I. OVERVIEW

The following information will appear in the 2019 - 2020 catalog

AG 115—INTRODUCTION TO AGRICULTURAL EDUCATION & CAREERS

18 Lecture Hours, 36 Outside-of-Class Hours = 54 Total Student Learning Hours

Introduction to educational and agricultural employment opportunities. Includes portfolio and educational plan development and curriculum requirements that pertain to educational goals as they relate to agriculture majors. Assists students in setting goals and developing skills necessary for life-long success in obtaining, maintaining, and advancing in agriculture careers. Current events that impact agriculture and society will be discussed. Field trips are not required. Not repeatable. (A-F Only) Transfer: (CSU) Local Requirement: (Guidance)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Introduction to the course and its objectives

   B. Educational planning

      1. The campus(es) and its resources and services

      2. Educational alternatives and associated requirements

         a. Courses and prerequisites

         b. Transfer programs

         c. Competencies

         d. Admissions

   C. Advising and counseling

      1. Role of advisor

      2. Role of counselor

      3. Making contacts

   D. Orientation to agriculture

      1. The agriculture department, staff, and students

      2. Role of agriculture in society
3. Agricultural opportunities and careers
4. Instructors, advisors, and counselors

E. Agricultural careers—job search—career center
1. Occupational opportunities and careers
2. Identification of career choices and their requirements

F. Identifying and establishing goals in agriculture
1. Development of skills lists appropriate to each goal
2. Assessment of skills already developed
3. Other criteria

G. Degrees and certificates in agriculture
1. Technician certificates, A.A. and A.S.
2. Baccalaureate degree programs
3. Selecting a major and minor
4. Developing an educational plan

H. Agricultural work experience coordination
1. Work experience units, hours, and grades
2. Work experience book
3. Employer’s evaluation
4. Supervision visit and verification of hours
5. Self-evaluation
6. Instructor evaluation
7. Worker characteristics sought by employers
8. Fitting into the agricultural work world

I. Current issues and events in agriculture and their impact on society

J. Use of electronic portfolio—job seeking skills in agriculture
1. Resume
2. Letters of recommendation
3. References
4. Job application
5. Letter of application
6. Job interview evaluation

K. Interviewing techniques

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture and discussion with use of PowerPoint presentations
2. Instructor-facilitated problem-solving activities
3. Instructor-facilitated group discussions
4. Guest speaker presentations

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

A. Weekly written assignments relating to the topics discussed during lecture.
B. Minimum 2-3 page "Career Report" that utilizes factual information from the Career Center and the Eureka career data system.
C. Development of the student's Career Portfolio submitted at the end of the course.
D. Development of a one-page autobiography.
E. Completion of a four-semester educational plan for a career in agriculture.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

A. Students develop their "Career Portfolio" that includes an introductory letter, a resume, cover letter, a completed job application, three agricultural work samples and a writing sample.
B. Write a 2-3 page career report on your chosen career. Students must use the Eureka system to obtain factual career data that relates to job outlook, pay, educational requirements, personal and physical qualities required for the job.
C. Write a one-page "Autobiography" that summarizes your agricultural experiences, career and educational goals.

E. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   Upon satisfactory completion of this course, the student will be able to:
   
   a. Identify MJC regulations, procedures, and curricula requirements, including certificate, vocational degree and transfer degree programs.
   
   b. Identify the role of faculty advising and, if appropriate, initiate a student/advisor contact.
   
   c. Describe the Modesto Junior College Agriculture program, its curriculum, facilities, academic regulations, programs, and degree and transfer requirements.
   
   d. Create educational goals in relation to life goals, abilities, interests, and values in agriculture.
   
   e. Identify goals and skills essential to succeed in agricultural majors.
   
   f. Formulate a detailed agricultural educational plan.
   
   g. Indicate the characteristics employers are searching for in the agriculture workforce.
   
   h. Identify procedures in fulfilling the agriculture work experience requirement.
   
   i. Utilize an electronic portfolio that contains a resume, letter of recommendation, letter of application, agriculture work experience book, work sample, and evaluation.
   
   j. Survey agriculture’s role in society.
   
   k. Discuss and present evaluations of current events in agriculture.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

   1. Class participation
   
   2. Completion of in-class assignments that develop understanding of resources, requirements and information available at MJC
   
   3. Career resume and cover letter
   
   4. Short autobiography that highlights career choices and personal qualities
   
   5. Participation in discussions of current issues relevant to agriculture

B. SUMMATIVE EVALUATION

   1. Final exam
   
   2. Written agricultural career report that utilizes the Eureka career data system
   
   3. Student portfolio/work experience book
4. Educational plan focusing on an agricultural career
I. **OVERVIEW**

The following information will appear in the 2019 - 2020 catalog

**AGEC 220—INTRODUCTION TO AGROBUSINESS MANAGEMENT**

*Formerly listed as: AGEC - 220: Agricultural Business Management*

*54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours*

**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete AGEC 200.

Provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process. Field trips are required. Not repeatable. (A-F Only) **Transfer:** (CSU) (C-ID: AG-AB 104)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

**A. COURSE CONTENT**

1. **Required Content:**

   A. The Role and Organization of Agribusiness

      1. Agribusiness's place in California, the U.S. and the global economy
      2. Types of agribusiness
      3. The organization of agribusiness
      4. Types of business structure
      5. Managing the agribusiness

   B. Management

      1. Planning
      2. Leading
      3. Organizing
      4. Controlling

   C. Managerial Problem Solving in Agriculture

      1. Diagnosis of the situation
2. Generating alternatives
3. Evaluating alternatives
4. Selecting the best alternative
5. Implementing the alternative
6. Evaluation of results

D. Financial Management and Control of Agribusiness
   1. General business economics
   2. Overview of financial statements

E. Human Resource Management
   1. The role of the agriculture manager
   2. Agriculture employee motivation
   3. Teams and teambuilding
   4. Labor relations

F. Business Law and Ethics in Agriculture
   1. Agriculture values
   2. Agriculture business ethics
   3. Personal values
   4. Ag Law and the regulatory environment

B. ENROLLMENT RESTRICTIONS
   1. Advisories
      Before enrolling in this course, students are strongly advised to satisfactorily complete AGEC 200.

   2. Requisite Skills
      Before entering the course, the student will be able to:
      A. Students will be able to create a balance sheet and an income statement.

C. HOURS AND UNITS
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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Class discussion of case studies provided in text
4. Field trips
5. Instructor-facilitated practical scenarios

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

   A. Weekly assigned reading of the textbook.
   B. Per term, periodical reviews of current issues discussed in class as they relate to international businesses.
   C. Study for weekly quizzes.
   D. Study and prepare for midterm and final exam.
   E. Complete one term.
   F. Written weekly laboratory reports.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

   A. Term project: Students will identify a specific company in the agricultural business industry and thoroughly research the company, providing a detailed report of the business. Students will present their report to the class.
   B. Typical exam question: Compare and contrast efficiencies between corporate farms, family-owned operations and partnerships.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives
Upon satisfactory completion of this course, the student will be able to:

   a. Explain how economic principles relate to agri-business management.
b. Recognize and describe agricultural business organizational structures including: sole proprietorships, corporations, franchises and cooperative.

c. Identify and explain the four functions of management and how they relate to agri-business organization.

d. Develop an awareness of the basic laws, regulations and regulatory agencies that interact with the agricultural community.

e. Describe various styles of leadership.

f. Identify the role of the agricultural manager.

g. Recognize, evaluate and propose solutions to problems in personnel, ethics and communication.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Comprehensive quizzes and exams
2. Written critical thinking scenarios
3. Problem analysis and solutions
4. Written assignments on specific aspects of agricultural business

B. SUMMATIVE EVALUATION

1. Final exam
2. Term project
3. Class presentation on term project
I. **OVERVIEW**

The following information will appear in the 2017 - 2018 catalog

**ANSC 55—INTRODUCTION TO VETERINARY TECHNOLOGY**  
3 UNITS

54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours

Preparation for veterinary technology courses. Topics include: anatomy and physiology, nutrition, pharmacology, common diseases and disorders, genetics and heredity, and career opportunities. Field trips are not required. Not repeatable. (A-F Only)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Veterinary terminology
      
      1. Word structure
      2. Anatomical planes
      3. Directional terms
      4. Acronyms and abbreviations

   B. Laboratory Skills
      
      1. Microscope
         
         a. white and red blood cell counts
         b. fecal floatation
         c. blood smears
         d. skin scraping
         e. parasitic egg identification

   C. Cell Structure and Function
      
      1. Parts of the cell
      2. Function of cellular structures
      3. Basic cellular respiration
4. Comparison of animal and plant cells

D. Tissue Types and Functions

1. Epithelial
2. Connective
3. Muscle
4. Nerve

E. Major Body Systems

1. Musculoskeletal system

F. Bone Structure

1. Axial and appendicular skeletons
2. Joint types and articulation

G. Circulatory system

1. Blood flow
2. Blood pressure
3. Electrocardiograms
4. Mammalian heart function

H. Respiratory System

1. Mechanisms of breathing
2. Respiration rate

I. Renal System

1. Urinalysis

J. Digestive System

1. Mono gastric digestion
2. Ruminant digestion

K. Reproductive System
1. Hormonal fluctuations
2. Gestation and parturition
3. Spaying and neutering

L. Central Nervous System
   
   1. Neuron function
   2. Animal behavior

M. Basic Nutrition
   
   1. Nutrients
   2. Species comparison
   3. Pet food labels

N. Disease Causing Agents
   
   1. Principles of disease transmission
   2. Primary disease causing agents
      
      a. Bacteria
      b. Virus
      c. Protozoan
      d. Fungal

O. Zoonotic Diseases
   
   1. Symptoms and signs

P. Identification and Care for Surgical Instruments
   
   1. Commonly used surgical instruments
   2. Cleaning, rinsing, and drying of instruments
   3. Appropriate packaging and labeling of instruments

Q. Pharmacological Calculations
   
   1. Dosage calculation
2. Language and labeling

R. Radiology

1. Dangers of radiation exposure
2. California Radiation Control Regulations and Radiation Safety in Veterinary Practices
3. Radiation monitoring devices

S. Heredity and Genetics

1. Cellular biology (review)
2. Genetic traits
3. Basic inheritance
4. Current issues and ethics

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. PowerPoint presentations with interactive activities during lecture
3. Instructor-led classroom discussion

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   A. Weekly writing assignments
   B. Periodical reports
   C. Preparation for weekly quizzes
   D. Preparation for final exam

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   A. Research and write reports on major mammalian body systems, cell structure, tissue types and
functions.

B. Distinguish between various types of external parasites using basic lab equipment.

C. Compare and contrast various nutritional components in commonly available feeds. Example: Go to a local pet supply vendor and request the nutritional labels that are available for all commercial dog or cat food. In a classroom situation, discuss the similarities and differences between the various brands.

D. Exam Question: Write a short paragraph describing one major organ system, its function and its location in a canine's body.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   Upon satisfactory completion of this course, the student will be able to:

   a. Use appropriate veterinary terminology to describe common anatomical sites.

   b. Compare and contrast animal cells and plant cells.

   c. Describe tissue types and functions.

   d. Explain the major body systems and describe the function of each.

   e. Discuss basic nutritional components and describe differences between species.

   f. Recognize various zoonotic disease causing agents and discuss common preventative methods.

   g. Define and explain the use of basic surgical and veterinary laboratory equipment.

   h. Perform basic pharmaceutical calculations.

   i. Recognize the dangers of radiation exposure.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Graded weekly writing assignments on body systems

2. Participation in class discussion

3. Weekly quizzes on course material

B. SUMMATIVE EVALUATION

1. Final exam
ANSC 55
Discipline(s)
Animal training and management (NM)
I. **OVERVIEW**

The following information will appear in the 2017 - 2018 catalog

**ANSC 254—VETERINARY MEDICAL OFFICE PROCEDURES** 2 UNITS

*Formerly listed as: ANSC - 254: Vet Medical Office Procedures*

*36 Lecture Hours, 72 Outside-of-Class Hours = 108 Total Student Learning Hours*

*Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills.*

This course covers customer service, medical communication skills, office organization, scheduling, emergency recognition and management, stress management, preventative health programs, and medical record-keeping. Field trips might be required. Not repeatable. (A-F Only) **Transfer:** (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. **Patient History**

      1. Obtaining a patient profile
      2. Recording signs of illness
      3. Inquiries:
         a. Other pets
         b. Water/food consumption
         c. Activity

   B. **Educating Clients on Routine Hospital Procedures and Home Care**

      1. Life cycles of ecto/endo parasite

         a. Diagnosis/prevention
      2. Common surgical and dental procedures involving anesthesia
      3. Care of released surgical patients
      4. Explaining how to administer medications prescribed for home use
      5. Vaccination requirements and schedules for common species
C. Patient-client Office Procedures
   1. Appointments
   2. Effective communication skills
   3. Information on state and federal health regulations
   4. Preparing health and vaccination certificates
   5. Maintain patient records in accordance with the minimum standards of the Veterinary Practice Act

D. Measuring and Recording Vital Signs
   1. Temperature
   2. Pulse/respiration
   3. abnormalities
   4. Auscultation

E. Zoonotic Diseases
   1. Common zoonotic diseases
   2. External signs and potential symptoms of zoonotic diseases
   3. Client education and precautionary actions that are taken with zoonotic diseases
   4. Disease transmission

F. Veterinary Practice Act
   1. Application in daily practice

B. ENROLLMENT RESTRICTIONS
   1. Advisories
      Before enrolling in this course, students are strongly advised to satisfactorily complete an MJC English composition course or the equivalent, or to exhibit proficiency in college-level essay writing skills.
   2. Requisite Skills
      Before entering the course, the student will be able to:
      A. Demonstrate college-level writing skills.

C. HOURS AND UNITS
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   Division: Agriculture & Environmental Sciences
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METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Instructor-led discussion and problem solving
3. Use of visual aids
4. Instructor demonstration and guided "Hands-on" participation
5. Possible field trips

ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   A. Weekly journal writing
   B. Weekly writing assignments
   C. Weekly problem-solving situations involving case study

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   A. Evaluate case studies on a semester basis.
   B. Each student is required to form and complete a medical file for all case studies done in the classroom.
   C. Record and document medical files on ten animals outside of the classroom.

TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives
   Upon satisfactory completion of this course, the student will be able to:
   a. Take and record patient history.
   b. Educate clients regarding routine hospital procedures and home-care of patients.
   c. Perform client and patient related office procedures.
   d. Measure and record patient’s temperature, pulse and respiration.
e. Auscultate a patient and make a preliminary evaluation of the respiratory and circulatory systems.

f. Identify signs and symptoms of common zoonotic diseases.

g. Recognize and understand the Veterinary Practice Act rules and regulations regarding veterinary technicians.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Weekly journal assignments

2. Weekly written assignments

3. Weekly chart updates and log entries

B. SUMMATIVE EVALUATION

1. Midterm exam

2. Final exam
I. OVERVIEW

The following information will appear in the 2017 - 2018 catalog

ANSC 256—VETERINARY ASSISTANCE & NURSING: EMERGENCY PROCEDURES 1 UNITS

Formerly listed as: ANSC - 256: Vet Assistance & Nursing: Emer Procedure
18 Lecture Hours, 36 Outside-of-Class Hours = 54 Total Student Learning Hours

Emphasis on emergency procedures, monitoring vital signs, taking steps to stabilize patients. Basic nutritional requirements for pets, species requirements, nutritional disorders, feeding methods. Basic animal behavior, detecting signs of stress and identifying causes of behavioral problems. Field trips are not required. Not repeatable. (A-F Only) Transfer: (CSU)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Respiratory Emergencies

   1. Indications of respiratory distress
   2. Administering CPR and oxygen
   3. Endotracheal tube

   B. Cardiac Emergencies

   1. Indications of cardiac distress
   2. Treatment

   C. Gastric Emergencies

   1. Indications of GI distress
   2. Treatment

   D. Trauma

   1. Describe vital signs
   2. Causes
   3. Treatment
E. Shock
1. Signs
2. Treatments

F. Seizure and Ingestion Toxicity
1. Signs and symptoms
2. Patient history
3. Treatment

G. Fluid Therapy
1. Fluid volume requirements for various species
2. Calculating fluid requirements
3. Shock and emergency fluid administration
4. Fluid administration techniques
   a. Nasogastric
   b. Orogastric
   c. IV, SQ, IO
5. IV catheter selection and placement

H. Normal Behavior
1. Developmental stages
2. Species specific behavior
3. Behavior problems

I. Stress
1. Causes
2. Behavioral responses to stress
3. Physiological response to stress

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Use of visual aids
3. In class discussion of industry periodicals and information provided by lecture

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

   A. Daily reading assignments
   B. Weekly written homework
   C. Weekly periodical reading reports
   D. Study for midterm exam
   E. Study for final exam

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

   A. Typical exam question: Tachycardia is defined as:
       1. Rapid breathing
       2. Rapid heart rate
       3. Noisy breathing
       4. Slow heart rate
       5. Coughing

   B. Typical exam question: While cleaning out the dog runs, you notice that the stool has fresh blood in it. This is referred to as:
       1. Hematochezia
       2. Large bowel disease
       3. Hematemesis
       4. Melena
       5. Disgusting

   C. Typical exam question: A year-old unneutered Cocker comes in to the ER at 2 AM with a Hx of a red eye. The dog is really mean and makes every attempt to rip your face off. After getting a muzzle onto the dog you notice his right eye appears bigger than the left, the cornea appears white and the “white” of his eye is very red. The DVM suspects the dog has glaucoma. The next
step is to:

1. Measure the dog's blood pressure
2. Get the tonopen out to measure his eye pressure
3. Pull a blood sample for a CBC and chemistry panel
4. Unless he has profuse diarrhea, then this isn't an emergency and call their regular vet in the AM
5. Go back to sleep…it's 2 AM.

D. Typical exam question: During your ER shift, the DVM tells you she has a c-section to do on a 5-year-old Chihuahua. Things you should do before beginning the induction include all of the following EXCEPT

1. Administer oxygen by face mask for 5-10 minutes
2. Shave the abdomen
3. Place an IV catheter and start IV fluids
4. Get the Sx area and instruments ready to go
5. Give IV oxytocin and calcium again

E. Typical exam question: Bradycardia in urinary obstruction patients is usually due to what abnormality?

1. Hyperthermia
2. Hypocalcemia
3. Hyperkalemia
4. Leukopenia
5. Hypercalcemia

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   *Upon satisfactory completion of this course, the student will be able to:*

   a. Describe emergencies.
   b. Describe signs of respiratory distress and how to administer cardiopulmonary resuscitation (CPR).
   c. Describe treatment of a patient with profuse bleeding.
d. Identify signs of trauma shock and heat prostration and take steps to stabilize the patient.

e. Identify symptoms of seizure or ingestion toxicity and which steps to take to stabilize the patient.

f. Explain rations that meet nutritional requirements according to health status and species.

g. Indicate signs of normal behavior in animals.

h. Define signs of stress in animals and explain their prevention.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Written homework

2. Reading industry periodicals

3. Written exams

B. SUMMATIVE EVALUATION

1. Mid-term written examination

2. Final written examination
I. **OVERVIEW**

The following information will appear in the 2015 - 2016 catalog

**ANSC 272—VETERINARY LARGE ANIMAL EMERGENCY PROCEDURES**

18 Lecture Hours, 36 Outside-of-Class Hours = 54 Total Student Learning Hours

Comprehensive review of large animal emergency procedures, monitoring vital signs, triage and patient stabilization. Understanding shock and animal behavior based on stress and pain levels. Animal restraint in emergency situations. Field trips are not required. Not repeatable. *(A-F Only) Transfer: (CSU)*

II. **LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

A. **COURSE CONTENT**

1. **Required Content:**

   A. **Respiratory Emergencies**

      1. Choke
      2. Pharmacological induced respiratory distress
      3. Disease induced respiratory distress

   B. **Cardiac Emergencies**

      1. Toxin induced cardiac distress
      2. Chronic cardiac conditions
      3. Treatment of cardiac patients

   C. **Trauma**

      1. Describing vital signs
      2. Causes
      3. Treatments

   D. **Shock**

      1. Signs
      2. Treatments
3. Pharmacological agents

E. Reproductive Emergencies

1. Symptoms and signs as it relates to species
2. Treatment
3. preparation for surgical treatment

F. Gastrointestinal Emergencies

1. Ruminents
2. Monogastrics
3. Modified monogastrics

G. Fluid Therapy

1. Routes of administration based on species
2. Calculating fluid rates

H. Toxin ingestion as it relates to nutrition

1. Signs and symptoms
2. Patient nutritional history
3. Treatment

2. Recommended Content:

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture and use of visual aids
2. In-class discussion and problem solving
3. Instructor facilitated discussion of assigned homework and outside reading

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   
   Time spent on coursework in addition to hours of instruction (lecture hours)

   A. Weekly written homework
   B. Weekly reading reports
   C. Study for midterm exam
   D. Study for final exam

2. EVIDENCE OF CRITICAL THINKING
   
   Assignments require the appropriate level of critical thinking

   Typical Exam Questions:

   A. Tachycardia is defined as:

      1. Rapid breathing
      2. Rapid heart rate
      3. Noisy breathing
      4. Slow heart rate
      5. Coughing

   B. Because they are a modified monogastric, horses most commonly present for which type of emergency?

      1. Gastro-Intestinal
      2. Cardiac
      3. Toxicidious
      4. Respiratory
      5. Neurologic

   C. If a patient is hypoproteinemic this means their albumin and total protein are low and if not corrected can third space. Which of the following is the best option to replace protein in a hypoproteinemic patient that is fine otherwise (enough red blood cells):

      1. Blood Transfusion
      2. Plasma Transfusion
      3. Crystalloid Fluid Therapy
      4. Packed Red Blood cells
      5. None of the above
E. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

A. OBJECTIVES

   1. **Required Objectives**
      
      Upon satisfactory completion of this course, the student will be able to:
      
      a. Describe how to prioritize in a triage situation.
      b. Identify signs of trauma and shock in large animals.
      c. Identify symptoms of toxicity related to native and non-native plant species.
      d. Define signs of stress in ruminant animals.
      e. Describe signs of gastrointestinal distress and stress in equines.
      f. Describe the parameters that would define an emergency in large animal species.
      g. Describe restraint methods and devices used on large animals in emergency situations.
      h. Calculate fluid rates based on dehydration and shock levels in large animals.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

   1. Written homework
   2. Industry article review
   3. Written exams

B. SUMMATIVE EVALUATION

   1. Written mid-term
   2. Written final exam
I. **OVERVIEW**

The following information will appear in the 2015 - 2016 catalog

**CHEM 164—INTRODUCTORY CHEMISTRY LABORATORY**

18 Lecture Hours, 54 Lab Hours, 36 Outside-of-Class Hours = 108 Total Student Learning Hours

**Corequisite:** Concurrent enrollment in or satisfactory completion of CHEM 150 or CHEM 142.

Introductory concepts and techniques used in a chemistry laboratory. Recommended for liberal studies and other non-science majors. Topics include: scientific method, measurements, physical and chemical changes, data analysis, molecular compounds, chemical reactions and energy. No credit will be given for students who have completed CHEM 143 or CHEM 101. Field trips might be required. (A-F or P/NP) Transfer: (CSU, UC) General Education: (MJC-GE: A) (CSU-GE: B3) (IGETC: 5C)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Scientific observations
      1. Scientific Method
      2. Generating data
   
   B. Measurements
      1. Uncertainty
      2. Significant figures
      3. Accuracy and precision
   
   C. Properties and changes of matter
      1. Physical changes
      2. Chemical changes
      3. Physical states
         a. Gas
         b. Liquid
         c. Solid
D. Molecular compounds
   1. Structure
   2. Properties
   3. Polymers

E. Chemical reactions
   1. Identifying
   2. Precipitation
   3. Acid-base
   4. Predicting outcomes

F. Energy
   1. Chemical energy
   2. Exothermic vs. Endothermic

2. **Required Lab Content:**

   A. Safety
   B. Measurement tools and precision of measurement
   C. Use of graphing in data analysis
   D. Qualitative techniques and observations that support the topics listed in course content
   E. Quantitative techniques that support the topics listed in course content

B. **ENROLLMENT RESTRICTIONS**

1. **Co-requisites**
   Concurrent enrollment in or satisfactory completion of CHEM 150 or CHEM 142.

2. **Requisite Skills**
   Before entering the course, the student will be able to:

   A. Describe chemical systems using chemical terminology.
   B. Correlate chemical reactivity to the periodic table.
   C. Write chemical formulas.
   D. Apply chemical theories to environmental problems.
   E. Describe the distinguishing features of organic chemistry.
   F. Apply the scientific method to analyze chemically related issues in society.
C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Relevant material is presented through class lectures and lecture/laboratory demonstrations.
2. Students perform laboratory experiments that reinforce and expand upon concepts discussed in lecture, under instructor supervision.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   A. Weekly pre-laboratory assignments to ensure that students are aware of experimental issues (including safety).
   B. Weekly laboratory reports that will include data analysis as well as problem solving techniques.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   Laboratory assignments:

   A. Determine the density of a metal cylinder by 1) Linear measurement method and 2) volume displacement method. Suggest reasons for the differences between the two density measurements.
   B. Observe the two beakers below:
      1. acetophenone (solid and liquid)
      2. water and ice
      List observations for beaker 1 vs. 2. Record a significant question about the two beakers. Formulate a hypothesis or explanation to answer your question.
      Quiz/exam question:
      Define accuracy and precision. Given the experimental data below, calculate the average deviation and percent deviation to determine which student is more accurate and which student is more precise.

      |       |       |
      |-------|-------|
      | Student 1 | Student 2 |
      | Trial 1 | 11.000 | 9.000 |
      | Trial 2 | 10.999 | 10.000 |
      | Trial 3 | 11.001 | 11.000 |
      | Average | 11.000 | 10.000 |
      | Avg. Dev.|       |       |
      | % Dev. |       |       |

F. **TEXTS AND OTHER READINGS (TYPICAL)**

III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives
   Upon satisfactory completion of this course, the student will be able to:
   a. Define the steps in and apply the scientific method in making sound conclusions regarding chemical reactions.
   b. Identify chemical and physical changes and properties.
   c. Apply the principles of dimensional analysis to unit conversions.
   d. Apply chemical theories to chemical problems in everyday situations.
   e. Determine number of significant figures in a measurement and use significant figures in calculations.

2. Lab Objectives
   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   REQUIRED OBJECTIVES:
   1. Demonstrate safe practice in the chemistry laboratory, including measures to prevent/control fire, explosion, and contact with or intake of hazardous chemicals or fumes.
   2. Measure liquids using a beaker, graduated cylinder, pipet, and buret and shall report these measurements with the correct number of significant figures for the type of equipment used.
   3. Measure solids and liquids using a balance and report the measurements with the correct number of significant figures.
   4. Determine the density of solids and/or liquids.
   5. Use graphing in data analysis.
   6. Determine the precision of a certain technique by repeating the collection of data, averaging the results, and calculating the average deviation of the measurements.
   7. Separate a mixture (and/or purify a compound) using separation techniques such as: filtration, extraction, evaporation, distillation, recrystallization, chromatography.
   8. Investigate the chemical principles of pH and acid-base reactions.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Laboratory reports required after completion of each experiment
2. Observation of laboratory technique and safety
3. Assigned homework and/or quizzes given throughout the semester
4. Examinations
B. **SUMMATIVE EVALUATION**

1. Comprehensive Final Exam which may include laboratory techniques as well as written problems
I. **OVERVIEW**

The following information will appear in the 2016 - 2017 catalog

**CLDDV 122—PROGRAMS AND ENVIRONMENTS FOR INFANTS AND TODDLERS** 3 UNITS

*Formerly listed as: CLDDV - 122: Care and Education for Infants and Toddlers, CLDDV - 122: Learning Environments Infants/Toddlers*

54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours

Applies current theory and research to the care and education of infants and toddlers in group settings. Examines, essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum and environments for children birth to 36 months. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU) (CC: CHILD 43)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Regulations for Infant and Toddler Programs

      1. Delivery systems
      2. Licensing regulations
      3. Teacher qualifications
      4. Quality indicators

   B. Approaches to Infant Toddler Group Caregiving

      1. Developmentally, culturally, linguistically appropriate practice
      2. Caregiving strategies and practices
      3. Primary caregiving
      4. Inclusive care
      5. Teacher’s role and responsibilities
      6. Collaboration and interactions with families and professionals
      7. Guidance and interaction
      8. Communication with children

   C. Curriculum and Planning
1. Planning for developmental domains
   a. Physical, cognitive
   b. Social
   c. Emotional

2. Environments
   a. Materials and equipment
   b. Space and design
   c. Aesthetics
   d. Adult space

3. Observation, assessment, and documentation
   a. Assessment tools
   b. Early identification and intervention

2. Recommended Content:
   A. Exploration of the Learning Environment
      1. Practice evaluating a learning environment appropriate for safety and quality
      2. Examine learning centers in a classroom

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Lectures
   2. Instructor-led class discussions
   3. Guest speakers
   4. Instructor-supervised class activities
5. Use of media/videos/internet
6. Possible field trips

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   A. Scaled drawings of various learning areas with appropriate materials list
   B. Evaluation of the environment using infant and toddler specific environmental rating scales and tools (i.e., toy safety tool or ITERS-R.)
   C. Work on the Infant and Toddler Environmental Portfolio
   D. Assessment of the learning environment for anti-bias and diversity aspects
   E. Prepare for exams

2. EVIDENCE OF CRITICAL THINKING
   *Assignments require the appropriate level of critical thinking*
   
   A. Typical Exam Questions:
      
      1. Discuss developmentally appropriate curriculums and reasons they are considered appropriate.
      2. Explain the stages of infancy and the primary issues in each stage.
      3. Describe the type of materials that are appropriate for each of the three stages.
      4. Describe examples of the types of play material that are appropriate for social and fantasy play; exploration and mastery play; music, art, and movement; and gross motor play.
      5. Explain state regulations for ratios, room size, equipment, and required bulletin board postings.

   B. Create a parent informational board.

   C. Create weekly scaled drawings of various learning areas with appropriate materials list.
      
      1. Parent Area/Greeting and Departure
      2. Changing Area/Bathroom
      3. Learning Areas
      4. Mealtime Area
      5. Literacy Area
      6. Outdoor Space
      7. Cultural Diversity
      8. Complete Room Design
D. Evaluate the environment using infant and toddler specific environmental rating scales and tools (i.e. toy safety tool or ITERS-R).

E. Complete an Infant and Toddler Environmental Portfolio.

F. Assess the learning environment for anti-bias and diversity aspects.

G. Research developmentally appropriate curriculums (i.e. Waldorf, Creative Curriculum, Emilia Reggio).

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. **Required Objectives**

   Upon satisfactory completion of this course, the student will be able to:

   a. Observe, document and reflect on infant and toddler play and interactions to plan for care and learning.

   b. Design appropriate play spaces and care routines that support infant and toddler care and learning.

   c. Describe reciprocal communication techniques that promote brain development and healthy relationships.

   d. Demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.

   e. Define the program policies of primary care, continuity of care, and small group size.

   f. Describe known developmentally appropriate curriculums for infant and toddlers.

   g. Plan and identify qualities of the infant and toddler physical and social learning environment. (m.c.)

   h. Formulate developmental learning goals for individual infants and toddlers. (m.c.)

   i. Identify community resources to use to provide learning activities.

   j. Evaluate infant/toddler programs to maintain a safe environment and assess processes for the prevention of disease and infection.

   k. Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.

   l. Evaluate appropriate indoor and outdoor environments and equipment for infants and toddlers.

