

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 30BR  
**Full Course Title:** Applied Skills: Brass  
**Short Title:** Applied Brass  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.0  
**Total class hours:** 54.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 9.0  
**Lab hours:** 27.0  
**Hours outside of class:** 18.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Music (Masters Required)
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### Course Description

This course consists of individualized study of the appropriate techniques and repertoire for a brass instrument. The emphasis is on the progressive improvement of technical facility, musicianship, expressive interpretation, and other skills necessary for solo performance. For music majors with a concentration in either trumpet, French horn, trombone, euphonium or tuba. Audition is required.

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### Conditions of Enrollment

Audition Required. (Students may enroll in the course, but may be dropped based on the audition result.)

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### Content

#### Course Lecture Content

1. Development of technical skills as applied to exercises using scales, arpeggios and appropriate methods.
2. Study of representative repertoire selected from the best works for the instrument. (Over the course of 4 semesters, student should work on repertoire from various style periods.)
3. Rhythm, intonation, articulation, tone quality, breath management, embouchure and expressive elements as applied to the selected works.
4. Discussion and analysis of compositions' form, style and historical background to ensure appropriate interpretation.  
Practice strategies.

5. Performance protocols and anxiety management.

## Course Lab/Activity Content

1. Practice scales arpeggios and assigned pages from method books.
  2. Repeatedly practice assigned repertoire to play accurately and expressively with correct pitches, rhythm, intonation and articulation.
  3. Practice to improve tone quality, intonation, breath management and embouchure.
  4. Research about the assigned works and their composers.
  5. Develop good practice habits.
  6. Performance of the studied works for jury exam. (Public performances are also encouraged).
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## Objectives

1. Play the instrument with precise rhythm and the correct pitches with accurate intonation.
  2. Play with the articulation, dynamics, phrasing, and expression appropriate to the literature being studied.  
**\*\*Requires Critical Thinking\*\***
  3. Play in a stylistically appropriate manner suitable to the genre, period, and style of the literature.  
**\*\*Requires Critical Thinking\*\***
  4. Demonstrate appropriate synchronization, blend and balance when performing with an accompanist.  
**\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will perform assigned musical compositions accurately and expressively with appropriate style, demonstrating technical proficiency and musicality appropriate for the level of study.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Performance and Demonstration
- 

## Assignments

### Other Assignments

- Practice scales, arpeggios, and other technical exercises.
  - Practice assigned musical works methodically, figuring out correct pitches, rhythm, tempos, and expressive markings.
  - Solve technical issues such as difficult passages, breath management, tonguing, etc.
  - Research the background information on the assigned musical works and their composers.
  - Make improvements on expressivity.
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## Methods of Evaluation

- **Participation**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Jury exam performance.
- 

## Course Materials

### Other:

1. An appropriate college-level method book, for example: The Arban Method for Trumpet.
  2. Published music from the Baroque, Classic, Romantic, Impressionistic and/or Contemporary periods of music.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 30DR  
**Full Course Title:** Applied Skills: Percussion  
**Short Title:** Applied Percussion  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.0  
**Total class hours:** 54.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 9.0  
**Lab hours:** 27.0  
**Hours outside of class:** 18.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Music (Masters Required)
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### Course Description

This course consists of individualized study of the appropriate techniques and repertoire for percussion instruments. The emphasis is on the progressive improvement of technical facility, musicianship, expressive interpretation, and other skills necessary for solo performance. For music majors with a concentration in percussion. Audition is required.

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### Conditions of Enrollment

Audition Required. (Students may enroll in the course, but may be dropped based on the audition result.)

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### Content

#### Course Lecture Content

1. Development of technical skills as applied to exercises using idiophones and/or membranophones.
2. Study of representative repertoire selected from the best works for the instrument. (Over the course of 4 semesters, student should work on repertoire from various style periods.)
3. Rhythm, intonation, articulation, tone quality, mallet/hand techniques and expressive elements as applied to the selected works.
4. Discussion and analysis of compositions' form, style and historical background to ensure appropriate interpretation.
5. Practice strategies.
6. Performance protocols and anxiety management.

