January 21, 2020

Attachment A

NOT-FOR-CREDIT

COURSE OFFERINGS

COURSE #	COURSE TITLE
FBBC 1055	**Smog Check Update Training**
FBBC 1085	**Understanding Sexual Harassment**
FBBC 1204	**OSHA 10 Hour General Industry**
FBBC 1206	**OSHA 10 Hour Construction**
FBBC 1280	**OSHA 24 Hour HAZWOPER**
FBBC 1285	**OSHA 8 Hour HAZWOPER Refresher**
FBBC 1320	**Bloodborne Pathogens**
FBBC 1325	**DOT Training**
FBBC 1445	**40 Hour HAZWOPER**
FBBC 1720	**Disability & Society**
FBBC 1725	**Techniques for Developmental Disabilities Specialist**
FBBC 1920	**Confined Space**
FBBC 1950	**Positive Behavior Supports**
FBBC 1990	**CALCTP Systems**
FBBC 1995	**CALCTP Acceptance Technician**
FBBC 2030	**OSHA 30 Hour General Industry**
NCVE 1089	**Career Exploration**

January 21, 2020

Attachment B

NOT-FOR-CREDIT

COURSE OUTLINES

The following reflect changes in subject designator, course number and/or title, prerequisite/corequisite/recommended preparation, units, hours, and/or course description. Other areas (e.g., course objectives, course content, learning outcomes) may also have been modified to meet Title 5 standards.

PRESENT	PROPOSED CHANGES (AS INDICATED)
FBBC 1055 Smog Check Update Training	*Review and update of course outline of record.*
FBBC 1085 Understanding Sexual Harassment	*Review and update of course outline of record.*
FBBC 1204 OSHA 10 Hour General Industry	*Review and update of course outline of record.*
FBBC 1206 OSHA 10 Hour Construction	*Review and update of course outline of record.*
FBBC 1280 OSHA 24 Hour HAZWOPER	*Review and update of course outline of record.*
FBBC 1285 OSHA 8 Hour HAZWOPER Refresher	*Review and update of course outline of record.*
FBBC 1320 Bloodborne Pathogens	*Review and update of course outline of record.*
FBBC 1325 DOT Training	*Review and update of course outline of record.*
FBBC 1445 40 Hour HAZWOPER	*Review and update of course outline of record.*
FBBC 1720 Disability & Society	*Review and update of course outline of record.*
FBBC 1725 Techniques for Developmental Disabilities Specialist	*Review and update of course outline of record.*
FBBC 1920 Confined Space	*Review and update of course outline of record.*
FBBC 1950 Positive Behavior Supports	*Review and update of course outline of record.*
FBBC 1990 CALCTP Systems	*Review and update of course outline of record.*
FBBC 1995 CALCTP Acceptance Technician	*Review and update of course outline of record.*
FBBC 2030 OSHA 30 Hour General Industry	*Review and update of course outline of record.*
NCVE 1089 Career Exploration	*Conversation of generalized 5 hr exploration course to a targeted weeklong (30hr) career exploration summer camp program for high school students designed in partnership and taught by the Career Education Departments, highlighting CE programs, utilizing Social Cognitive Career Theory. Course number change from NCVE1089 to FBBC*

Lecture Contact Hours: 12

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1055– Smog Check Update Training

Not- for- Credit 12 hour license renewal course for SMOG Repairs Technicians.

Catalog Description

The course will cover automotive diagnostic procedures, and Bureau of Automotive Repair (BAR) procedures that affect the inspection, diagnosis, and repair of vehicles subject to the Smog Check Inspection and Maintenance program.

Prerequisite

Licensed Smog Repair Technician

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

Course content

A. Automotive Networks
B. Properly Verify Aftermarket Catalytic Converter Applications
C. OBD Monitor Diagnosis and the BAR-OIS

Course Objectives

Students will be able to effectively identify, verify, diagnosis and repair automotive issues related to passing a smog inspection.

Method of Evaluation

Exam is designed and verified by the BAR, which issues certificates of proficiency.

A. In-class activities that require students to demonstrate knowledge
B. Written exam.

Special Materials Required of Student

None, Materials provided by college

Minimum Instructional Facilities

Classroom

Method of Instruction

A. Instructor lecture
B. Instructor led laboratory demonstration
C. PowerPoint presentations
D. Student laboratory assignments (2 hours in class – 2 hours homework – 4 total)
E. Written final examination (2 hours)

Out-of-Class Assignments

A. Homework portion: Using the ARB website, student will look up various aftermarket converter applications by listing EO number, Part number, and number of converters on the vehicle (as per the database).