2. **Recommended Objectives**

   Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. Evaluate appropriate indoor and outdoor environments and equipment for infants and toddlers within the community.
IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Written assignments requiring analysis and proposing solutions
   2. Developmental curriculum plan for preschool
   3. Weekly video summary and reflection logs
   4. Infant and toddler portfolio with drawings, pictures, resources, and environmental rating scales

B. SUMMATIVE EVALUATION
   1. Philosophy of Care/paper
   2. Exam
I. OVERVIEW

The following information will appear in the 2020 - 2021 catalog

CLDDV 126—INCLUSION SPECIAL NEEDS PRACTICUM  3 UNITS

36 Lecture Hours, 54 Lab Hours, 72 Outside-of-Class Hours = 162 Total Student Learning Hours

Prerequisite: Satisfactory completion of CLDDV 101 and CLDDV 103 and CLDDV 107 and CLDDV 109 and CLDDV 121 and CLDDV 125.

Corequisite: Concurrent enrollment in or satisfactory completion of CLDDV 163.

Limitations on Enrollment: Enrollment limited to students who can provide evidence of TB clearance and current vaccinations for pertussis and measles.

Child centered, play-oriented approaches to student teaching experience under guided supervision with infants and toddlers with an identified disability. Build a comprehensive understanding of children and families through individualized, relationship-based (DIR Floortime) caregiving including the development of relationships with families. Build connections between theory and practice, develop professional behaviors, practice positive and nurturing guidance techniques, and utilize facilitation-based teaching through authentic observation, documentation, screening, and assessment while designing, facilitating, and evaluating curriculum that support an inclusive appropriate and culturally diverse environment. Will support IFSP goals and may include participation in an IFSP meeting. Field trips might be required. Not repeatable. (A-F or P/NP) Transfer: (CSU)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Growth and development characteristics and program implications
      1. Overview of Piaget, Erikson, Vygotsky, Bronfenbrenner

   B. Components of the children’s environment
      1. Physical environment
         a. Set-up, design, areas
         b. Indoors
         c. Outdoors
      2. Psychological environment
      3. Social environment
      4. Learning environment
      5. Levels of active adult involvement
Preparing
Maintaining
Intervening
Correcting

6. Health and safety

C. Children’s entry into the group experience
   1. Introduction to the classroom
   2. Access rituals

D. Positive guidance practices
   1. Foundations of guidance, Guides to Speech and Action
   2. Direct guidance techniques
      a. Physical
      b. Verbal
      c. Affective
   3. Adult’s role
   4. Guidance systems
   5. Guidance strategies

E. Children’s self-concept, relationships and social development within family and cultural contexts
   1. Awareness of differing cultural expectations
   2. Competent children
      a. Socially
      b. Cognitively

F. Limits on behavior, guidance, and group interaction
   1. Expectations for infant's and toddler's participation

G. Routine situations and transitions
   1. Setting a routine
   2. Planning for transitions

H. Curriculum, equipment, and materials, and their use
1. Foundations of curriculum

I. Identification of children with autism
   1. Three core deficits
   2. Sensory profile

J. Components of Floortime
   1. Six Developmental Milestones
   2. Strategies of Floortime

K. Interaction with parents: parent perspective, culture, style, understanding infant and toddler development (m.c.)
   1. Parent conference
   2. Frequent communication

L. Skills used in authentic observational study
   1. Observation tools

2. **Required Lab Content:**

   A. Components of the infant's and toddler's environment
      1. Physical environment
         a. Set-up, design, areas
         b. Indoors
         c. Outdoors
      2. Psychological environment
      3. Social environment
      4. Learning environment
      5. Levels of active adult involvement
         a. Preparing
         b. Maintaining
         c. Intervening
         d. Correcting
      6. Health and safety
B. Children’s entry into the group experience
   1. Introduction to the classroom
   2. Access rituals

C. Positive guidance practices
   1. Foundations of guidance, Guides to Speech and Action
   2. Direct guidance techniques
      a. Physical
      b. Verbal
      c. Affective
   3. Adult’s role
   4. Guidance strategies

D. Infant's and toddler's self-concept, relationships and social development within family and cultural contexts
   1. Awareness of differing cultural expectations
   2. Competent infants and toddlers
      a. Socially
      b. Cognitively

E. Limits on behavior, guidance, and group interaction
   1. Expectations for children's participation

F. Routine situations and transitions
   1. Setting a routine
   2. Planning for transitions

G. Curriculum, equipment, and materials, and their use
   1. Foundations of curriculum
   2. Weekly curriculum activities
      a. IFSP goals
      b. Large group
      c. Individual
      d. Indoors/outdoors
H. Identification of children with autism and appropriate responses
   1. Three core deficits
   2. Sensory profile

I. Components of Floortime
   1. Six Developmental Milestones
   2. Strategies of Floortime

J. Interaction with parents: parent perspective, culture, style, understanding child's development (m.c.)
   1. Parent conference
   2. Frequent communication

K. Authentic observational study
   1. Observation tools

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of CLDDV 101 and CLDDV 103 and CLDDV 107 and CLDDV 109 and CLDDV 121 and CLDDV 125.

2. **Co-requisites**
   Concurrent enrollment in or satisfactory completion of CLDDV 163.

3. **Limitations on Enrollment**
   Enrollment limited to students who can provide evidence of TB clearance and current vaccinations for pertussis and measles.

4. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   
   A. Analyze the relationship between observation, planning, implementation and assessment in developing curriculum and environments.
   
   B. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
   
   C. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
   
   D. Examine and evaluate the role of family in facilitating children's development.
   
   E. Develop environments and teaching strategies to accommodate individual developmental needs of young children.
   
   F. Describe and apply developmentally appropriate principles and teaching strategies in early childhood education settings.
G. Implement a variety of appropriate and effective communication strategies for working with diverse and various populations.

H. Identify and evaluate appropriate community resources that support children and families including at risk populations.

I. Recognize behaviors due to sensory regulation, anxiety, and processing difficulties and support children accordingly.

J. Apply positive and respectful methods in response to children’s behaviors, demonstrating legal, ethical, and professional conduct.

K. Practice writing objective observations, analyze observations, and design individual plans based on observations of infants’ and toddlers’ typical and atypical behavior.

L. Discuss and recognize basic health issues and conditions, which promote optimal health and safety as well as identify and problem solve aspects of a program that would impede the optimal growth and development of children.

M. Analyze and explain the purpose of early intervention services and the role of the early interventionist in working with the family and caregivers.

N. Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

O. Develop considerations for meeting exceptional needs, including teacher/early interventionist competencies, intervention, instructional strategies, and parent involvement in the context of cultural diversity.

5. Health and Safety Skills/Restrictions
   
   Before entering the course, the student must demonstrate the following skill or condition:

   A. Students will have verification of measles, vaccination and pertussis, TB Clearance.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
   
   Instructors of the course might conduct the course using the following method:

   1. Media, including videos and power points
   2. Guest speakers
   3. Role playing and group presentations
   4. Participation in seminar discussions
   5. Written projects (portfolio/authentic observation and developmentally appropriate curriculum activities) requiring analysis and proposing solutions
   6. Participation in student teaching
7. Possible field trips

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   A. Six per term, students will plan and implement one curriculum activity for each of the following domains: gross motor, fine motor, cognitive, language, self-help (adaptive), and social/emotional.

   B. Two per term, students will plan and implement a motor movement activity.

   C. Two per term, students will plan and implement a literacy activity.

   D. Two per term, students will plan and facilitate snack and/or cooking experiences.

   E. Three per term, students will plan and set up the outdoor environment.

   F. Three per term, students will plan and set up the indoor environment.

   G. One per term, students will write a letter to parents/guardians of an identified child introducing themselves.

   H. Two per term, students will perform a screening of an identified child: one at the beginning of the term and one at the end of the term.

   I. Six per term, students will observe, document and write anecdotals in each of the six developmental domains: gross motor, fine motor, cognitive, language, self-help/adaptive, and social/emotional.

   J. Six per term, students will communicate their observations with the parents/guardians.

   K. One per term, students will prepare a child portfolio including the screening/assessment, observations, examples of the infant's/toddler's work, and progress on the infant's/toddler's goals.

   L. One per term, students will meet with parents/guardians and share the infant's/toddler's portfolio.

   M. Two per term, students will perform a self-evaluation.

   N. Two per term, instructor will perform an evaluation of the student's performance.

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   A. Students will observe and analyze infant's/toddler's developmental abilities to plan and implement developmentally appropriate curriculum activities.

   B. Students will evaluate infant's/toddler's motor abilities to plan appropriate, inclusive motor activities during gathering time.

   C. Students will assess children's developmental levels to plan and implement appropriate literacy activities during gathering time.

   D. Students will experiment with diverse foods and textures to plan and facilitate snack and cooking experiences.

   E. Students will select and choose appropriate equipment and materials to set up the outdoor environment.

   F. Students will select and choose appropriate activities for all major content areas in the classroom: science, art, social studies, blocks, dramatic play, writing area, literacy area,
mathematics.

G. Students will compose a letter of introduction to parents/guardians after choosing an infant/toddler to follow for the term.

H. Students will perform two developmental screenings on their identified child -- one at the beginning of the term and one at the end of the term -- for the purpose of evaluating the effectiveness of developmental activities to enhance development across the domains.

I. Students will observe and synthesize the observations to construct a developmental profile of their identified infant/toddler.

J. Students will compose a report to parents/guardians of their identified infant/toddler.

K. Students will gather all of the documentation of their identified child, including work samples, observations, and screening/assessment tools to prepare an overall picture of the infant's/toddler's developmental levels at the end of the term.

L. Students will organize an infant's/toddler's materials to present to the parents/guardians.

M. Students will perform a self-analysis of their skill level in working with infants and toddlers.

N. Students will perform a self-analysis of their skill level in working with peers and other adults in the environment.

O. Students will participate in an appraisal of their skill level in working with infants and toddlers, peers, and other adults in the environment.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **OBJECTIVES**

1. **Required Objectives**

   Upon satisfactory completion of this course, the student will be able to:

   a. Discuss and evaluate infant's and toddler's progress in developmental domains.

   b. Demonstrate appropriate interactions with center staff and parents of the children, with respect to diversity. (m.c.)

   c. Practice effective teamwork throughout the day in planning, teaching, and evaluating activities.

   d. Identify and demonstrate appropriate educational methods and techniques for working with infants and toddlers.

   e. Define and use positive techniques in building successful relationships with infants and toddlers, including cultural aspects. (m.c.)

   f. Record through observation, developmental levels of behavior.

   g. Select and plan curriculum, activities, and materials for teaching that are appropriate to infants and toddlers.

   h. Practice positive guidance techniques.

   i. Identify and use positive techniques for working with infants and toddlers in routine situations and during transitions.
j. Identify and apply the six developmental milestones according to Greenspan.

k. Discuss and practice techniques of the Floortime approach.

l. Identify and respond to sensory issues in infants and toddlers.

m. Identify and discuss the three core deficits of autistic spectrum disorder and the related features.

n. Engage in the practice of reflection and the creation of an emotionally safe environment with peers and other adults.

2. **Lab Objectives**

   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   **REQUIRED OBJECTIVES:**
   1. Discuss and evaluate infant's and toddler's progress in developmental domains.
   2. Demonstrate appropriate interactions with center staff and parents of the children, with respect to diversity. (m.c.)
   3. Practice effective teamwork throughout the day in planning, teaching, and evaluating activities.
   4. Identify and demonstrate appropriate educational methods and techniques for working with infants and toddlers.
   5. Define and use positive techniques in building successful relationships with infants and toddlers, including cultural aspects. (m.c.)
   6. Record through observation, developmental levels of behavior.
   7. Select and plan curriculum, activities, and materials for teaching that are appropriate to infants and toddlers.
   8. Practice positive guidance techniques.
   9. Identify and use positive techniques for working with infants and toddlers in routine situations and during transitions.
   10. Identify and apply the six developmental milestones according to Greenspan.
   11. Discuss and practice techniques of the Floortime approach.
   12. Identify and respond to sensory issues in infants and toddlers.
   13. Identify and discuss the three core deficits of autistic spectrum disorder and the related features.
   14. Engage in the practice of reflection and the creation of an emotionally safe environment with peers and other adults.

IV. **METHODS OF EVALUATION (TYPICAL)**

A. **FORMATIVE EVALUATION**

   1. Weekly group curriculum activities: snack, outdoor environment, indoor environment, and gathering time activities
   2. Weekly observations, documentation, and sharing with parents
   3. Weekly interest area curriculum activities
4. Two self-evaluations
5. Two instructor evaluations including relationships with peers

B. **SUMMATIVE EVALUATION**

1. Mid-term self-evaluation
2. Mid-term instructor evaluation
3. Final self-evaluation
4. Final student portfolio
5. Final portfolio presentation to families
6. Final instructor evaluation
I. **OVERVIEW**

The following information will appear in the 2021 - 2022 catalog.

**CLDDV 151—SUPERVISION IN CHILDREN'S PROGRAMS**

Formerly listed as: CLDDV - 151: Advanced Administration of Children's Pro, CLDDV - 151: Advanced Administration of Children's Pro

54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours

**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete CLDDV 101 and satisfactorily complete CLDDV 103 and satisfactorily complete CLDDV 107 and satisfactorily complete CLDDV 109 and have experience working in the field.

Management and supervision in Early Care and Education programs. Includes strategic planning, group dynamics, supervision of staff and volunteers, development of motivation and morale, leadership and management skills, functions of personnel, interview skills, evaluations, human resource issues, resolving group conflicts and working with advisory boards. Designed to provide knowledge of methods and principles for working with adults in a supervisory capacity in Early Care and Education settings. This is a capstone course. Field trips might be required. Not repeatable. (A-F or P/NP) **Transfer:** (CSU) (CC: CHILD 31)

II. **LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

**A. COURSE CONTENT**

1. **Required Content:**

   A. Administrator Responsibilities

   1. Legal requirements and responsibilities
   2. Ethics—Professional behaviors
   3. Reflective practice
   4. Time management
   5. Working with families and colleagues

      a. Creating a diverse and inclusive environment
      b. Team building strategies
      c. Establishing professional relationships and boundaries
      d. Communication strategies
      e. Dealing with conflict

   6. Working with stakeholders
a. Boards (i.e. Parents, Governing, Advisory)
b. Community agencies
c. Other professionals who support the field
d. Seeking and incorporating new ideas

B. Hiring, Evaluation and Termination

1. Job descriptions
2. Hiring and termination procedures
3. Observations and evaluations
   a. Formal and informal
   b. Uses of evaluation
4. Compensation and benefits
5. Payroll procedures

C. Leadership and Professional Development

1. Development of staff and administrators
2. Modeling and coaching
3. Cultivating leaders
4. Leadership styles
5. Confidentiality
6. Setting priorities between home and work
7. Professional memberships and advocacy

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete CLDDV 101 and satisfactorily complete CLDDV 103 and satisfactorily complete CLDDV 107 and satisfactorily complete CLDDV 109 and have experience working in the field.
2. **Requisite Skills**
   Before entering the course, the student will be able to:

   A. Compare current and historical early childhood educational practices including delivery systems, program types and philosophies, and theoretical frameworks.