## Course Lab/Activity Content

1. Practice technical exercises assigned from method books.
  2. Repeatedly practice assigned repertoire to play accurately and expressively with correct pitches (if applicable), rhythm, and articulation.
  3. Practice to improve rhythmic precision, mallet and/or hand techniques appropriate for the instrument being studied.
  4. Research about the assigned works and their composers.
  5. Develop good practice habits.
  6. Performance of the studied works for jury exam. (Public performances are also encouraged).
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## Objectives

1. Play various percussion instruments with precise rhythm and appropriate articulations.
  2. Perform with dynamics, phrasings, and expressions appropriate to the literature being studied.  
**\*\*Requires Critical Thinking\*\***
  3. Play in a stylistically appropriate manner suitable to the genre, period, and style of the literature.  
**\*\*Requires Critical Thinking\*\***
  4. Evaluate strategies for using practice to improve performance skills. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the students will perform assigned musical compositions accurately and expressively with appropriate style, demonstrating technical proficiency and musicality appropriate for the level of study.
    - **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.
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## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Performance and Demonstration
- 

## Assignments

### Other Assignments

- Practice assigned technical exercises.
  - Practice assigned musical works methodically, figuring out correct pitches, rhythm, tempos, articulations and expressive markings.
  - Solve technical issues such as difficult passages, mallet techniques, hand positions, etc.
  - Research the background information on the assigned musical works and their composers.
  - Make improvements on expressivity.
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## Methods of Evaluation

- **Participation**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Jury exam performance.
- 

## Course Materials

### Other:

1. An appropriate college-level method book, for example: 40 Percussive Arts Society International Drum Rudiments for snare drum, Musical Studies for the Intermediate Timpanist (Whaley) and the Modern School for Xylophone Marimba Vibraphone, by M. Goldberg.
  2. Published music from the Baroque, Classic, Romantic, Impressionistic and/or Contemporary periods of music.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 30ER  
**Full Course Title:** Applied Skills: Strings  
**Short Title:** Applied Strings  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.0  
**Total class hours:** 54.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 9.0  
**Lab hours:** 27.0  
**Hours outside of class:** 18.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Music (Masters Required)
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### Course Description

This course consists of individualized study of the appropriate techniques and repertoire for a string instrument through private instruction. The emphasis is on the progressive improvement of technical facility, musicianship, expressive interpretation, and other skills necessary for solo performance. For music majors with a concentration in either violin, viola, cello or string bass. Audition is required.

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### Conditions of Enrollment

Audition Required. (Students may enroll in the course, but may be dropped based on the audition result.)

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### Content

#### Course Lecture Content

1. Development of technical skills as applied to exercises using scales, arpeggios and appropriate methods.
2. Study of representative repertoire selected from the best works for the instrument. (Over the course of 4 semesters, student should work on repertoire from various style periods.)
3. Rhythm, intonation, articulation, tone quality, bowing, fingering and expressive elements as applied to the selected works.
4. Discussion and analysis of compositions' form, style and historical background to ensure appropriate interpretation.
5. Practice strategies.

6. Performance protocols and anxiety management.

### Course Lab/Activity Content

1. Practice scales arpeggios and assigned pages from method books.
  2. Repeatedly practice assigned repertoire to play accurately and expressively with correct pitches, rhythm, intonation and articulation.
  3. Practice to improve tone quality, intonation, fingering and bowing techniques.
  4. Research about the assigned works and their composers.
  5. Develop good practice habits.
  6. Performance of the studied works for jury exam. (Public performances are also encouraged).
- 

### Objectives

1. Play the instrument with precise rhythm and the correct pitches with accurate intonation.
  2. Play with the articulation, dynamics, phrasing, and expression appropriate to the literature being studied.  
**\*\*Requires Critical Thinking\*\***
  3. Play in a stylistically appropriate manner suitable to the genre, period, and style of the literature.  
**\*\*Requires Critical Thinking\*\***
  4. Demonstrate appropriate synchronization, blend and balance when performing with an accompanist.  
**\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, students will perform assigned musical compositions accurately and expressively with appropriate style, demonstrating technical proficiency and musicality appropriate for the level of study.
    - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - o **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

### Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Performance and Demonstration
- 

### Assignments

#### Other Assignments

- Practice scales, arpeggios, and other technical exercises.
  - Practice assigned musical works methodically, figuring out correct pitches, rhythm, tempos, and expressive markings.
  - Solve technical issues such as difficult passages, fingering, bowing, etc.
  - Research the background information on the assigned musical works and their composers.
  - Make improvements on expressivity.
-



## Methods of Evaluation

- **Participation**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Jury exam performance.
- 