B. Student will also access the ARB's "On-Road New Vehicle and Engine Certification" database for selected vehicles and record the requested data on the homework sheet.

Texts and References

A. Student handouts on the PowerPoint Presentations (3) – Use pure B/W when printing or
B. Book files to make Books for a binder.
C. Lab assignments
D. ARB FAQs for aftermarket Catalytic converters
E. Current Pre-OBD Application Summary

F. Exhaust Configuration Diagrams

Exit Skills
See learning outcomes

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

A. Identify Automotive Networks
B. Demonstrate effective use of the ARB website for aftermarket catalytic converter applications
C. Demonstrate effective use OBDII monitor diagnostics

Approval History
Governing Board 12 /2011

Lecture Contact Hours: 2

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1085– Harassment Prevention

Not- for- Credit 2 hour harassment prevention Course as defined by CA state guidelines for companies with 5 or more employees

Catalog Description

This course is designed to help companies be compliant with CA state guidelines for mandatory harassment prevention training.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

Course content

A. Identifying unlawful harassment, discriminatory and retaliatory behavior under both the FEHA and federal law.
B. Steps to address harassment in the workplace.
C. Reporting complaints of harassment.
D. Reporting obligation of supervisors when aware of harassment, discrimination or retaliation.
E. Responding to complaints of harassment.
F. Employer's obligation to conduct an investigation.
G. Identifying retaliation and how to avoid it.
H. Essential components of a policy against harassment.
I. Effect of harassment on the harasser, victims, employers and co-workers. (§11024(a))

Course Objectives

Students will be able to identify instances that may constitute harassment and develop policies and procedures to prevent instances of harassment.

Method of Evaluation

Exam

Special Materials Required of Student

None, Materials provided by college

Minimum Instructional Facilities

Classroom,

Method of Instruction

A. Instructor lecture
B. PowerPoint presentations
C. Group discussions of scenarios
D. Role play

Out-of-Class Assignments

Not applicable

Texts and References

A. Student handouts on the PowerPoint Presentations

Exit Skills

See learning outcomes

Student Learning Outcomes

Per the regulations, "The learning objectives of the training mandated by Government Code section 12950.1 shall be:

A. to assist California employers in changing or modifying workplace behaviors that create or contribute to "sexual harassment," as that term is defined in California and federal law;
B. to provide trainees with information related to the negative effects of abusive conduct (as defined in Government Code section 12950.1(g)(2)) in the workplace; and
C. to develop, foster, and encourage a set of values in supervisory employees who complete mandated training that will assist them in preventing, and effectively responding to incidents of sexual harassment, and implementing mechanisms to promptly address and correct wrongful behavior." (§11024(b))

Approval History

Lecture Contact Hours: 10

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1204– OSHA 10 General Industry

Not- for- Credit 10 Hour OSHA General Industry Training.

Catalog Description

The 10-hour OSHA course covers Federal OSHA/Cal OSHA -mandated topics, such as; an overview of the OSHA Act, how to locate specific OSHA regulations, how inspections, citations, and penalties work, how to assess; walking and working surfaces, injury & illness recordkeeping, hazard communication, requirements for personal protective equipment (PPE), respiratory protection, hazardous materials, emergency action plans, a basic overview of electrical safety, and many other OSHA topics specific to general industry. A review of CalOSHA requirements vs. Federal OSHA requirements will be covered in detail. Training curriculum must be adherent to the California or Federal OSHA Outreach Requirements. Students who complete this course will receive an official OSHA General Industry Safety Certification Wallet Card. No field trips required.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

A. General Industry safety & health hazards
B. Hazard identification, avoidance, control, and prevention
C. Workers' rights
D. Employer responsibilities
E. How to file a complaint
F. Helpful worker safety & health resources
G. Weekly catastrophe report
H. Material data safety sheet (MSDS)
I. OSHA log of Work-Related Injuries and Illnesses (OSHA Form 300).

Course Objectives

Students will gain a basic understanding of what is required to maintain a safe and hazard free working environment.

Method of Evaluation

A. Participation in class exercises that measure the ability of students to identify the requirements for proper occupational health and safety programs in the workplace.
B. In class, hands-on, exercises that demonstrate students ability to apply occupational health and safety requirements.
C. In class testing that measure the student's ability to understand each topic introduced as it pertains to occupational health and safety program development and application.