   B. Identify indicators of quality to analyze early childhood settings, curriculum, and teaching strategies.

   C. Identify and describe biological and environmental factors that influence children’s development from conception to adolescence across domains.

   D. Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

   E. Examine advocacy strategies and conduct scholarly reviews of research on topics to influence public policy on behalf of children and families.

C. **HOURS AND UNITS**

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<td>Discussion</td>
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<td>Activity</td>
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D. **METHODS OF INSTRUCTION (TYPICAL)**
   Instructors of the course might conduct the course using the following method:

   1. Lecture, discussion
   2. Use of media, including videos, films, and slides
   3. Guest speakers
   4. Facilitation of role play and group presentations
   5. Possible field trips

E. **ASSIGNMENTS (TYPICAL)**

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
      Time spent on coursework in addition to hours of instruction (lecture hours)

      A. Weekly written assignments that reflect the lecture, video presentations, and reading assignments
      B. 4 per term, role-play, group activities for assessment of student understanding of course content
      C. 4 per term, quizzes or in class writings
      D. Prepare for 1 mid-term exam
      E. Prepare for 1 comprehensive final exam
      F. Portfolio of documents developed
2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
   
   A. Final exams are on file in the FCS office.
   
   B. Typical assignments:
   
   1. After reading the chapter and viewing the video in class, write a paper that synthesizes the concepts of effective hiring practices. Include the role of the director, staff representation on the interview/hiring committee, and legal practices and procedures.
   
   2. In a short essay format, describe your staffing policy and coverage priorities.
   
   3. Create a portfolio containing at a minimum the following documents: 3 evaluation tools for program improvement, written policies for parent involvement and participation, all required state documents etc.

F. **TEXTS AND OTHER READINGS (TYPICAL)**

   1. **Book**: Kagan and Bowman (1997). *Leadership in Early Care and Education* NAEYC.

III. **DESIRED LEARNING**

   A. **OBJECTIVES**

   1. **Required Objectives**
      
      Upon satisfactory completion of this course, the student will be able to:

      a. Evaluate the factors needed to create a diverse and inclusive environment.
      
      b. Identify components of hiring practices, observation and evaluation practices of staff.
      
      c. Describe the legal requirements and responsibilities of administering an early care and education program.
      
      d. Formulate strategies for compensation and professional growth opportunities in programs.
      
      e. Connect staff needs to professional development and opportunities.
      
      f. Summarize essential practices for collaboration with staff, families and community.
      
      g. Articulate the importance of professional integrity and confidentiality.

IV. **METHODS OF EVALUATION (TYPICAL)**

   A. **FORMATIVE EVALUATION**

   1. Written and oral reports and projects
   
   2. Exams which may include essay and objective questions
   
   3. Class participation
   
   4. Program evaluative tools
B. SUMMATIVE EVALUATION

1. Final examination
2. Portfolio development
I. OVERVIEW

The following information will appear in the 2021 - 2022 catalog

CLDDV 154—ADULT RELATIONSHIPS & MENTORING IN SCHOOL

Formerly listed as: CLDDV - 154: Adult Relationship & Mentoring in School
36 Lecture Hours, 72 Outside-of-Class Hours = 108 Total Student Learning Hours

Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete CLDDV 101 and satisfactorily complete CLDDV 103 and satisfactorily complete CLDDV 107 and satisfactorily complete CLDDV 109 and have experience working in the field.

Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on the roles and development of early childhood professionals as mentors and leaders. Required for Master Teacher Permit and/or Site Supervisor Permit. This is a capstone course. Field trips might be required. Not repeatable. (A-F or P/NP) Transfer: (CSU) (CC: CHILD 17)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Roles of Staff members in the Early Childhood Education Classroom
      1. Teacher/Director
      2. Teacher/Aide
      3. Parent
      4. Student Teacher
      5. Mentor/Student Teacher

   B. The Importance of Effective Adult Relationships for a Healthy Learning Environment
      1. Children’s perceptions of adults in the classroom
      2. Effects of conflict in the classroom environment
      3. Modeling appropriate behaviors and curriculum
      4. Effect of personal philosophy on staff relationships

   C. Supervising Staff in a Partnership Approach
1. Formulating, communicating, and understanding expectations and common goals
2. Communicating tools
3. Dealing with problems
4. Importance of planning

D. Effects of Personal Style, Philosophy, Cultural Background in the Classroom
E. Cultural Influences in Adult Relationships
F. Professional Behaviors

B. ENROLLMENT RESTRICTIONS

1. Advisories
   Before enrolling in this course, students are strongly advised to satisfactorily complete CLDDV 101
   and satisfactorily complete CLDDV 103 and satisfactorily complete CLDDV 107 and satisfactorily
   complete CLDDV 109 and have experience working in the field.

2. Requisite Skills
   Before entering the course, the student will be able to:
   A. Assume teaching and non-teaching responsibilities and demonstrate developmentally
      appropriate practices in an early childhood classroom while employing routines as part of the
      curriculum and creating an inclusive environment.
   B. Plan and facilitate a variety of developmentally, culturally, and linguistically appropriate,
      play-based curriculum and activities for young children while respecting diverse cultures and
      beliefs within family-professional partnerships.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Lecture – discussion
   2. Instructor-facilitated role playing / cooperative learning groups
   3. Video
   4. Guest speakers
   5. Instructor-facilitated class discussions and group projects
   6. Possible field trips
E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   A. Weekly review of the reading and class participation
   
   B. Two written assignments to assess understanding and synthesis of content per term
   
   C. Research or preparation for group presentations
   
   D. Study for 2 quizzes per term
   
   E. Study for 1 exam per term

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking
   
   A. Typical Assignment:
      
      1. Development of a philosophy statement: Based on the class discussion and your understanding of High Quality and Best Practices, write a program philosophy statement. Include your vision, mission, and philosophy including the agreed upon criteria.

   B. Typical Quiz or Exam Questions:
      
      1. Describe the difference between the roles of a supervisor and a mentor.
      2. Define at least 3 effective communication skills that would be used in an evaluation meeting.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **OBJECTIVES**

1. **Required Objectives**
   
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Identify current staffing trends in Early Childhood Education programs.
   
   b. Describe the roles of staff in Early Childhood Education programs.
   
   c. Analyze how adult behavior and relationships affect the learning environment.
   
   d. Describe models of partnership incorporating mentoring approach.
   
   e. Design and implement appropriate evaluation of program quality.
   
   f. Construct professional procedures and processes for effective staff development and training.
   
   g. Rate the quality of programs for children using appropriate assessment tools.
h. Formulate plans for program improvement.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Participation in class discussions and group projects
2. Application of principles in defined situations
3. Written analysis of defined situations
4. Oral reports
5. Midterm and final examinations

B. SUMMATIVE EVALUATION

1. Final class project and/or examination
I. OVERVIEW

The following information will appear in the 2017 - 2018 catalog

MDAST 326—MEDICAL ASSISTING PRACTICUM 7 UNITS

Formerly listed as: MDAST - 326: Externship
36 Lecture Hours, 270 Lab Hours, 72 Outside-of-Class Hours = 378 Total Student Learning Hours

Prerequisite: Satisfactory completion of MDAST 320 and MDAST 322 and MDAST 323.
Corequisite: Concurrent enrollment in MDAST 324 and MDAST 325.

Practicum portion of the program consists of two 8-week rotations in which students apply knowledge in performing administrative and clinical procedures. Students also receive training in taking the national certification exam and seeking employment. Field trips are not required. Not repeatable. (A-F Only)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Safety and Emergency Practices

      1. Safety in the Healthcare Facility

         a. Patient Safety
         b. Employee Safety
         c. Environmental Safety

      2. Disposal of Hazardous Waste

      3. Emergency

         a. Community Resources for Emergency Preparedness

      4. Assisting with Medical Emergencies

         a. Emergency Supplies
         b. Defibrillators

      5. General Rules for Emergencies
a. Telephone Screening
b. Management of On-Site Emergencies
c. Life-Threatening Emergencies
d. Unresponsive patient
e. Cardiac Emergencies
f. Choking
g. Cerebrovascular Accident
h. Shock

6. Common Office Emergencies

a. Fainting
b. Poisoning
c. Animal Bites
d. Insect Bites and Stings
e. Asthma Attacks
f. Seizures
g. Abdominal Pain
h. Sprains and Strains
i. Fractures
j. Burns
k. Tissue Injuries
l. Nosebleeds
m. Head Injuries
n. Foreign Bodies in the Eye
o. Heat and Cold Injuries
p. Dehydration
q. Diabetic Emergencies

B. Practicum

C. Opportunity to perform various clinical and administrative procedures under supervision in medical office and/or clinic

D. Preparation for Certification Exam

1. General Information
   a. Medical terminology
b. Medical law & ethics  
c. Professional communications

2. Administrative Procedures  
a. Oral and written communications  
b. Bookkeeping, credits, and collections  
c. Medical records and office management.  
d. Insurance and coding  
e. Computers and office machine

3. Clinical Procedures  
a. Examination room techniques  
b. Laboratory procedures  
c. Medication and pharmacology  
d. Emergencies and first aid

E. Career Development and Life Skills  
1. Reasons job search training is important to a medical assistant  
2. Phases of interview process  
3. Job search methods  
4. Prepare a resume  
5. Complete job application  
6. Interview for a job  
7. Negotiate a salary

2. Required Lab Content:  

A. Anatomy & Physiology  
1. Obtain vital signs  
2. Perform venipuncture  
3. Perform capillary puncture  
4. Perform pulmonary function testing  
5. Perform electrocardiography  
6. Perform patient screening using established protocols
7. Select proper sites for administering parenteral medication
8. Administer oral medications
9. Administer parenteral medications
10. Assist physician with patient care
11. Perform quality control measures
12. Perform CLIA-Waived hematology testing
13. Perform CLIA-Waived chemistry testing
14. Perform CLIA-Waived urinalysis
15. Perform CLIA-Waived immunology testing
16. Screen test results
17. Apply critical thinking skills in performing patient assessment and care
18. Use language/verbal skills that enable patients' understanding
19. Demonstrate respect for diversity in approaching patients and families

B. Applied Mathematics
   1. Prepare proper dosages of medication for administration
   2. Maintain laboratory test results using flow sheets
   3. Maintain growth charts
   4. Verify ordered doses/dosages prior to administration
   5. Distinguish between normal and abnormal test results

C. Applied Microbiology/Infection Control
   1. Participate in training on standard precautions
   2. Practice standard precautions
   3. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations
   4. Perform handwashing
   5. Prepare items for autoclaving
   6. Perform sterilization procedures
   7. Obtain specimens for microbiological testing
   8. Perform CLIA waived microbiology testing
   9. Display sensitivity to patient rights and feelings in collecting specimens
  10. Explain the rationale for performance of a procedure to the patient
  11. Show awareness of patients' concerns regarding their perceptions related to the procedure
being performed

D. Concepts of Effective Communications

1. Use reflection, restatement and clarification techniques to obtain a patient history
2. Report relevant information to others succinctly and accurately
3. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations
4. Explain general office policies
5. Instruct patients according to their needs to promote health maintenance and disease prevention
6. Prepare a patient for procedures and/or treatments
7. Demonstrate telephone techniques
8. Document patient care
10. Compose professional/business letters
11. Respond to nonverbal communication
12. Develop and maintain a current list of community resources related to patients' healthcare needs
13. Advocate on behalf of patients
14. Demonstrate empathy in communicating with patients, family and staff
15. Apply active listening skills
16. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff
17. Demonstrate awareness of the territorial boundaries of the person with whom communicating
18. Demonstrate sensitivity appropriate to the message being delivered
19. Demonstrate awareness of how an individual's personal appearance affects anticipated responses
20. Demonstrate recognition of the patient's level of understanding in communications
21. Analyze communications in providing appropriate responses/feedback
22. Recognize and protect personal boundaries in communicating with others
23. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status

E. Administrative Functions

1. Manage appointment schedule, using established priorities
2. Schedule patient admissions and/or procedures
3. Organize a patient's medical record
4. File medical records
5. Execute data management using electronic healthcare records such as the EMR
6. Use office hardware and software to maintain office systems
7. Use internet to access information related to the medical office
8. Maintain organization by filing
9. Perform routine maintenance of office equipment with documentation
10. Perform an office inventory
11. Consider staff needs and limitations in establishment of a filing system
12. Implement time management principles to maintain effective office function

F. Basic Practice Finances
   1. Prepare a bank deposit
   2. Perform accounts receivable procedures, including:
      a. Post entries on a daysheet
      b. Perform billing procedures
      c. Perform collection procedures
      d. Post adjustments
      e. Process a credit balance
      f. Process refunds
      g. Post non-sufficient fund (NSF) checks
      h. Post collection agency payments
   3. Utilize computerized office billing systems
   4. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients

G. Managed Care/Insurance
   1. Apply both managed care policies and procedures
   2. Apply third party guidelines
   3. Complete insurance claim forms
   4. Obtain precertification, including documentation
   5. Obtain preauthorization, including documentation
   6. Verify eligibility for managed care services
   7. Demonstrate assertive communication with managed care and/or insurance providers
8. Demonstrate sensitivity in communicating with both providers and patients
9. Communicate in language the patient can understand regarding managed care and insurance plans

H. Procedural and Diagnostic Coding
1. Perform procedural coding
2. Perform diagnostic coding
3. Work with physician to achieve the maximum reimbursement

I. Legal Implications
1. Respond to issues of confidentiality
2. Perform within scope of practice
3. Apply HIPAA rules in regard to privacy/release of information
4. Practice within the standard of care for a medical assistant
5. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures
6. Complete an incident report
7. Document accurately in the patient record
8. Apply local, state and federal health care legislation and regulation appropriate to the medical assisting practice setting
9. Demonstrate sensitivity to patient rights
10. Demonstrate awareness of the consequences of not working within the legal scope of practice
11. Recognize the importance of local, state and federal legislation and regulations in the practice setting

J. Ethical Considerations
1. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities
2. Develop a plan for separation of personal and professional ethics
3. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice
4. Examine the impact personal ethics and morals may have on the individuals practice
5. Demonstrate awareness of diversity in providing patient care

K. Protective Practices
1. Comply with safety signs, symbols and labels
2. Evaluate the work environment to identify safe vs. unsafe working conditions
3. Develop a personal (patient and employee) safety plan
4. Develop an environmental safety plan
5. Demonstrate proper use of the following equipment:
   a. Eyewash
   b. Fire extinguishers
   c. Sharps disposal containers
6. Participate in a mock environmental exposure event with documentation of steps taken
7. Explain an evacuation plan for a physician’s office
8. Demonstrate methods of fire prevention in the healthcare setting
9. Maintain provider/professional level CPR certification
10. Perform first aid procedures
11. Use proper body mechanics
12. Maintain a current list of community resources for emergency preparedness
13. Recognize the effects of stress on all persons involved in emergency situations
14. Demonstrate self-awareness in responding to emergency situations

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of MDAST 320 and MDAST 322 and MDAST 323.

2. Co-requisites
   Concurrent enrollment in MDAST 324 and MDAST 325.

3. Requisite Skills
   Before entering the course, the student will be able to:
   A. Demonstrate basic skills in operation and care of microscope.
   B. Identify etiological factors of disease.
   C. Demonstrate working knowledge of administrative/clinical medical assisting procedures.