## Course Materials

### Other:

1. An appropriate college-level method book, for example: Mai Bang Violin Method: Part II, III, and IV: More Advanced Studies for violin.
  2. Published music from the Baroque, Classic, Romantic, Impressionistic and/or Contemporary periods of music.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 30GR  
**Full Course Title:** Applied Skills: Classical Guitar  
**Short Title:** Applied Guitar  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.0  
**Total class hours:** 54.0  
**Total contact hours in class:** 36.0  
**Lecture hours:** 9.0  
**Lab hours:** 27.0  
**Hours outside of class:** 18.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

This course consists of individualized study of the appropriate techniques and repertoire for classical guitar through private instruction. The emphasis is on the progressive improvement of technical facility, musicianship, expressive interpretation, and other skills necessary for solo performance. For music majors with a concentration in guitar. Audition is required.

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### Conditions of Enrollment

Audition Required. (Students may enroll in the course, but may be dropped based on the audition result.)

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### Content

#### Course Lecture Content

1. Development of technical skills as applied to exercises using scales, arpeggios and appropriate methods.
2. Study of representative repertoire selected from the best works for the instrument. (Over the course of 4 semesters, student should work on repertoire from various style periods.)
3. Rhythm, articulation, tone quality, fingering, right hand techniques and expressive elements as applied to the selected works.
4. Discussion and analysis of compositions' form, style and historical background to ensure appropriate interpretation.
5. Practice strategies.

6. Performance protocols and anxiety management.

### Course Lab/Activity Content

1. Practice scales arpeggios and assigned pages from method books.
  2. Repeatedly practice assigned repertoire to play accurately and expressively with correct pitches, rhythm, fingering, and articulation.
  3. Practice to improve tone quality, fingering and picking techniques.
  4. Research about the assigned works and their composers.
  5. Develop good practice habits.
  6. Performance of the studied works for jury exam. (Public performances are also encouraged).
- 

### Objectives

1. Play the instrument with precise rhythm and the correct pitches with accurate intonation.
  2. Play with the articulation, dynamics, phrasing, and expression appropriate to the literature being studied.  
**\*\*Requires Critical Thinking\*\***
  3. Play in a stylistically appropriate manner suitable to the genre, period, and style of the literature.  
**\*\*Requires Critical Thinking\*\***
  4. Evaluate strategies for using practice to improve performance skills. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, students will perform assigned musical compositions accurately and expressively with appropriate style, demonstrating technical proficiency and musicality appropriate for the level of study.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

### Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Performance and Demonstration
- 

### Assignments

#### Other Assignments

- Practice scales, arpeggios, and other technical exercises.
  - Practice assigned musical works methodically, figuring out correct pitches, rhythm, tempos, and expressive markings.
  - Solve technical issues such as difficult passages, fretting possibilities, fingering, etc.
  - Research the background information on the assigned musical works and their composers.
  - Make improvements on expressivity.
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## Methods of Evaluation

- **Participation**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Jury exam performance.
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## Course Materials

### Manuals:

1. Segovia, Andres. *Diatonic Major and Minor Scales*, current ed. Columbia Music, 1980, ISBN: 978-1598060591  
**Equivalent text is acceptable**
2. Grasso, Matthew. *Refining Your Guitar Skills*, current ed. Self published, 2017, ISBN: n/a  
**Equivalent text is acceptable**

### Other:

1. Published music from the Baroque, Classic, Romantic, Impressionistic and/or Contemporary periods of music.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** NURS 2

**Full Course Title:** Introduction Medical Surgical Nursing

**Short Title:** Intro Med Surg Nurs

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

**Effective Term:** Spring 2019

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 7.0

**Total class hours:** 378.0

**Total contact hours in class:** 234.0

**Lecture hours:** 72.0

**Lab hours:** 162.0

**Hours outside of class:** 144.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Nursing (Masters Required)
  - Nursing Science/
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### Course Description

This course focuses on nursing theory, concepts and skills related to patients with learning needs and health assessment needs. The emphasis of learning for the student is on nursing concepts and safe nursing care of selected clients in selected systems under study. Further emphasis of learning is upon the surgical patient, the patient with wounds, and the patient who is in pain.