Special Materials Required of Student

None, Materials provided by college

Minimum Instructional Facilities

Classroom

Method of Instruction

A. The class lectures are designed to explain detailed concepts and laws related to occupational health and safety in the workplace.
B. The class activities are designed to allow students to search, find, and apply relevant regulatory requirements
C. Real life examples are provided to simulate common on-the-job scenarios
D. Hands-on exercises allow students to earn practical experience

Out-of-Class Assignments
Not Applicable

Texts and References
1) Course manual with content as defined and written by OSHA

Exit Skills
See learning outcomes

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
A. Describe and explain the fundamentals of the OSHA Act of 1970
B. Navigate the OSHA regulations to find relevant Standards and information
C. Interpret and apply OSHA Standards to the workplace
D. Determine when and what safety training and recordkeeping requirements apply to workplace situations
E. Perform a Job Hazard Assessment
F. Properly assess and select engineering & administrative controls, and Personal Protective Equipment
G. Understand the ethical responsibilities relating to the Environmental Health and Safety (EH&S) professional

Approval History
Governing Board 2/2009, 12/2011

Lecture Contact Hours: 10

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1206– OSHA 10 Construction

Not- for- Credit 10 Hour OSHA Construction Training.

Catalog Description

This training program is intended to provide entry level construction workers information about their rights, employer responsibilities, and how to file a complaint as well as how to identify, abate, avoid and prevent job-related hazards on a construction site. The training covers a variety of construction safety and health hazards which a worker may encounter at a construction site. Training curriculum must be adherent to the California or Federal OSHA Outreach Requirements. Students who complete this course will receive an official OSHA Construction Safety Certification Wallet Card. No field trips required.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

A. Introduction to OSHA; Workers' rights and Employer responsibilities**,** weekly fatality and catastrophe report, safety data sheet and the OSHA Log of Work-Related Injuries and Illnesses
B. General Industry safety & health hazards on the construction site
C. Hazard identification, avoidance, control, and prevention, for falls, electrocution, struck by, and caught-in or between
D. Personal Protective Equipment
E. Excavations
F. Materials handling, storage, disposal
G. Scaffolds, stairways and ladders
H. Hand and power tools

Course Objectives

Students will gain a basic understanding of what is required to maintain a safe and hazard free working environment.

Method of Evaluation

A. Participation in class exercises that measure the ability of students to identify the requirements for proper occupational health and safety programs in the workplace.
B. In class, hands-on, exercises that demonstrate students ability to apply occupational health and safety requirements.
C. In class testing that measure the student's ability to understand each topic introduced as it pertains to occupational health and safety program development and application.

Special Materials Required of Student

None, Materials provided by college

Minimum Instructional Facilities

Classroom

Method of Instruction

A. The class lectures are designed to explain detailed concepts and laws related to occupational health and safety in the workplace.
B. The class activities are designed to allow students to search, find, and apply relevant regulatory requirements
C. Real life examples are provided to simulate common on-the-job scenarios
D. Hands-on exercises allow students to earn practical experience

Out-of-Class Assignments

Not Applicable

Texts and References

1) Course manual with content as defined by OSHA

Exit Skills

See learning outcomes

Student Learning Outcomes

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

A. Identify major hazards
B. Describe types of hazards
C. Protect oneself from hazards
D. Recognize employer requirements to protect workers from hazards

Approval History

Governing Board 2/2009

Lecture Contact Hours: 24

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1280 – OSHA 24 Hour HAZWOPER

Not- for- Credit 24 Hour HAZWOPER Training for Industry.

Catalog Description

Section 126 of the Superfund Amendment and Re-Authorization Act requires the Department of Labor (DOL) to promulgate regulations for the protection of the safety and health of any employee engaged in hazardous waste operations. This 24-hour Hazardous Waste Operator and Emergency Response (HAZWOPER) training course is designed to provide the required training for workers in the public or private sector, from large or small businesses, who work with hazardous waste but are not part of an emergency response team.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

A. Hazardous Waste Operations and Emergency Response (HAZWOPER) training.
B. Introduction to standards and laws relating to HAZWOPER.
C. Identification of hazards relating to HAZWOPER workers.
D. Terminology & acronyms relating to HAZWOPER regulations.
E. The role of the emergency responder
F. Hazardous materials categories and identification
G. Identification of chemicals
H. How to read and evaluate a Material Safety Data Sheet
I. Hazardous substances relating to HAZWOPER training
J. Introduction to toxicology concepts
K. Concepts of chemical hazards
L. Personal protective equipment and levels of protection
M. Identification of hazards relating to HAZWOPER training
N. Site specific hazards relating to HAZWOPER workers
O. Pollution prevention relating to hazardous waste storage and handling
P. Emergency response

Course Objectives

Students will gain a basic understanding of what is required to respond to and contain a hazardous waste situation as prescribed by Federal OSHA standards.