C. HOURS AND UNITS

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7 Units
D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Related material will be presented through lecture and demonstration.
2. Audio/visual aids will be utilized as appropriate.
3. Guided group discussion on clinical experience related to medical office procedures.
4. Students will apply skills learned in classroom to clinical experience in medical offices.
5. Demonstrate application and utilization of course concepts to the clinical setting.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

A. Daily reading of course materials
B. Study for weekly quizzes
C. Weekly writing assignments
D. Written assessment of the clinical experience in physician’s office.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

A. Students will role-play job interview scenarios.
B. Students will complete a mock certification exam.
C. Students will research potential employers in their geographic areas.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

Upon satisfactory completion of this course, the student will be able to:

a. Transfer knowledge and skills learned in the classroom and laboratory to actual medical office situations.

b. Use the skills learned in the classroom by applying theory to practice.
c. Assist in areas in which the student has the knowledge and background including administrative and clinical areas of the office.

d. Compile a functional resume.

2. **Lab Objectives**

   Upon satisfactory completion of the lab portion of this course, the student will be able to:

**REQUIRED OBJECTIVES:**

1. Obtain vital signs on patient.

2. Assist provider with patient care.

3. Administer oral and parenteral medications.

4. Perform CLIA waived tests.

5. Apply critical thinking skills in performing patient assessment and care.

6. Use language/verbal skills that enable patients' understanding.

7. Demonstrate respect for diversity in approaching patients and families.

8. Practice standard precautions.

9. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations.

10. Instruct patients according to their needs to promote health maintenance and disease prevention.

11. Prepare a patient for procedures and/or treatments.


13. Advocate on behalf of patients.

14. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status.

15. Execute data management using electronic healthcare records such as the EMR.

16. Practice within the standard of care for a medical assistant.

17. Apply local, state and federal health care legislation and regulation.

18. Apply HIPAA rules in regard to privacy/release of information.

19. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities.

20. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice.

21. Comply with safety signs, symbols and labels.

22. Demonstrate self-awareness in responding to emergency situations.

23. Perform first aid procedures.
IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Class/practicum assignments
   2. Tests
   3. Computer assignments

B. SUMMATIVE EVALUATION
   1. Successful completion of procedures and practicum
   2. Final exam
I. **OVERVIEW**

The following information will appear in the 2018 - 2019 catalog

**NURSE 52—NURSE ASSISTANT**

Formerly listed as: NURSE - 40: Nurse Assistant

63 Lecture Hours, 108 Lab Hours, 126 Outside-of-Class Hours = 297 Total Student Learning Hours

Recommended for Success: Before enrolling in this course, students are strongly advised to obtain a GED or High School diploma.

Limitations on Enrollment: Enrollment limited to students with no prior felony convictions.

Preparation for employment as a nurse assistant in a skilled nursing facility. Upon satisfactory completion of the course, the student is eligible to take the state examination for certification as a Certified Nurse Assistant (CNA). Based on the Model Curriculum for Nurse Assistant Training and Assessment Program following Department of Health Services Guidelines. Organized in sixteen modules with content ranging from role and responsibilities of the CNA to death and dying. Additional costs for students include purchase of appropriate uniform for the clinical site, books, and application fees for the state certification examination. Field trips are not required. Not repeatable. (A-F Only)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Introduction
   B. Resident rights
   C. Communication and interpersonal skills
   D. Medical and surgical asepsis
   E. Body mechanics
   F. Rehabilitative/Restorative care
   G. Emergency procedures
   H. Resident care skills
   I. Vital signs
   J. Weights and measures
   K. Nutrition
   L. Observation and charting
   M. Address the special needs of individuals with developmental and mental disorders; including intellectual disability, Alzheimer's disease, cerebral palsy, epilepsy, dementia, Parkinson disease
and dementia.

N. Death and dying

2. **Required Lab Content:**

   A. Demonstration of assistance skills
      1. Repositioning
      2. Transferring from bed to wheelchair

   B. Following medical and surgical asepsis
      1. Handwashing
      2. Proper handling of linen
      3. Universal precautions (gowning, gloving, applying mask)

   C. Identification and encouragement of residents’ rights
      1. Knocking on door before entering
      2. Pulling privacy curtain during personal care
      3. Keeping residents records confidential
      4. Treating resident with respect and dignity

   D. Performance of patient skills
      1. Bathing
      2. Assisting with oral care
      3. Nail care
      4. Assisting with dressing
      5. Shaving
      6. Toileting

   E. Performance of resident care procedures
      1. Making a bed
      2. Collecting and identifying specimen
      3. Administering enemas
      4. Care of a resident with tubing
      5. Admitting, transferring, and discharging a resident
F. Address the special needs of persons with developmental and mental disorders including:

1. Intellectual disability
2. Alzheimer’s disease
3. Cerebral palsy
4. Dementia
5. Parkinson’s disease
6. Mental illness

B. ENROLLMENT RESTRICTIONS

1. Advisories
Before enrolling in this course, students are strongly advised to obtain a GED or High School diploma.

2. Limitations on Enrollment
Enrollment limited to students with no prior felony convictions.

3. Requisite Skills
Before entering the course, the student will be able to:

A. Read and understand textbook content.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Instructor-facilitated collaborative learning experiences
3. Instructor-guided discussions
4. Use of audio-visual materials
5. Instructor demonstration and student returned demonstration

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

A. Preparation for modules; to cover 16 modules including information such as: responsibilities of the nurse assistant, patients' rights, communication with patients, interpersonal skills, preventing accidents and unusual occurrences. Body mechanics, infection control, weights and measures, basic hygiene care of the patient, prosthetic devices, skin care, collection of specimens and the care of patients with various tubings. Bed making, admitting and transferring a patient from one facility to another, vital signs, nutrition, emergency procedures. Caring for long term care patients, rehabilitative nursing, observing/charting and death and dying. Addressing special needs of patient with developmental and mental disorders, including: intellectual disability, Alzheimer's disease, cerebral palsy, epilepsy, dementia parkinson's disease, mental illness.

B. Over 40 clinical skills that the students must master and give a correct return demonstration.

C. Prepare for exams

D. Weekly reading assignments

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

A. Typical scenario: Mr. and Mrs. Davis are 78 year-old residents in a nursing center, where they share a room. They need assistance with ADL's, but are mentally alert. They are an affectionate couple and care deeply for each other. Answer the following question about meeting their sexuality needs.

1. Mr. Davis has diabetes and high blood pressure. What effect can these disorders have on his sexuality?

B. Typical essay prompt:

1. Mrs. Wyatt has dementia, and she shows many of the behaviors typical of people with dementia. In particular, she likes to wander and pace a lot. Lately, though, she has also been having more catastrophic reactions and showing more sundowning behavior as well. Why is it important to determine the cause of Mrs. Wyatt's behaviors, when everyone knows that these behaviors are "normal" for people who have dementia?

C. Typical exam question:

1. Which of these is an example of objective data you can collect?

   a. Mrs. Hewitt complains of pain and nausea.
   b. Mr. Stewart tells you he has a dull ache in his stomach.
   c. You are taking Mrs. Jemsen's blood pressure and you notice his skin is hot and moist to touch.
   d. Mrs. Murano tells you she is tired because she could not sleep last night.

D. Perform appropriate hand hygiene to prevent cross contamination.

E. Perform passive range of motion.

F. Safely transfer patient from bed to wheelchair.

G. Safely ambulate patients.
H. Safely use mechanical lifts.
  I. Understand the importance of nutrition of patients.

F. TEXTS AND OTHER READINGS (TYPICAL)
   3. Other: Modesto Junior College Nurse Assistant Program Syllabus

III. DESIRED LEARNING

A. OBJECTIVES

  1. Required Objectives
     Upon satisfactory completion of this course, the student will be able to:

  a. Utilize basic knowledge, scientific principles/concepts and competence in the performance of essential skills needed to provide quality nursing care to patients/residents in a long term care facility.

  b. Define Maslow's Hierarchy of needs.

  c. Utilize understanding of the nursing assistant role as a member of the health care team in providing culturally sensitive care to patients/residents, and ethics and legal issues related to the nursing assistant role; under the direction of the registered nurse or licensed vocational nurse, work cooperatively with team members.

  d. Advocate for the rights of patients/residents through effective communication and show respect to patients/residents, families and peers.

  e. Communicate effectively and professionally with patients/residents, families, health care providers and peers.

  f. Address the needs of persons with developmental and mental disorders including intellectual disability, Alzheimer's disease, Cerebral palsy, epilepsy, dementia, Parkinson's disease and mental illness.

  2. Lab Objectives
     Upon satisfactory completion of the lab portion of this course, the student will be able to:

     REQUIRED OBJECTIVES:
     1. Adhere to basic scientific principles, ensuring physical, social and emotional safety while proficiently performing clinical skills.

     2. Demonstrate respect for and cultural sensitivity of and knowledge of patients/residents rights through communication with and about patients/residents when providing care.

     3. Address the special needs of persons with developmental and mental disorders, including intellectual disability, Alzheimer’s disease, cerebral palsy, epilepsy, dementia, Parkinson’s disease and mental illness.

IV. METHODS OF EVALUATION (TYPICAL)
A. **FORMATIVE EVALUATION**
   1. Quizzes
   2. Evaluation of skills return demonstrations
   3. Essays

B. **SUMMATIVE EVALUATION**
   1. Final examination
I. **OVERVIEW**

The following information will appear in the 2019 - 2020 catalog

**NURSE 272—NURSING PROCESS: GERIATRICS**

1 UNITS

Formerly listed as: NURSE - 272: Nursing Process: Geriatric Nursing

9 Lecture Hours, 27 Lab Hours, 18 Outside-of-Class Hours = 54 Total Student Learning Hours

Corequisite: Concurrent enrollment in NURSK 800.

Limitations on Enrollment: Enrollment limited to students who are accepted into the Associate Degree Nursing program.

The focus of this course is on nursing knowledge in order to provide nursing care for the geriatric population. The emphasis is placed on the geriatric syndromes: Falls, pain, eating problems and nutrition, sleep, depression, elimination, urinary incontinence, anxiety and cognition, living abilities, skin integrity and elder abuse. The geriatric clinical experience will introduce the students to the leadership roles and nursing care provided within long-term care facilities. Field trips might be required. Not repeatable. (A-F Only) Transfer: (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Understanding the aging experiences
   B. Foundations of gerontological nursing
   C. Fostering connection and gratification
   D. General care concerns
   E. Facilitating physiological balance
   F. Multisystemic disorders
   G. Gerontological care issues

2. **Required Lab Content:**

   A. The Role of the RN in Geriatric Nursing

      1. Documentation
      2. Management and leadership

   B. Safety Considerations
1. Patient care environment
2. Medical asepsis
3. Age related changes impacting the older adult

B. ENROLLMENT RESTRICTIONS

1. Co-requisites
Concurrent enrollment in NURSK 800.

2. Limitations on Enrollment
Enrollment limited to students who are accepted into the Associate Degree Nursing program.

3. Requisite Skills
Before entering the course, the student will be able to:

A. Identify reasons for applying a compression dressing.
B. Demonstrate technique for cleaning wound prior to applying compression dressing.
C. Demonstrate how to apply and remove compression dressing to the lower extremity.
D. Demonstrate understanding of special consideration with insulin administration.
E. Demonstrate mixing insulin (clear to cloudy).
F. Simulate correct administration of medications in all forms.

C. HOURS AND UNITS

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1 Units

D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Instructor guided class discussion
3. Instructor use of audio-visual material
4. Instructor led collaborative learning experiences
5. Possible field trips

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)
A. Weekly reading from required textbooks and supplemental sources
B. Preparation for theory examinations

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking

A. Theory examination

   1. Sample question: What is the most appropriate way to communicate with an elderly person who is deaf in his right ear?
      
      a. Speak loudly into his left ear
      b. Speak to him from a position on his left side
      c. Speak face-to-face in a high pitched voice
      d. Speak face-to-face in a low pitched voice

B. Conduct an interview with an elderly adult.
C. Complete Human Patient Simulation scenarios.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **OBJECTIVES**

   1. **Required Objectives**
      Upon satisfactory completion of this course, the student will be able to:
      
      a. Describe the demographic trends and the physiologic aspects of aging in older adults in the United States.
      
      b. Describe the significance of preventive health care and health promotion for the older adult.
      
      c. Compare and contrast the common physical and mental problems of aging and their effects on the functioning of older people and their families.
      
      d. Identify the role of the nurse in meeting the health care needs.
      
      e. Examine the concerns of older people and their families in the home and community, in the acute care setting, and in the long-term care facility.
      
      f. Discuss the potential economic effect on health care of the large aging population in the United States.
      
      g. Apply the concepts of the Roy Adaptation Model to the geriatric patient.

   2. **Lab Objectives**
      Upon satisfactory completion of the lab portion of this course, the student will be able to:
REQUIRED OBJECTIVES:
1. Provide care to the geriatric population in the clinical setting.

2. Perform a psychosocial interview with a geriatric resident according to the psychosocial modes of the Roy Adaptation Model: self-concept, role function, and interdependence.

3. Provide education to the older adult that facilitates optimum outcomes.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Examination
   2. Interview
   3. Written Assignments
   4. HPSL Human Patient Simulation Lab

B. SUMMATIVE EVALUATION
   1. Final Examination
   2. Poster Board Presentation
I. **OVERVIEW**

The following information will appear in the 2017 - 2018 catalog

**PLSC 200—INTRODUCTION TO PLANT SCIENCE** 3 UNITS

54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours

Introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. Field trips are not required. Not repeatable. (A-F Only) **Transfer:** (CSU, UC) (C-ID: AG-PS 104) **General Education:** (MJC-GE: A ) (CSU-GE: B2 ) (IGETC: 5B )

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. The Role of Higher Plants in the Living World
      1. Fossil fuels
      2. Food chains
      3. Industrial products
      4. Lower forms of plant life

   B. Structure of Higher Plants
      1. The life cycle of a plant
      2. The cell
      3. Cell structure
      4. The plant body

   C. Naming and Classifying Plants
      1. Climate
      2. Botanical names
      3. Botanical classifications
      4. Plant taxonomy

   D. Origin, Domestication, and Improvement of Cultivated Plants
1. Origin of cultivated plants
2. Domestication of plants
3. Crop plants
4. Germplasm
5. Genetic concepts in plant improvement

E. Propagation of Plants
1. Propagation methods
2. Sexual propagation
3. Vegetative propagation

F. Vegetative and Reproductive Growth and Development
1. Vegetative growth and development
2. Reproductive growth and development
3. Plant growth regulators

G. Photosynthesis, Respiration, and Translocation
1. Photosynthesis
2. Plant respiration
3. Electron transport system
4. Assimilation

H. Soil and Soil Water
1. Factors involved in soil formation
2. Physical properties of soil
3. Chemical properties of soil
4. Soil organisms
5. Soil organic matter
6. Soil water
7. Water quality

I. Soil and Water Management and Mineral Nutrition
1. Land preparation
2. Irrigation
3. Mineral nutrition
4. Soil conservation

J. Climatic Influences on Crop Production
   1. Climatic factors affecting plant growth
   2. Climatic requirements of some crop plants
   3. Weather and climate
   4. Climatic influences on plant diseases and pests

K. Biological Competitors of Useful Plants
   1. Weeds
   2. Plant diseases
   3. Plant pests
   4. Nematodes
   5. Rodents
   6. Pesticide impacts on the environment

L. The Scientific Method
   1. Developing a hypothesis
   2. Scientific design
   3. Application to plant/soil problems

M. Crops/ Harvest Practices
   1. Crops grown in region
   2. Harvest practices
   3. Post-harvest practices

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Class lectures and discussions on the anatomy, physiology, reproduction, growth, development, and use of economic plants.
2. Visual aids are utilized in explaining plant science concepts.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   A. Daily reading of text and other materials.
   B. Study for daily quizzes.
   C. Study for final exam.
   D. Completion of weekly chapter homework assignments.
   E. Write a research paper.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   
   A. Typical exam question: What is the ultimate fate of hydrogen that is passed along the hydrogen transport system in respiration?
   B. Typical exam question: Where does the hydrogen for the NADP+ come from?
   C. Typical exam question: When are auxins used for plant propagation?
   D. Typical exam question: What is the beneficial mechanism involved in auxin treatments?