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### Conditions of Enrollment

Satisfactory completion of: NURS 1

### Advisories

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

#### Course Lecture Content

Lecture:

1. Teaching and Learning
  - a. Adult learning theory
  - b. Assessing client learning needs
  - c. Therapeutic communication and the teaching process
  - d. Individualizing teaching plans
  - e. Developing learning objectives and goals
  - f. Evaluation of client learning
  - g. The nursing process and client teaching
2. Respiratory
  - a. Problems of Oxygenation
  - b. Ventilation
  - c. Upper Respiratory Problems
  - d. Lower Respiratory Problems
  - e. Restrictive and Obstructive Respiratory Disorders
  - f. Significant lab and diagnostic tools and their correct interpretation
  - g. Safe and therapeutic medication and surgical interventions and treatment modalities
  - h. Application of the nursing process
3. Renal, Fluid and Electrolyte, Acid Base Balance Disorders
  - a. Infectious disorders of the kidney and renal system
  - b. Immunologic disorders of the kidney
  - c. Obstructive uropathies
  - d. Hereditary and congenital disorders
  - e. Chronic and acute renal failure
  - f. Neoplasms
  - g. Fluid and electrolyte disturbances
  - h. Acid-Base imbalances
  - i. Significant lab and diagnostic tools and their correct interpretation
  - j. Safe and therapeutic medication interventions and treatment modalities
  - k. Application of the nursing process
4. The Surgical Client
  - a. Preoperative care and teaching
  - b. Intraoperative care and the role of the RN in the operating theater
  - c. Postoperative care and recovery of the surgical client
  - d. Application of the nursing process
  - e. Musculoskeletal
  - f. Musculoskeletal trauma
  - g. Orthopedic surgery
  - h. Infection
  - i. Neoplasm
  - j. Genetic and autoimmune disorders
  - k. Effects of age-related changes
5. Gastrointestinal
  - a. Assessment
  - b. Nutritional problems
  - c. Obesity
  - d. Upper Gastrointestinal problems
  - e. Lower Gastrointestinal problems
  - f. Liver, Pancreas and Biliary tract problems
  - g. Age-related changes and needs
  - h. Significant lab and diagnostic tools and their correct interpretation
  - i. Safe and therapeutic medication interventions and treatment modalities
6. Pain
  - a. Pain Mechanisms
  - b. Classification of Pain
  - c. Pain assessment
  - d. Safe and effective treatment modalities
  - e. Gerontologic considerations
  - f. Cultural considerations
  - g. Ethical issues

## Course Lab/Activity Content

Lab:

1. Teaching and learning needs
  2. Respiratory disorders
  3. Renal, Fluid, electrolytes, and acid-base balance disorders
  4. Surgical client
  5. Musculoskeletal disorders
  6. Gastrointestinal disorders
  7. Client in pain
- 

## Objectives

1. Demonstrate knowledge in client care as a basis for implementing the nursing process.
  2. Integrate knowledge from growth and development, sexuality, human needs, biophysical, and psychosocial sciences in the care of adult clients.
  3. Discuss significant psychosocial variables including age, family and culture when caring for adult clients.
  4. Discuss how nursing process is applied to health problems and concerns of selected clients.
  5. Demonstrate understanding of therapeutic communication at the N32 level with selected clients
  6. Demonstrates proficiency in critically evaluating selected clients in light of N32 concepts. **\*\*Requires Critical Thinking\*\***
  7. Explain teaching-learning principles and how they relate to nursing role as teacher.
  8. Explain the nurse advocacy role in relation to the surgical client and hospitalized client.
  9. Discuss legal/ethical issues relevant to specific content.
  10. Formulate a nursing diagnosis through observation of the client's physical condition and behavior, and through the interpretation of information obtained from the client and others, including the health team. **\*\*Requires Critical Thinking\*\***
  11. Formulate a care plan, in collaboration with the client, which ensures that the direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection and for disease prevention and restorative measures. **\*\*Requires Critical Thinking\*\***
  12. Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
  13. Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care given by subordinates. **\*\*Requires Critical Thinking\*\***
  14. Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed. **\*\*Requires Critical Thinking\*\***
  15. Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.
-

## Student Learning Outcomes

1. Upon completion of this course, students will engage in meaningful discussions and reports with patients and interdisciplinary team members to promote safe, quality, patient-centered care.
    - **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 render high quality, safe, patient-centered care using the nursing process to respond to changing patient status by formulating care plans that prioritizes interventions and applies evidence-based practice to all patient situations.
    - **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 provide high quality, patient-centered care to all patients.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  4. Upon completion of this course, students will demonstrate proficiency in calculating medication doses.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
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## Methods of Instruction

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

Publisher produced online testing & skill instruction, simulation, Learning modules & case studies

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## Assignments

### Reading Assignments

Read chapter as assigned. Read reference resources as assigned.

