4. Associate processes, policies, procedures, and philosophies of their assigned facilities, along with evaluation of physical assessments, IV therapeutics, diagnostics, care planning, and the global management for a group of patients. **\*\*Requires Critical Thinking\*\***
  5. Develop, implement and evaluate processes related to care, utilizing evidence-based research. **\*\*Requires Critical Thinking\*\***
  6. Consider the scope of practice of a registered nurse as defined by the California Business and Professions Code as evidenced by the deliverance of safe and competent care. **\*\*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 this course students will analyze data/information using evidence based practice when addressing and evaluating problems to deliver safe care and communicate effectively.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Students will apply and interpret the purpose of scientific inquiry and the application of basic scientific principles as evidenced by successful completion of preceptorship.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 

### Methods of Instruction

- **Laboratory**  
Clinical rotations
  - **Lecture/Discussion**  
theory from 0830-1130 on Wednesdays
- 

### Assignments

## Reading Assignments

Complete SBAR on most critical patient each week.

## Writing Assignments

Using the SBAR report, students will incorporate answers to the following questions about their patient in their **verbal** report to instructor:

Clinical Reasoning Questions:

1. What is the current medical problem the patient is experiencing?
2. What body system(s) did you focus on based on your patient's current problem?
3. What is your primary nursing priority right now as you render care? What will the MD and the incoming RN need to know about the patient's condition before assuming care?
4. What top two interventions will you initiate based on this priority?
5. What is the worst possible complication to anticipate?
6. What do you recommend be done for the patient to assure that the patient is kept safe?
7. What are you worried about with this patient? Why – what data supports your concern? Do you still think there is something wrong even if the data does not reveal a problem? What action can you take based on your concern?
8. What did the priority turn out to be at the end of the clinical? Was it the same or different as your ideas at the beginning of the shift?

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## Methods of Evaluation

- Essay/Paper
  - Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Other
- Preceptor evaluation

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## Course Materials

### Textbooks:

1. ATI. *Leadership and Management*, ATI, 2016, ISBN: 978-1-56533-568-4  
**Equivalent text is acceptable**
2. Ignatavicius, Donna, et al.. *Medical Surgical Nursing*, 9th ed. Saunders, 2017, ISBN: 978-0323444194  
**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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