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Categorize the roles of higher plants in the living world.
   b. Describe the structural components of higher plants.
   c. Name the standard plant propagation methods.
   d. Describe sexual and asexual reproduction in higher plants.
   e. Explain photosynthesis, respiration, and translocation in higher plants.
   f. Describe the physical and chemical properties of soils.
   g. Hypothesize solutions for soil erosion problems.
   h. Describe the climatic influences on plant growth and development.
i. Categorize the biological competitors of higher plants.

j. Describe the scientific method and explain its application in solving problems in plant and soil science.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Quizzes covering analysis of the content including essay questions.

2. Term paper requiring the student to formulate a solution for a plant industry problem.

3. Unit examinations requiring the student to apply, distinguish, and explain factors relating to plant growth and development principles.

4. Mid-term exam.

B. SUMMATIVE EVALUATION

1. Term project.

2. Final exam.
I. OVERVIEW

The following information will appear in the 2018 - 2019 catalog

POLSC 165—POLITICAL SCIENCE RESEARCH METHODS 3 UNITS

54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours

This course surveys the research methods employed in the major sub-fields of political science and examines what political scientists do. This course concentrates on the logic and methods that support the scientific study of political science including theory development, research design, experimental procedures, descriptive methods, instrumentation, and the collection, interpretation, and reporting of research data, and the ethics of research. Field trips are not required. Not repeatable. (A-F Only) Transfer: (CSU, UC) (C-ID: POLS 160) General Education: (MJC-GE: B) (CSU-GE: D8) (IGETC: 4H)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. History and development of the empirical study of politics
   B. The scientific method and its use in political science
   C. Theories, hypotheses, variables, and units and how they are used in political science research
   D. Conceptualization, operationalization and measurement of political concepts
   E. Elements of research design - including the logic of sampling - and how to create a research design that is relevant to the study of political science
   F. Qualitative research methods (such as interviewing, focus groups, and observations) and quantitative research methods (such as survey research, combining multiple methods, content analysis, aggregate data, and comparative research) that are relevant in political science and means of analysis as used in political science
   G. Research ethics - The American Political Science Association has adopted "Principles of Professional Conduct" and the American Association for Public Opinion Research a Code of Professional Ethics and Practices that must be understood

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Visual aid supplements, such as PowerPoint slides, maps, DVDs, and graphs
3. Instructor-facilitated discussion of assigned various written essays, both in class and out of class, reflecting criticism and analysis of materials that have been researched
4. Instructor-led oral discussions designed to require a student to defend and evaluate his or her own conclusions
5. Instructor-led discussion of assigned community participation/observation activities
6. Instructor-led debates
7. Instructor-led group meetings
8. Canvas enhancement shell for group discussions, projects, email

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   A. Weekly reading assignments including the assigned text as well as locating and reading journal articles from the American Political Science Association
   B. Multiple essays per term
   C. Evaluation of published political science research
   D. One research paper per term where students will be asked to develop a research design to explain a particular political outcome
   E. Studying for multiple exams per term
   F. Studying for multiple quizzes per term

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   A. Research Project: Students are asked to submit their own political science research question based upon their own interests. They then need to create a research design, literature review, and research paper that explains a particular political outcome (for example, voter turnout).
   B. Exam Question: What are some potential problems with survey questions? Give examples from politics to support your claims.

E. TEXTS AND OTHER READINGS (TYPICAL)

2. Other: Journal articles from academic journals including, but not limited to, various editions of American Political Science Association.
III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   Upon satisfactory completion of this course, the student will be able to:

   a. Formulate, and be able to explain, the principles of the scientific method and their role in studying political phenomena.

   b. Demonstrate an understanding of the relationship between theory and research in political science.

   c. Be able to analyze how to move from a specific event to more general theories; assess how theory works at different aggregate levels (i.e., micro-macro); analyze the causes that lead to variation in the dependent variable; examine previous research; and evaluate what previous researchers missed.

   d. Understand hurdles along the route to establishing causal relationships: Establishing whether there is a credible causal mechanism that connects X to Y, ruling out the possibility that Y causes X, determining whether there is covariation between X and Y, and controlling for confounding variables Z that could render the association between X and Y spurious. Analyze examples from political science such as democratic peace or democratic stability and determine whether causal relationships can be established.

   e. Demonstrate knowledge of general research designs by creating a research design that deals with political research. Analyze types and purposes of research design and assess drawbacks to experimental research design and difficulties with observational studies.

   f. Demonstrate knowledge of experimental and non-experimental methods specific to political science.

   g. Demonstrate knowledge of standard research practices within political science.

   h. Select and defend research designs and data collection procedures appropriate to test hypotheses regarding political outcomes.

   i. Read reports of research findings from political science research, explain the generalizability of research results, and summarize a body of research findings within political science.

   j. Identify and define conceptualization, operationalization, and measurement. Examine the social science measurements and assess challenges to quantifying human beings. For example, analyzing how we operationalize democracy.

   k. Evaluate and apply sampling procedures in a research project: Illustrate and assess the difference between ‘random assignment’ versus ‘random sampling’; examine survey research and construct a survey questionnaire.

   l. Explain the ethical treatment of participants in research; identify and assess the role of ethics and politics on researching human beings as subjects.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Research papers or projects

2. Written assignments

3. Analytical papers
4. Oral presentations
5. Participation in class discussions and debates

B. SUMMATIVE EVALUATION

1. Term paper
2. Comprehensive essay exam
I. OVERVIEW

The following information will appear in the 2020 - 2021 catalog

**PSYCH 102—RESEARCH METHODS**

**3 UNITS**

54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours

**Prerequisite:** Satisfactory completion of PSYCH 101 and MATH 134 or qualification by the MJC assessment process or PSYCH 121.

**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 100 or satisfactorily complete ENGL 101.

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation and the collection, analysis, interpretation and reporting of research data. Research design and methodology will be examined through a review of research in a variety of sub-disciplines of psychology. Field trips might be required. Not repeatable. (A-F Only) **Transfer:** (CSU, UC) (CC: PSYCH 15) (C-ID: PSY 200) **General Education:** (MJC-GE: B )

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Introduction

      1. Scientific and nonscientific approaches to knowledge
      2. Dependent and independent variables
      3. Validity and reliability
      4. Scientific method and its goals
      5. Causal and correlational relationships
      6. Samples and sampling methods
      7. Theoretical and operational definitions
      8. Selection of appropriate statistical tests (chi-square, correlation, t-tests, ANOVa)
      9. Evaluating peer-reviewed literature
      10. APA format

   B. Ethical issues in the conduct of psychological research

      1. APA ethical standards
      2. Risk/benefit ration of research
3. Use of deception in research
4. Human and animal subject use

C. Descriptive Methods - observation and survey research

1. Observational techniques and rationale
2. Reactivity, demand characteristics, observer bias, expectancy effects, and other biases
3. Theories, research questions, hypotheses
4. Interpretation and limits of correlational data

D. Unobtrusive measure of behavior (physical trace methods, archival research methods, content analysis)

E. Experimental methods

1. Independent group design
2. Repeated measures designs
3. Reasons to use and limitation of experimental methods
4. Counterbalancing and practice effects

F. Main effects and interaction effects using both table and graph methods

G. Other research designs

1. Single-case design
2. Quasi-experimental designs

H. Program evaluation

1. Characteristics of true experiments and quasi-experiments

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of PSYCH 101 and MATH 134 or qualification by the MJC assessment process or PSYCH 121.

2. Advisories
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 100 or satisfactorily complete ENGL 101.

3. Requisite Skills
   Before entering the course, the student will be able to:
A. Identify specific terms, issues, concepts, and theories related to psychology.

B. Compare and contrast the major theoretical perspectives in psychology.

C. Identify and evaluate the basic research methods used by psychological scientists.

D. Describe and evaluate research findings related to the fundamental processes of psychology.

E. Apply the scientific method as a critical and objective approach to thinking about human behavior.

F. Write a coherent essay.

G. Analyze and solve probability problems.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Use of videotapes, films, handouts
3. Discussion
4. Demonstration of experiments
5. Possible field trips

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   A. Daily activities:

   1. Reading in the primary text and the American Psychological Association style manual

   B. Weekly activities:

   1. Finding and reading articles to support research investigations
   2. Meeting with group members to design, execute, analyze, and report experiments
   3. Studying for exams
   4. Writing research reports
C. Per term:

1. Preparing a poster in American Psychological Association style to present at the poster session activity.

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking

   A. Analyze research journal articles for validity and reliability. Identify the components of scientific research in these articles in a written report.

   B. Identify an appropriate research design for determination of research outcomes.

   C. Design, execute and analyze an experiment in psychology.

   D. Sample essay question: Use the "APA Principles of Ethical Treatment of Human Subjects" to analyze the ethics of Stanley Milgram's obedience study. Discuss each principle as it relates to Milgram's design. How could Milgram have studied the effects of authority on obedience without violating ethical principles?

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **OBJECTIVES**

1. **Required Objectives**
   
   Upon satisfactory completion of this course, the student will be able to:

   a. Explain the basic principles of the scientific method.

   b. Critically evaluate research reports.

   c. Synthesize a body of research findings.

   d. Develop and test hypotheses.

   e. Demonstrate knowledge of general research designs, experimental and non-experimental methods, and standard research practices.

   f. Select appropriate research designs to test hypotheses.

   g. Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.

   h. Assess the generalizability of study results.

   i. Demonstrate proficiency in APA style.
IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Research report written in American Psychological Association style.
   2. Student projects such as experiments.
   3. Oral presentations.
   4. Objective exams and quizzes.
   5. Other writing and analytical assignments such as a structured library assignment.

B. SUMMATIVE EVALUATION
   1. Poster presentation.
   2. Oral presentation.
   3. Final research paper.
PSYCH 121

I. OVERVIEW

The following information will appear in the 2020 - 2021 catalog

PSYCH 121—INTRODUCTION TO STATISTICS FOR THE SOCIAL & BEHAVIORAL SCIENCES

Formerly listed as: SOCIO - 105: Introduction to Statistics for the Social & Behavioral Sciences

54 Lecture Hours , 108 Outside-of-Class Hours = 162 Total Student Learning Hours

Prerequisite: Satisfactory completion of MATH 89 or MATH 90.

Introduction to statistics for students in the social and behavioral sciences. Topics will include descriptive and inferential statistics, scales of measurement, measures of central tendency and variability, bivariate correlation and regression, probability, confidence intervals, and hypothesis testing (including t-tests, ANOVA, and chi-square). Course will include application of statistical software to data from the social and behavioral sciences. Field trips are not required. Not repeatable. (A-F or P/NP) Transfer: (CSU, UC) (C-ID: SOCI 125 MATH 110) General Education: (MJC-GE: D2) (CSU-GE: B4) (IGETC: 2A)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Research design and the role of statistics (basics of experimental design, including distinction between independent and dependent variables)

   B. Distinction between: a) population and sample, b) parameter and statistic, c) descriptive and inferential statistics

   C. Scales of measurement

   D. Organizing data in tables and graphs (must include frequency distributions and histograms)

   E. Descriptive statistics for univariate distributions, including measures of central tendency (mean, median, mode), measures of variability (range, variance, standard deviation), and measures of relative standing (percentiles, z scores)

   F. Bivariate correlation and regression (the correlation coefficient, scatterplots, linear regression and regression equations)

   G. Sample spaces and probability

   H. Random variables and expected value

   I. Theoretical distributions, distinction between theoretical and empirical distributions, and calculating probabilities for binomial and normal distributions

   J. Samples (distinction between random and non-random samples)

   K. Sampling distributions and the Central Limit Theorem

   L. Confidence intervals
M. Hypothesis testing and statistical inference: t-test (one-sample test, two sample test for independent samples, two-sample test for dependent samples), ANOVA (one-way and two-way), and chi-square

N. Other non-parametric tests (optional)

O. Effect size and statistical power (optional)

P. Applications using data from sociology, psychology, social science, administration of justice, and health science

Q. Statistical analysis using software such as SPSS

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of MATH 89 or MATH 90.

2. Requisite Skills
   Before entering the course, the student will be able to:
   
   A. Graph lines and find the equation of a line, given sufficient information.
   
   B. Effectively use function notation to describe mathematical relationships.
   
   C. Determine the domain and range of a given function.
   
   D. Solve linear, quadratic, and absolute value inequalities.
   
   E. Graph quadratic equations by using the vertex and stretching constant.
   
   F. Graph simple exponential functions using transformations.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:

   1. Lecture
   
   2. Demonstration of how to solve problems on board
   
   3. Demonstration of how to use statistical software such as SPSS
   
   4. Monitor students while they solve problems in small groups during class and in computer lab

E. ASSIGNMENTS (TYPICAL)

   1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

A. Daily and/or weekly homework assignments

B. Assigned reading in the text.

C. Prepare for quizzes and exams by reviewing lecture notes, reading the textbook, and working problems.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

A. Suppose a data set consists of the following scores: 15, 12, 5, 1, 9, 11, 7, and 12. For this data set, find the: mean, median, mode, range, and standard deviation.

B. Suppose that scores on the extraversion scale of the Eysenck Personality Inventory (EPI) are normally distributed in the population with a mean of 50 and a standard deviation of 10. If you randomly select one person from the population, what is the probability that he or she would have an extraversion score greater than 72?

C. Suppose you want to study the age at which premature infants begin to crawl. You study nine premature infants and record the age (in weeks) at which they begin to crawl. The scores are as follows: 32, 39, 41, 38, 33, 29, 33, 35, and 36. Suppose that infants who were not born prematurely begin to crawl at 32 weeks, on average. Address the question of whether premature infants begin to crawl later than other infants. Conduct a hypothesis test using an alpha level of .05.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives
   Upon satisfactory completion of this course, the student will be able to:
   a. Organize data in both tabular and graphical forms (e.g., frequency table, histogram).
   b. Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
   c. Calculate and interpret common descriptive statistics (e.g., mean, standard deviation).
   d. Calculate and interpret correlation coefficients and regression equations.
   e. Apply concepts of sample space and probability.
   f. Make statistical inference using estimation and hypothesis testing.
   g. Determine and interpret levels of statistical significance including p-values.
   h. Use appropriate statistical techniques to analyze and interpret applications based on data from
the following disciplines: sociology, psychology, social science, administration of justice, and health science.

i. Demonstrate familiarity with statistical software used in the social and behavioral sciences.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Homework
   2. Quizzes
   3. Exercises with statistical software in computer lab

B. SUMMATIVE EVALUATION
   1. Exams (midterm, final)
I. OVERVIEW

The following information will appear in the 2020 - 2021 catalog

RSCR 222—CARDIOPULMONARY ANATOMY AND PHYSIOLOGY 3 UNITS

Formerly listed as: RSCR - 222: Basic Cardiopulmonary Anatomy and Physio
54 Lecture Hours, 108 Outside-of-Class Hours = 162 Total Student Learning Hours
Limitations on Enrollment: Enrollment limited to students admitted into the Respiratory Care Program.