### Writing Assignments

Complete a weekly clinical reasoning paper and transition to a clinical concept map and reflective journal.

### Other Assignments

Clinical Reasoning Paper:

1. Patient Questionnaire: 10 minute initial interview between student and patient to discern patient perceptions of hospitalization, care, and information that may have been overlooked or poorly understood; provides a means of assessment, fosters trust and patient advocacy
2. Lab Worksheets - Make connections between labs and diagnostics and your physical assessment findings to assess the patient's *current* status (on your day of care) and to verify the effectiveness of medications and IV fluids. Briefly evaluate the relationship between labs and diagnostics during DOC, expand on your interpretation in reflection.
3. Medication Worksheet: Your role as the RN in advocating for safe and therapeutic medication administration is reinforced in this section - also used to evaluate the effectiveness of all medications the patient is receiving regardless of whether the student administers the medications or not.
4. Problem Identification: Identify what you believe are the patient's acute priority problems in prep and during your day of care. Document the insights you gained during the DOC and afterwards.
5. Care Plan: formulate a priority collaborative or nursing diagnosis, interventions and evaluation of effectiveness.

### Concept Map/Care Plan

Cluster patient data in prep by body systems. Add other pertinent information such as medications, abnormal lab and diagnostic information, pain, and chronic medical conditions. Prioritize the information according to threat to safety, and establish relationships between and among patient problems to achieve a holistic view. As you render care during the clinical day, add information including physical assessment findings, reactions to medications and treatments. Identify the highest priority problem and create a priority care plan to reflect appropriate and safe care; include interventions and patient responses. Turn in the map and care plan to the clinical instructor at the end of the day for feedback; Submit a reflective journal within 24 hours and answer the following questions:

1. Describe what acute problems you identified as priority. What was your rationale when you



first identified them? Did your priorities change during your day of care? After reflection, would you still agree with your impressions of what problems had priority during your clinical day? If not, what changed your outlook?

2. Describe a safety issue involved in the patient care. How did your fall risk score and Braden score affect your plan of care? What medication(s) did you have concerns about considering safety for the patient? What, in your opinion, was the resolution to the safety issue?
3. What treatment goals are served by the current ordered patient medications including PRN's? In other words, why are the medications ordered and how will they achieve safe, quality care?
4. What other members of the multidisciplinary healthcare team are involved in your patient's care – these include the physician, the respiratory therapist, the lab technician, the wound care team, social worker, imaging technicians, physical therapist, and discharge planner. What do you believe are their treatment goals and how to do see your nursing goals align with the multidisciplinary team's?

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## Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Skills Demonstrations/Performance Exam**
- **Other**  
Clinical Observations and reports from clinical instructors

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## Course Materials

### Textbooks:

1. Ignatavicius, Donna; Workman, Linda . *Medical Surgical Nursing*, 8th ed. Elsevier , 2015, ISBN: 9781455772582

### Other:

1. Publisher online materials, Syllabus, Lecture Notes or Power points, Nursing skills attainment equipment, Numerous clinical reference books.

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** ART 43A  
**Full Course Title:** Individual Problems Printmaking  
**Short Title:** Ind Prob Prntmkg 2  
**TOP Code:** 1002.00 - Art/Art Studies, General  
**Effective Term:** Fall 2014

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Art (Masters Required)
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### Course Description

Individual problems exploring independent techniques, content, and solutions in printmaking.

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### Conditions of Enrollment

Satisfactory completion of: ART 15B

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### Content

#### Course Lecture Content

1. The student will plan and produce a unified series of images
  - a. The student will identify a subject worthy of a group of related images.
  - b. In consultation with the professor, the student will decide upon the appropriate technique to employ in executing these images.
  - c. The student will complete the unified portfolio of prints.
2. The student, during non-class hours, will prepare a class presentation regarding an historical printmaker.
  - a. The student will select an artist, doing initial library and internet research using a list of artists provided by the professor.
  - b. The student will research his/her selected artist, gathering images and biographical/technical information.
  - c. The student will share these images and information with classmates during a regular studio

- session.
- 3.