Structure and function of the pulmonary and cardiovascular systems. Application of laws of gas and fluid physics to the cardiopulmonary system. Field trips might be required. Not repeatable. (A-F Only)
Transfer: (CSU)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Review of cardiopulmonary anatomy
   B. Mechanics of breathing, pressures, compliance, resistance, work of breathing, surface tension forces
   C. Diffusion/Gas exchange – Fick's Law; Graham's Law, Henry's Law
   D. Gas transport, oxygen content & transport, oxyhemoglobin dissociation curve, carbon dioxide transport
   E. Ventilation/Perfusion Relationships, normal vs. abnormal, Shunt, Deadspace
   F. Acid/Base balance – definition of pH, buffer systems, categories of acid base disturbances, compensatory mechanisms, physiologic causes of acid base disturbances & analysis of arterial blood gases
   G. Cardiovascular concepts – basic electrophysiology of heart, stroke volume, blood pressure and resistance

B. ENROLLMENT RESTRICTIONS

1. Limitations on Enrollment

   Enrollment limited to students admitted into the Respiratory Care Program.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Instructor-guided in-class discussion of application of concepts to patient care situations
4. Possible field trips

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   A. Daily reading assignments
   B. Weekly homework assignments
   C. Preparation for oral presentation/group project per term
   D. Preparation for exams covering lecture material
   E. Preparation for final exam

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   A. Many homework, quiz and exam questions are centered around patient scenarios which involve analyzing information and choosing a course of treatment based on the student's analysis of the scenario.
   B. A healthy 60 year-old woman was brought to the ER in a comatose state with shallow respirations post ingestion of an excess of sleeping pills. Arterial Blood Gases on room air revealed a PaO2 of 55 mmHg, PaCO2 of 70 mmHg and a pH of 7.15. Her high PaCO2 can be explained by her hypoventilation. Why is her PaO2 reduced?
   C. A 75 year-old man with Bronchiectasis complains he coughs up "cups of awful mucus every day". He is admitted with a left lower lobe pneumonia. What therapy is indicated during his course of admission and how will you assess the outcomes?
   D. A patient on mechanical ventilation has the following Arterial Blood Gas on a Minute Ventilation of 5lpm: pH 7.2, PaCO2 52, PaO2 80, HCO3 23. Interpret the ABG and recommend appropriate changes to correct PaCO2.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. **DESIRED LEARNING**

A. **OBJECTIVES**

1. **Required Objectives**
   
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Identify the anatomical features of the pulmonary, heart, and vascular systems.
   
   b. Explain the Dynamics/Mechanics of breathing.
   
   c. Explain the diffusion and transport of gases.
   
   d. Discuss the relationship of ventilation to perfusion.
   
   e. Analyze Arterial Blood Gas values.
   
   f. Calculate Alveolar/Arterial Oxygen gradients.
   
   g. Analyze abnormal Alveolar/Arterial Oxygen gradients.
   
   h. Calculate Oxygen content.
   
   i. Analyze abnormal Oxygen content values.
   
   j. Describe how the aging process affects respiratory physiology.

IV. **METHODS OF EVALUATION (TYPICAL)**

A. **FORMATIVE EVALUATION**

1. Problem solving assignments with written explanations
2. Exams
3. Objective tests and quizzes
4. Written homework assignments
5. Class participation

B. **SUMMATIVE EVALUATION**

1. Oral Presentations/Group Project
2. Final exam
I. OVERVIEW

The following information will appear in the 2020 - 2021 catalog

RSCR 224—RESPIRATORY CARE THEORY 2 5 UNITS

72 Lecture Hours, 54 Lab Hours, 144 Outside-of-Class Hours = 270 Total Student Learning Hours

Corequisite: Concurrent enrollment in RSCR 222 and RSCR 232.

Limitations on Enrollment: Enrollment limited to students admitted into the Respiratory Care Program.

Theoretical foundation for basic treatment modalities utilized in Respiratory Care. Topics covered include; hyperinflation therapies, chest physical therapy, basic airway care and cardiopulmonary pharmacology. Associated equipment will be covered during scheduled labs. Field trips might be required. Not repeatable. (A-F Only) Transfer: (CSU)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Theory and practice of hyper-inflation techniques
   B. Theory and practice of secretion clearance techniques
   C. Theory and practice of airway care techniques
   D. Theoretical basis and concepts of respiratory pharmacology
   E. Equipment used in hyper-inflation therapy
   F. Equipment used in secretion clearance techniques
   G. Equipment used in airway care techniques
   H. Equipment used in the performance of pulmonary function testing
      I. Concepts of pulmonary function testing
   J. Introduction to chronic obstructive pulmonary diseases and asthma
   K. Assessment of the cardiopulmonary system
   L. Performance of periodical research

2. Required Lab Content:

   A. Theory and practice of lung hyperinflation techniques
1. Incentive spirometry
2. CPAP

B. Theory and practice of airway clearance
   1. Nasal tracheal suction
   2. Endotracheal suction

C. Theory and practice of artificial airway care
   1. Oral care
   2. Tracheostomy care

D. Theory and concepts of respiratory care pharmacology
   1. Nebulizer/Aerosolized medication administration
   2. Metered dose inhalers

E. Theory and interpretation of basic pulmonary function mechanics
   1. Bedside spirometry
   2. Body plethysmography

F. Assessment of the cardiopulmonary system
   1. Patient physical assessment

G. Theory and practice of arterial blood gas studies
   1. Arterial blood gas techniques
   2. Arterial blood gas interpretation

H. Practicum of case scenarios
   1. Patient simulations
   2. Respiratory care evaluation and treatment

B. ENROLLMENT RESTRICTIONS
   1. Co-requisites
Concurrent enrollment in RSCR 222 and RSCR 232.

2. **Limitations on Enrollment**

   Enrollment limited to students admitted into the Respiratory Care Program.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   A. Demonstrate the use of common medical terms used in medicine.
   B. Describe the infection control protocols used in patient care.
   C. Discuss the psychological concerns associated with caring for sick individuals.
   D. Identify appropriate ways to communicate with sick patients.
   E. Describe the anatomy and physiology of the upper and lower airway.
   F. Describe gross lung anatomy including lobes, segments and fissures.
   G. State the important anatomic features of the thorax including pertinent bones, cartilage and muscles.
   H. List and describe the muscles of inhalation and exhalation.
   I. Explain the factors that control ventilatory drive.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

   1. Lecture
   2. Laboratory
   3. Discussion
   4. Instructor facilitated group study and practice
   5. Possible field trips

E. **ASSIGNMENTS (TYPICAL)**

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

      *Time spent on coursework in addition to hours of instruction (lecture hours)*

      A. Daily reading assignments
      B. Prepare for topical exams throughout the semester (approximately 1 every 3 weeks)
C. Prepare for final at end of term
D. Prepare for pop quizzes
E. Weekly lab assignments
F. Clinical simulations
G. Conduct a case study and present to class during lab

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   A. Set up and troubleshoot respiratory equipment such as pulse oximeters, airway clearance devices, ventilators, aerosol devices, noninvasive ventilations, artificial airways, blood gases and pulmonary function devices.

   B. Patient assessment skills practice including breath sounds, pulse oximetry, heart rate, respiratory rate, and interviewing techniques.

   C. Some case scenarios and role playing will be performed.

   D. Examples include:

   1. Bedside assessment and pulmonary mechanics
      a. Collect data such as age, sex, height, weight, race
      b. Calculate tidal volume using ideal body weight (showing work)
      c. Obtain tidal volume, minute ventilation and alveolar ventilation
      d. Obtain negative inspiratory force
      e. Obtain peak flow measurements

   2. Case studies, tests, simulations and critical thinking skills
      a. You are called by a nurse to suction Mr. Phan, a long term trach patient. What assessment skills will you use to determine if this procedure needs to be performed?
      b. You are called to the emergency room to take care of a status asthmatics teenage patient. What might you expect upon physical examination?
      c. You are called to a room to perform respiratory mechanics on a patient for with a diagnosis of myasthenia gravis. When you arrive you discover she speaks spanish and you do not.
         i. What would you do to communicate the procedure with the patients?
         ii. What clinical significance does respiratory mechanics have on a patient diagnosed with myasthenia gravis?

F. **TEXTS AND OTHER READINGS (TYPICAL)**

III. DESIRED LEARNING

A. OBJECTIVES

1. **Required Objectives**  
   Upon satisfactory completion of this course, the student will be able to:

   a. Describe and perform the techniques used for chest assessment.
   b. Distinguish between the normal and abnormal findings of the chest assessment.
   c. State the basic reasons why patients receive hyperinflation therapies.
   d. Define the risks and hazards associated with the use of various hyperinflation modalities.
   e. Explain the methods for evaluating the effectiveness of commonly used hyperinflation modalities.
   f. State the indications for patients receiving various secretion clearance techniques.
   g. Define the risks and hazards associated with the use of various secretion clearance techniques.
   h. Explain the methods for evaluating the effectiveness of commonly used secretion clearance techniques.
   i. State the reasons why patients have artificial airways inserted.
   j. Define the risks and hazards associated with the use of various artificial airways.
   k. Explain the methods for evaluating the effectiveness of commonly used artificial airways.
   l. Explain the use of cardiopulmonary pharmacologic agents.
   m. Discuss the basic terms and concepts employed in pharmacology.
   n. State the generic and trade names of medications commonly used in the practice of Respiratory Care.
   o. Describe the doses, side effects, contraindications and hazards associated with medications commonly used in the practice of Respiratory Care.
   p. State the principles used in the performance of pulmonary function tests used in the diagnosis of respiratory disease.
   q. Interpret the results of data obtained from the performance of commonly used pulmonary function tests.
   r. Describe the pathogenesis, diagnosis and treatment of asthma and chronic obstructive pulmonary diseases.
   s. Perform periodical research using computer-based search techniques.

2. **Lab Objectives**  
   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   REQUIRED OBJECTIVES:  
   1. Describe and perform the technique used for chest assessment.
2. State basic reasons why a patient would need lung hyperinflation therapy
3. Describe the techniques and precautions for secretion clearance devices.
4. Describe and perform the technique of artificial airways and precautions.
5. Explain the use of respiratory pharmacology agents.
6. Describe the technique of performing and arterial blood gase.
7. Describe the techniques for pulmonary function studies.
8. Interpret arterial blood gas results.
9. Perform and interpret basic ECG rhythms.
10. Understand and have the skill to look up clinical practice guidelines.
11. Understand Respiratory Care protocols.
12. Prepare and perform a case study.
13. Understand respiratory lung diseases and treatment modalities for COPD and asthma.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Objective tests and quizzes
   2. Problem solving assignments and written explanations
   3. Written homework exercises
   4. Group activities and discussions

B. SUMMATIVE EVALUATION
   1. Case study
   2. Final exam
I. **OVERVIEW**

The following information will appear in the 2020 - 2021 catalog

RSCR 240—ADVANCED CARDIOPULMONARY PHYSIOLOGY 4.50 UNITS

81 Lecture Hours , 162 Outside-of-Class Hours = 243 Total Student Learning Hours

Limitations on Enrollment: Enrollment limited to students admitted into the Respiratory Care Program.

Advanced cardiopulmonary physiology and diagnostics for the second-year respiratory care student. Includes advanced arterial blood gas analysis, indices of oxygenation, chest x-ray interpretation, hemodynamic monitoring, laboratory testing, capnography, and ECG interpretation with an emphasis on clinical setting application. Also includes discussion of various pathologies caused by cardiovascular conditions. Field trips might be required. Not repeatable. (A-F Only) Transfer: (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Advanced Ventilation/Perfusion Relationships, Shunt, and Acid Base Physiology

   B. Diagnostic Testing

      1. CBC

         a. Hematology

      2. Blood chemistries

         a. Electrolytes

         b. Enzymes

         c. Anion Gap

      3. Chest x-rays and other imaging techniques

         a. Computed Tomography

         b. Magnetic Resonance

         c. Radionuclide Lung Scan

         d. Positron Emission tomography
4. Capnography
   a. End-tidal CO2 monitoring

5. Gram stains/Culture and sensitivities
   a. Bacterial
   b. Viral

6. Pulmonary Function Testing

7. Polysomnography

8. Nutritional Studies
   a. Direct and Indirect Calorimetry
   b. Nutritional Requirements for Critical Care Patients

9. Bronchoscopy
   a. Flexible vs. Rigid
   b. Physician assistance

C. Interpretation of ECG's
   1. Cardiac arrhythmias and intervention
   2. Cardiac markers

D. Review and Assessment of Cardiovascular Pathophysiology
   1. Cardiac Output monitoring
   2. Atrial and Ventricular Pressure Monitoring

E. Hemodynamic Monitoring and Assessment
   1. Central Venous Pressure Monitoring
   2. Pulmonary Arteriy Pressure Monitoring
   3. Arterial Line Insertion and Monitoring
   4. Swan Ganz Monitoring

F. Cardiovascular Pharmacology
1. Pharmacological interventions for cardiovascular compromise or failure
2. Pharmacological interventions for hypertension, hypotension, and contractility

2. **Recommended Content:**

A. Review of pathophysiology of Respiratory Diseases

1. Chronic Obstructive Lung Disease
   a. Emphysema
   b. Bronchitis
   c. Asthma
   d. Bronchiectasis
   e. Cystic Fibrosis

B. **ENROLLMENT RESTRICTIONS**

1. **Limitations on Enrollment**

   Enrollment limited to students admitted into the Respiratory Care Program.

C. **HOURS AND UNITS**

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4.50 Units

D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture/Power Point presentations
2. Invited guest lectures
3. Instructor led class discussion
4. Possible field trips

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

A. Review for weekly quizzes over topics presented
B. Study for four exams per term
C. Prepare for one final exam
D. Out of class learning styles assessment
E. Research paper, one per term

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   A. Typical quiz question: The Epworth Sleepiness Scale assess risk factors that may indicate obstructive sleep apnea.

   1. True
   2. False

   B. Typical exam questions

   1. The amount of blood pumped out of the left ventricle in one minute is the definition of:
      a. Afterload
      b. Cardiac output
      c. Stroke volume
      d. Ejection fraction

   2. What term describes the sudden loss of negative charge inside the myocardial cells?
      a. Depolarization
      b. Repolarization
      c. Automaticity
      d. Conductivity

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **OBJECTIVES**

   1. **Required Objectives**
      *Upon satisfactory completion of this course, the student will be able to:*

      a. Understand and explain the importance of arterial blood gases, indices of oxygenation, chest radiologic interpretation, cardiopulmonary hemodynamic monitoring, and laboratory testing in
assessment and care of critical care patients.

b. Discuss diseases and pathologies associated with the respiratory system and develop understanding in the identification of respiratory diseases by the signs and symptoms associated with these pathologies.

c. Demonstrate knowledge of basic and advanced assessment processes and the differences associated with elderly, adult, pediatric, and infant/newborn patients.

d. Explain the importance of sleep studies and pulmonary function testing, and electrocardiography in assessing treatment and needs of patients and the role of the respiratory therapist in diagnosis, treatment, and care of these patients.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Constructive quizzes
2. Practice presentation
3. Classroom discussion
4. Multiple choice exams

B. SUMMATIVE EVALUATION

1. Final exam
2. Research paper
I. **OVERVIEW**

The following information will appear in the 2019 - 2020 catalog

RSCR 242—CRITICAL CARE PROCEDURES

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**Prerequisite:** Satisfactory completion of RSCR 222 and RSCR 224 and MICRO 101.