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

1. Working in collaboration with other Art 43A students, the student will participate in a group exhibition.
    - a. The student and his/her classmates will identify possible local venues.
    - b. The students will approach the owner/manager of the venue and obtain approval and dates for the show.
    - c. The student will cut mats and prepare frames in an appropriate manner.
    - d. The student and his/her classmates will install the show.
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### **Objectives**

1. Present a series of prints, using just one of one printmaking techniques previously explored in Art 15A and Art 15B. This portfolio of images will focus on just one area of subject matter, using original drawings or photographs as a basis for the works.
  2. Make a class presentation explaining the career and body of work of one historical printmaker, either from the Asian tradition or from the European tradition of edition printing.
  3. Participate in a group print show, co-operating with other students enrolled in Art 43R. This will be separate from the regular end-of –semester show, and will be in an off-campus venue.
  4. Participate in all of the combined 15A, 15B and 43A/B critiques. **\*\*Requires Critical Thinking\*\***
  5. Produce an edition of prints to be shared with other class members as part of the class portfolio.
- 

### **Student Learning Outcomes**

1. Upon completion of this course, the student should be able to demonstrate "independent" techniques and concepts in printmaking.
  2. Upon completion of this course, the student should be able to examine unique use of subject matter and conceptual approaches.
  3. Upon completion of this course, the student should be able to articulate unique approaches to style in printmaking.
- 

### **Methods of Instruction**

- **Laboratory**
  - **Lecture/Discussion**
  - **Studio/Activity**
- 

### **Assignments**

**Reading Assignments**  
**Other Assignments**

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### **Methods of Evaluation**

- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**

- **Portfolio**
- **Problem Solving Exercises**
- **Skills Demonstrations/Performance Exam**
- **Other**

Students will critically evaluate each other's work.

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## **Course Materials**

### **Other:**

1. Paper, pencils, brushes, rags, inks, plexiglass, mounted linoleum, carving tools, etching needles, etc.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MFGT 40  
**Full Course Title:** Principles of Programmable Logic Controllers  
**Short Title:** PLCs  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

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

---

### Minimum Qualifications for Instructors

- Manufacturing Technology **Or**
  - Computer Science (Masters Required)
- 

### Course Description

This course introduces basic concepts of PLC use and applications including PLC programming, installation, operation and troubleshooting, as well as basic communications and logic operations. Students will program and build PLC systems with emphasis on practices used in the manufacturing industry.

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### Content

#### Course Lecture Content

1. Safety
2. Principles of electrical circuits
3. Components of PLC Systems
4. Principles of PLC programming with Software
5. Identifying PLC Hardware

#### Course Lab/Activity Content

1. Safety
2. Connecting basic electrical circuits
3. Building basic PLC Systems
4. PLC programming utilizing Software
5. Identifying and connecting appropriate PLC Hardware

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## Objectives

1. Set up and operate basic PLC systems found in the Manufacturing industry The student will be able to operate all equipment in a manner considered safe by industry standards. Reading text charts & diagrams **\*\*Requires Critical Thinking\*\*** **\*\*Requires Critical Thinking\*\***
2. Set up and operate basic PLC systems found in the Manufacturing industry Identify and troubleshoot PLC programs to complete functioning PLC systems. The student will be able to operate all equipment in a manner considered safe by industry standards. Reading text, charts, and diagrams to complete PLC systems **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of this course, students will be able to identify the different components and software used within a PLC system
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of this course, students will be able to identify the structure of PLC programs and create basic programs utilizing Boolean logic
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Upon completion of this course, students will be able to construct and troubleshoot basic PLC systems utilizing knowledge of PLC software and hardware components
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  - o **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**  
Students will apply knowledge obtained in Lecture to perform various PLC laboratory activities including: Writing PLC programs using PLC software Creating PLC systems by connecting various PLC hardware components Troubleshooting PLC systems
- **Lecture/Discussion**  
Lecture on course content

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## Assignments

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## Methods of Evaluation

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

- Participation
  - Problem Solving Exercises
  - Quizzes
- 

## Course Materials

### Textbooks:

1. Max Rabiee. *Programmable Logic Controllers: Hardware and Programming, 4th Edition*, Goodheart-Willcox, 2018, ISBN: 978-1-63126-932-5  
**Equivalent text is acceptable**
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MFGT 41  
**Full Course Title:** Industrial Electronics Systems  
**Short Title:** Ind-Electronics  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Manufacturing Technology **Or**
  - Welding **Or**
  - Industrial Technology **Or**
  - Agricultural Engineering **Or**
  - Electricity **Or**
  - Electronics **Or**
  - Industrial Maintenance
- 

### Course Description

This course covers basic AC/DC circuit principles and practices. Students will explore areas of electrical and electronic circuits including: circuit theory, components, circuit construction and analysis, soldering techniques, proper test equipment usage, troubleshooting methodology, and applications in various technical fields. This course discusses the elements and applications of electricity that are common to any industrial facility. This course also covers applications in accordance with the National Electric code (NEC).