**Limitations on Enrollment:** Enrollment limited to students who are accepted into the Respiratory Care Program.

Theory and application of critical care procedures for second year respiratory care students. Advanced theory and application of mechanical ventilators, associated pathophysiology and pharmacology, microbiological issues in respiratory care; application of ECG chest x-ray interpretations. Field trips are not required. Not repeatable. (A-F Only) **Transfer:** (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Theory and application of mechanical ventilation

      1. Signs and symptoms of Ventilatory and Respiratory Failure
      2. Indications for implementation of mechanical ventilation
      3. Initial ventilator modes and settings
      4. Mechanical Ventilation Protocols
      5. Ventilator specific modes of ventilation

      a. Troubleshooting and Problem solving

   B. Management of patient on mechanical ventilators

      1. Ventilator setting adjustments and changes (respiratory rate, volume, pressure, inspiratory time)
      2. Continuous Sedation
      3. Suction
      4. FiO2 and PEEP
      5. Methods for improving Oxygenation
6. Methods for improving Ventilation
7. Ventilator graphics

C. Pharmacology associated with the management of patients on mechanical ventilation
   1. Sedation
   2. Paralytics
   3. Aerosolized bronchodilator vs. Metered Dose inhaler

D. Pathophysiology and management of selected pulmonary diseases
   1. Management of adult respiratory distress, pneumothorax, pneumonia
   2. Methods of bronchopulmonary hygiene for vented patients

E. Airway care and management
   1. Tracheostomy and Endotracheal care
   2. Suction
   3. Endotracheal tube exchanges

F. Microbiology associated with management of mechanical ventilation
   1. Ventilator associated pneumonias
   2. Hospital acquired pneumonias
   3. Sterilization of Respiratory Equipment
   4. Infection Control

G. Laboratory practice in the interpretation of electrocardiograms and chest x-rays
   1. Endotracheal tube placement
   2. Continuous cardiac and respiratory monitoring
      a. Capnography
      b. Pulse oximetry
      c. Indirect/Direct Calorimetry
      d. Transcutaneous monitoring
      e. Exhaled Nitric Oxide Monitoring
H. Discontinuation/Liberation of mechanical ventilation

1. Weaning and assessment of weaning parameters
2. Weaning and extubation protocols
3. Policies and procedures of extubation
4. Pressure support ventilation
5. Ventilator specialty modes for weaning

2. **Required Lab Content:**

A. Appropriate initial ventilator settings for critically ill patients
B. Patient assessments
C. Identification of ventilator or patient problems and troubleshooting using the following indicies
   1. Ventilator graphics
   2. Physical patient assessment
   3. Ventilator measured values and alarms settings
D. Ventilator management and strategies for correcting acidosis, hypoxemia, hypercapnea, and alkalosis
E. Weaning methods and discontinuation and/or liberation from mechanical ventilation

3. **Recommended Content:**

A. Special techniques of ventilatory support
   1. High frequency ventilation
   2. Neonatal/Pediatric Ventilation
   3. Noninvasive positive-pressure ventilation
   4. Long-term ventilation
   5. Heliox Therapy and Mechanical Ventilation
   6. Neurally Adjusted Ventilatory Assist

B. **Enrollment Restrictions**

1. **Prerequisites**
   Satisfactory completion of RSCR 222 and RSCR 224 and MICRO 101.
2. **Limitations on Enrollment**

   Enrollment limited to students who are accepted into the Respiratory Care Program.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   A. Demonstrate proficiency in the application of basic Respiratory Care modalities.

   B. Demonstrate proficiency in the application of practice guidelines used in Respiratory Care.

   C. Demonstrate proficiency in the analysis of arterial blood gases.

   D. Analyze data obtained from the performance of a pulmonary assessment.

   E. Demonstrate proficiency in the development of a Respiratory Care Plan utilizing data obtained in a pulmonary assessment.

   F. Apply microbiological principles such as gram stain, cultures and sensitivity, and cleaning and sterilization to Respiratory Care practice.

   G. Apply principles of microbiology relative to infectious diseases of the cardiopulmonary system.

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C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

   1. Lecture

   2. Use of PowerPoint presentations

   3. Laboratory demonstrations and instructor-led interaction with mechanical ventilators

   4. Instructor-led discussions

   5. Instructor-facilitated group study, patient simulations, and group practice

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E. **ASSIGNMENTS (TYPICAL)**

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

      *Time spent on coursework in addition to hours of instruction (lecture hours)*

      A. Weekly homework and laboratory assignments

      B. Study for four exams

      C. Prepare for one final exam

      D. Practice for laboratory final demonstration

   2. **EVIDENCE OF CRITICAL THINKING**
Assignments require the appropriate level of critical thinking

A. After reading and evaluating the patient scenario, set initial ventilator settings and alarms on assigned ventilator and record on attached flow sheet settings and measured values.

B. Typical exam question

1. Appropriate initial ventilator settings for a patient with restrictive lung disease in VC-CMV would be:
   a. VT 10-12ml/kg; f 8 to 12/min
   b. VT 4-8 ml/kg; f 12 to 25/min
   c. VT 2-3 ml/kg; f 8 to 12/min
   d. VT 12-15 ml/kg; f 6 to 8/min

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   Upon satisfactory completion of this course, the student will be able to:

   a. Demonstrate understanding of the core concepts, terms, and operation of mechanical ventilation.
   b. Identify and be able to explain indications for the initiation of mechanical ventilation, determine appropriate settings and modes, demonstrate cognizance of and explain troubleshooting or problems associated with positive pressure ventilation.
   c. Demonstrate understanding of methods that improve ventilation and oxygenation with appropriate interventions.
   d. Demonstrate understanding of indications for the initiation of non-invasive positive pressure ventilation and the complications associated with this mode of therapy.
   e. Explain special applications of mechanical ventilation which include neonatal and pediatric ventilation, high-frequency oscillatory ventilation, pressure regulated volume controlled ventilation, airway pressure relief ventilation, heliox therapy, and neurally adjusted ventilatory assist ventilation.

2. Lab Objectives

   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   REQUIRED OBJECTIVES:

   1. Demonstrate ability to appropriately set and initiate initial ventilator settings after assessment of simulated patient scenarios.
   2. Identify and troubleshoot patient and/or ventilator problems using ventilator graphics, alarms, and patient physical assessment.
3. Demonstrate ability to identify indices of patient readiness for weaning and discontinuation of mechanical ventilation.

4. Identify and explain need for advanced or special ventilatory techniques such as heliox therapy, airway pressure-release ventilation, high frequency oscillatory ventilation and neurally adjusted ventilatory assist.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Objective exams
   2. Weekly homework and laboratory assignments

B. SUMMATIVE EVALUATION
   1. Final exam
   2. Laboratory final demonstration
I. **OVERVIEW**

The following information will appear in the 2019 - 2020 catalog.

**RSCR 244—NEONATAL-PEDIATRIC RESPIRATORY CARE**  
2 UNITS

- **Prerequisite:** Satisfactory completion of RSCR 240.
- **Limitations on Enrollment:** Enrollment limited to students who are accepted into the Respiratory Care Program.

Introduction to respiratory care for the neonatal and pediatric patient. Topics include: fetal/neonatal development, resuscitation, disease pathophysiology, critical care, and current neonatal and pediatric respiratory care procedures and modalities. Field trips might be required. Not repeatable. (A-F Only)

Transfer: (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Anatomy and physiology of the fetus, newborn and pediatric patient

      1. Fetal lung development
      2. Fetal gas exchange and circulation

   B. High risk factors and diagnostics

      1. Maternal prenatal health and care

   C. Patient assessment and monitoring

      1. Antenatal assessment
      2. Examination and assessment of the Neonate
      3. Examination and assessment of the Pediatric patient

   D. Resuscitation and stabilization

      1. Basic resuscitation goals
      2. The four phases of care
E. Pathology of the newborn and pediatric diseases

1. Pulmonary, cardiac, metabolic, and sleep disorders

F. Applied respiratory therapy modalities

1. Oxygen therapy
2. Aerosol and humidity therapy
3. Mechanical support of ventilation
4. Chest physical therapy
5. Airway care
6. Transport techniques

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of RSCR 240.

2. Limitations on Enrollment
   Enrollment limited to students who are accepted into the Respiratory Care Program.

3. Requisite Skills
   Before entering the course, the student will be able to:
   A. Analyze and apply blood gas and oxygen theory to patient care situations.
   B. Apply the principles of infection control to patient care situations.

C. HOURS AND UNITS

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2 Units

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Instructor-led discussion
3. Group study
4. Possible field trips
E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   A. Weekly chapter reading assignments

      1. Journal and periodical article reviews and discussions

   B. Weekly quizzes

      1. Weekly review of class discussions
      2. Laboratory clinical simulations

   C. Weekly homework assignments

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   A. What measures can the therapist take to prevent heat loss and cold stress before performing resuscitation on a preterm neonate?

      1. Dry the infant's skin
      2. Wrap the infant in pre-warmed blankets
      3. Remove wet linens from around the infant
      4. Measure the neonate's body temperature

      a. IV only
      b. I and II only
      c. I, II, and III only
      d. I, II, and IV only

   B. You count a newborn's heartbeats for 6 seconds and count 6 beats. You report the heart rate as ________.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **OBJECTIVES**

1. **Required Objectives**
   *Upon satisfactory completion of this course, the student will be able to:*
a. Describe fetal developmental cardiopulmonary anatomy and physiology.

b. List contributory factors to neonatal morbidity.

c. Apply appropriate respiratory care as necessary to neonatal and pediatric patient populations.

d. Describe the birth process and transitional anatomy and physiology.

e. Demonstrate delivery room assessment and respiratory stabilization.

f. Describe commonly seen neonatal and pediatric cardiopulmonary pathologies.

g. Discuss psycho-social aspects of neonatal care related to patient and family.

h. Identify age-specific considerations when applying respiratory care to the newborn and pediatric patient.

i. List and describe the steps in neonatal resuscitation program and pediatric advanced life support.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Objective weekly quizzes
   2. Class participation
   3. Written homework exercises

B. SUMMATIVE EVALUATION
   1. Final laboratory practical exam
II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Current and historical definitions and applications of the following core concepts:

      1. Feminism
      2. Gender
      3. Trans nationalism
      4. Globalism

   B. Themes using core concepts for analysis:

      1. Social and historical constructions of gender
         a. Scientific and medical perspectives
         b. Race and class dynamics
         c. Masculinity and femininity definitions and roles

      2. Gendered identities in nations and states
         a. Citizenship, public policies, and the law
         b. Social movements and identity politics
         c. Feminist activism and communities
         d. Empire and post-colonialisms
3. Gender representations, cultures, media, and markets
   a. Consumer culture, beauty, and advertising
   b. Forms of expression
      i. art world
      ii. print and media cultures
      iii. cyberculture

4. Politics of the body
   a. Sexualities
   b. Women’s Health
   c. Reproduction and population politics
   d. Constructions of family and marriage

5. Economics
   a. Paid and unpaid work
   b. Women’s and gender work
   c. Food, farming and the role of feeding families
   d. Women and tourism
   e. Slavery

6. Globalization and displacement
   a. Forced relocation and removals
   b. Immigration
   c. Violence and warfare

2. **Recommended Content:**
   A. Women and environmental politics

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 100 or satisfactorily complete ENGL 101 or qualification by the MJC assessment process.
2. **Requisite Skills**

   Before entering the course, the student will be able to:

   A. Read and generally understand selections from a college-level reader and an entire novel.
   
   B. Compose a clear, focused five-paragraph essay to be used as a tool for in-class writing and/or writing in other courses.
   
   C. State a clear thesis or controlling idea in an essay the student has written.
   
   D. Support a thesis in relatively coherent and well-developed paragraphs.
   
   E. Organize the main parts of the thesis, choosing a sequence that contributes to clarity.
   
   F. Express the thesis of a composition in a clear sentence.
   
   G. Integrate outside sources into their writing effectively, using MLA documentation for paraphrase, summary, and word-for-word quotes.
   
   H. Write fully developed essays that provide coherence among and within paragraphs and use logical transitions in order to achieve unity and coherence.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   Instructors of the course might conduct the course using the following method:

   1. Lecture
   
   2. Use of film, documentary, and multimedia presentations
   
   3. Instructor-led discussion, including assigned reading of classic and contemporary feminist and women studies texts
   
   4. Possible field trips

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   A. Students will be assigned about 50 to 100 pages of reading a week (depending on the difficulty of the source). Students will be assessed of their reading. This can be in the form of reading reports turned in for every class meeting.
   
   B. Students will prepare for two or three (midterm, final) summative exams for the term. These should utilize written and critical thinking skills.
   
   C. Students will complete written assignments such as reports, in class work, quizzes, and any other form of written work. Students will be assessed on a weekly or bi-weekly basis.
   
   D. Students will prepare for multiple choice, fill-in, and other forms of quizzes. Students will be
assessed of their objective learning on a weekly or bi-weekly basis.

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   A. Reading assignment: For each article, answer the following question: What is the author arguing for, and why? Try to do this concisely in a paragraph. Then put forward one question that addresses the main argument and encourages students to expand upon it in discussion. Questions that lead your fellow students to explore our core concepts with depth will get high points.

   B. Midterm essay question: What are the various dynamics of gender? How is it understood, defined, and how does society’s views work to shape people’s lives based on these notions of gender. Why does it work in the manner that it does? Your essay should address the following themes: The body, health and medicine, political rights and power, identities, and although I want to see the vast majority of your essay addressing women, I’d like to see something on men as well.

   1. Technical Requirements:
      a. This take-home exam should be 1500 words, typewritten, double-spaced. Title your paper.
      b. You must use in a significant manner, 10 different articles from part one and part Two of your Women’s Studies text. 5 from part one, and 5 from part two. You must cite any sources (author and page) that you use in writing this paper. Keep in mind that I will be looking for sources used within this course as I expect the vast majority of references will be from your textbook. Use endnotes for source citation and footnotes for 'not that relevant to your thesis elaboration.'

   C. Leadership Report: (Decision-making scenario): Write a short summary of each of the sections (title them) you are responsible for. Make a list of the major terms used in each of the articles at the end of each of your summaries. Then make a list of leading questions after those terms.

      1. If you want to do really well, then you might want to do a little bit of research on the topic to add to the conversation (but that is not required).

      2. Bring one copy of your leadership paper to instructor (and keep a copy for yourself when you’re leading the discussion). Your grade will be based on two parts: the paper you turn in, and your actual leading of the discussion. To help you think about how to focus the discussion, start with this generic question: why and how do/did women experience what they did, in the manner that they did? Lead your fellow students into an analytic discussion of these why and how questions and you’re sure to lead an interesting and dynamic discussion. Don't worry, the instructor will be there to help you flush out these questions.

      3. About two pages, single spaced, normal margins and font sizes. Leadership reports should be anywhere between 900 to 1200 words.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**
A. **OBJECTIVES**

1. **Required Objectives**

   Upon satisfactory completion of this course, the student will be able to:

   a. Identify and contextualize the various forms of feminism, their advocates and common concerns from a global perspective.

   b. Define the term feminism both personally and historically by referencing important historic and textual definitions as well as providing rational argumentation for their personal position.

   c. Define the term gender both personally and historically by referencing important historic and textual definitions as well as providing rational argumentation for their personal position.

   d. Evaluate the effectiveness of global feminist groups and analyze their methods of resistance and advocacy for human rights.

   e. Trace the origins and examine the motives behind systematic oppression in regards to issues of gender, race, ethnicity, class, sexuality, nationality, and able-bodiedness.

   f. Identify the effects of systematic oppression and those who are marginalized across the globe in its various political, economic, social and cultural permutations.

   g. Apply methods of analysis to expose and deconstruct oppressions such as sexism, racism, and classism and intellectually defend against their effects.

   h. Comparatively analyze and synthesize the various geo-political constructs of women’s issues.

   i. Engage in questions of ethics and apprise issues of social responsibility.

   j. Demonstrate factual knowledge of key political, economic, social and cultural issues related to the discipline of Women’s Studies.

IV. **METHODS OF EVALUATION (TYPICAL)**

A. **FORMATIVE EVALUATION**

   1. Class presentations and contributions

   2. Discussions and contributions

   3. Short written answers

   4. Multiple choice quizzes

   5. Essays

B. **SUMMATIVE EVALUATION**

   1. Written examinations

   2. Essays

   3. Projects