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### Content

#### Course Lecture Content

1. Energy, Work and Power
2. AC Circuits/ DC circuits
3. Electronic components
4. Conductors, semiconductors, resistors
5. Motors (servos/ steppers)
6. Power supplies



7. Industrial uses of electronics
8. Sensors
9. Trouble shooting electronics
10. Soldering
11. Electronic component communication
12. Work practices

1

### Course Lab/Activity Content

1. Create and install AC/DC circuits
  2. Testing AC/DC Circuits
  3. Identify and test electronic components
  4. Install, operate and test electric motors
  5. Trouble shoot electronics and electronic circuits
  6. Soldering techniques
  7. Install and operate electronic components
- 

### Objectives

None

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### Student Learning Outcomes

1. Upon completion of this course, students will be able to identify and troubleshoot AC/DC Circuits
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  2. Upon completion of this course, students will be able to describe industrial electronic components
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Upon completion of this course, students will be able to identify and troubleshoot industrial electronic components
- 

### Methods of Instruction

- **Laboratory**  
Students will complete assigned laboratory assignments
  - **Lecture/Discussion**  
Students will attend lectures covering the information in the course
-

## Assignments

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### Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Problem Solving Exercises
  - Quizzes
- 

### Course Materials

#### Textbooks:

1. Thomas L. Floyd David M. Buchla. *Electronics Fundamentals: Circuits, Devices & Applications*, 8th ed. Pearson, 2010, ISBN: 9780135072950  
**Equivalent text is acceptable**
  2. James A. Rehg, Glenn J. Sartori. *Industrial Electronics*, Pearson, 2006, ISBN: 9780132064187  
**Equivalent text is acceptable**
  3. Curtis D. Johnson, Heidar Malki. *Control Systems Technology*, Pearson, 2002, ISBN: 9780130815309  
**Equivalent text is acceptable**
  4. Stephen R. Matt. *Electricity and Basic Electronics*, 8th ed. Goodheart-Wilcox, 2013, ISBN: 978-1-60525-953-6  
**Equivalent text is acceptable**
  5. Howard H. Gerrish, William E. Dugger Jr., and Richard M. Roberts. *Electricity & Electronics*, 10th ed. Goodheart-Wilcox, 2009, ISBN: 978-1-59070-883-5  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MFGT MFGT 45  
**Full Course Title:** Principles of Material Science  
**Short Title:** MATRL SCI  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 4.0  
**Total class hours:** 216.0  
**Total contact hours in class:** 108.0  
**Lecture hours:** 54.0  
**Lab hours:** 54.0  
**Hours outside of class:** 108.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Manufacturing Technology **Or**
  - Engineering (Masters Required) **Or**
  - Welding
- 

### Course Description

This is an introductory course to the properties and performance of materials used in the Manufacturing and Engineering industries. Knowledge of material properties is used to understand the behavior and structure of engineering materials. Hands-on laboratory activities include the testing of metals, polymers, composites, wood, and other materials.

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### Content

#### Course Lecture Content

1. Physical Properties of materials
2. Chemical Properties of materials
3. Crystalline Structure of materials
4. Electronic properties of materials
5. Heat treatments, phase diagrams, and micro structures of materials
6. Wood, concrete, and other composite materials.
7. Polymers and ceramics
8. Corrosion of materials

#### Course Lab/Activity Content

1. Testing of metals
  2. Testing of polymers and composites
  3. Testing for material hardness
  4. Testing for material compression
  5. Testing material tensile strength
- 

## Objectives

1. Describe basic structure of materials. Describe typical stress-strain relationships of materials. Describe the effect of alloying in specific materials. Describe general knowledge of common engineering materials including metal, concrete, polymers, wood. Describe material degradation with an emphasis on metal corrosion. **\*\*Requires Critical Thinking\*\***
  2. Test material properties and analyze data in a laboratory setting with clear and accurate reporting of results. Use heat treatment principles to modify properties of materials. Construct stress-strain curves for specific materials. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will be able to define the six primary material properties using appropriate materials science terminology.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  2. Upon completion of this course, students will be able to interpret phase diagrams of metals.
  3. Upon completion of this course, students will be able to interpret hardness test data for a given material
  4. Upon completion of this course, students will be able to describe heat treatment properties for different materials
- 

## Methods of Instruction

- **Laboratory**  
Conduct laboratory activities based on the content of the course
  - **Lecture/Discussion**  
Deliver lecture in accordance with the content of the course
- 

## Assignments

### Reading Assignments

Students will read Chapter 1 of the Textbook and be prepared to discuss the content in class

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## Methods of Evaluation

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

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## Course Materials

### Textbooks:

1. Callister, William D. Jr and Rethwisch, David G. *Materials Science and Engineering, An Introduction, 9th ed*, 9th ed. John Wiley & Sons, Inc., 2013, ISBN: ISBN: 978-1118324578  
**Equivalent text is acceptable**
2. William Smith and Javad Hashemi. *Foundations of Materials Science and Engineering*, 6th Edition ed. McGraw Hill, 2018, ISBN: 9781259696558  
**Equivalent text is acceptable**
3. Daniel A. Brandt and J. C. Warner. *Metallurgy Fundamentals*, 5th ed. Goodheart-Willcox, 2009, ISBN: 978-1-60525-079-3  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** AJ 15  
**Full Course Title:** Criminal Investigation  
**Short Title:** Criminal Invest  
**TOP Code:** 2105.00 - Criminal Justice/Police Science\*  
**Effective Term:** Spring 2016

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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

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

Addresses procedures and concepts as applied to criminal investigations, including surveillance; crime scene response management; and identification, collection, and processing of physical evidence. Covers U.S. Constitution and Statutory/Case Law; interview/interrogation processes and techniques; identifying information sources; procuring search warrants; serving search warrants; exceptions to the search warrant rule; and court processes. Emphasis is placed on developing the student's capacity to analyze specific situations and identify sound ethical investigative procedures.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Crime scene management
2. Interview vs. Interrogation
3. Documentation and collection of physical evidence
4. Provisions within the 4th and 5th Amendments of the U.S. Constitution
5. Evidence and crime lab processing

6. Technology advancements leading to effective criminal investigations
  7. Why evidence is excluded from court proceedings
  8. Criminal trial process
  9. Code of ethics and the related challenges
  10. Informational resources and analyzing data
- 

## Objectives

1. Identify and explain the role of documentation in the criminal investigative process.
  2. Recognize, identify and explain the implications of a given piece of evidence in a criminal process. **\*\*Requires Critical Thinking\*\***
  3. Identify critical ethical issues relating to criminal investigation.
  4. Describe successive evolutionary stages of the criminal investigative process.
  5. Identify procedures for first responders to crime scenes.
  6. Describe the duties related to the basic functions of crime scene management (management control, evidence search and processing, general area investigation).
  7. Identify role of forensic examination in a criminal investigative process.
  8. Compare and contrast the legalities and strategies of interview and interrogation. **\*\*Requires Critical Thinking\*\***
  9. Identify key information sources/data systems, analyze data findings, and compare and contrast to criminal investigations. **\*\*Requires Critical Thinking\*\***
  10. Explain the role of the investigator in the judicial process.
- 

## Student Learning Outcomes

1. Upon completion of this course, students will be able to demonstrate the ability to identify, analyze, and evaluate evidence in a systematic and methodical manner in order to establish that a crime has been committed.
  2. Upon completion of this course, students will be able to apply case law to determine whether or not a Miranda admonition is necessary during a variety of learning activities and scenarios.
  3. Upon completion of this course, students will be able to recognize criminal behavior and be able to identify and apply the appropriate legal statutes, demonstrating sound judgement, deductive and or inductive analysis.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Scenarios
- 

## Distance Education

### Delivery Methods

- Online

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## Assignments

### Reading Assignments

### Writing Assignments

Writing Assignment #1- Discuss the differences between an Interview and an Interrogation. Your assignment should be at least one page in length and free from grammatical and spelling errors.

### Other Assignments

1. Research Assignment: Topic area: New innovative technology that is enhancing criminal investigations.
- 

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Lyman, Michael D. *Criminal Investigation: The Art and The Science*, Eighth Edition ed. Pearson, 2017, ISBN: 978-0-13-411527-6  
**Equivalent text is acceptable**
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