Method of Evaluation

A. Participation in class exercises that measure the ability of students to Identify chemicals and substances on Material Safety Data Sheets and evaluate their related hazards and appropriate responses
B. In class, hands-on, exercises that demonstrate students ability to discuss toxicology concepts, summarize hazardous waste storage and handling protocols and identify and demonstrate the role of an emergency responder
C. In class testing that measure the student's ability to identify each level of protective equipment as it pertains to hazardous waste operations and emergency response and define standards and regulatory terminology pertaining to Emergency Response activities.

Special Materials Required of Student

None, Materials provided by college

Minimum Instructional Facilities
Classroom, outdoor space

Method of Instruction
A. The class lectures are designed to explain detailed concepts and laws related to hazardous waste operations and emergency response workers and covers regulations and requirements.
B. The class activities are essential to satisfy certification requirements pursuant to CFR 29, section 1910.120
C. Instruction will utilize hands-on exercises including an emergency response scenario.

Out-of-Class Assignments
Not Applicable

Texts and References
A. Course manual with content as defined by OSHA
B. Student must sign medical waiver certifying that they have no limitations to participating with the training.

Exit Skills
See learning outcomes

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
A. Identify each level of protective equipment as it pertains to hazardous waste operations and emergency response.
B. Identify chemicals and substances on Material Safety Data Sheets and evaluate their related hazards and appropriate responses.
C. Discuss toxicology concepts
D. Summarize hazardous waste storage and handling protocols
E. Identify the role of an emergency responder and demonstrate these actions in an exercise
F. Meet the Federal requirements for certification as defined under the Code of Federal Regulations 1910.120 by successfully passing the hands-on exercise and written exam.
G. Discuss and describe hazardous waste operations and emergency response standards and regulations.

Approval History
Governing Board 2/2009

Lecture Contact Hours: 8

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1285 – OSHA 8 Hour HAZWOPER Refresher
Not- for- Credit 8 Hour HAZWOPER Refresher Training for Industry.

Catalog Description
This course is designed for students to maintain their 40-Hour or 24-Hour Certificate required for employees in the public or private sector, large or small businesses, who work with hazardous materials and/or waste in any phase from management operations to on-site clean up. This course satisfies the requirement for generalized employee training under OSHA (1910.120) and State of California Code of Regulation Title 8, section 5192.

Prerequisite
Not Applicable

Co-Requisite
Not Applicable

Recommended Preparation
Not Applicable

Entrance Skills
Not Applicable

Course Content

A. Laws and Regulations Governing Workplace Safety
B. Hazardous Material Overview
C. Toxicology
D. Material Safety Data Sheets
E. National Fire Protection Association and other References
F. Hazard Control at Hazardous Waste Sites
G. Overview of System Components
H. Site Specific Health and Safety Plan (HASP)

Course Objectives
Students will gain a basic understanding of what is required to respond to and contain a hazardous waste situation as prescribed by Federal OSHA standards.

Method of Evaluation
A. Participation in class exercises that measure the ability of students to Identify chemicals and substances on Material Safety Data Sheets and evaluate their related hazards and appropriate responses
B. In class, hands-on, exercises that demonstrate students ability to discuss toxicology concepts, summarize hazardous waste storage and handling protocols and identify and demonstrate the role of an emergency responder
C. In class testing that measure the student's ability to identify each level of protective equipment as it pertains to hazardous waste operations and emergency response and define standards and regulatory terminology pertaining to Emergency Response activities.

Special Materials Required of Student
None, Materials provided by college

Minimum Instructional Facilities
Classroom

Method of Instruction
A. The class lectures are designed to explain detailed concepts and laws related to hazardous waste operations and emergency response workers and covers regulations and requirements.
B. The class activities are essential to satisfy certification requirements pursuant to CFR 29, section 1910.120

Out-of-Class Assignments
Not Applicable

Texts and References
A. Course manual with content as defined by OSHA

Exit Skills
See learning outcomes

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
A. Understand how to wear personal protective equipment as it applies to emergency response activities
B. Interpret a Material Safety Data Sheet for chemical safety and spill response activities
C. Recognize and distinguish the Department of Transportation hazard class ratings as they relate to chemical safety
D. Understand chemical labeling
E. Understand the National Fire Protection Association 704 Diamond for chemical hazards
F. Define and understand a hazardous waste as it differs from a hazardous material
G. Recognize and understand laws as they relate to hazardous waste and hazardous materials
H. Understand chemical properties that cause harm to people, the environment and property
I. Understand chemical effects on the human body
J. Understand respiratory protection as it relates to emergency response
K. Understand the four levels of personal protective equipment used in and for emergency response+

Approval History
Governing Board 2/1998, 10/2007, 12/2011

Lecture Contact Hours: 8

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1320– Bloodborne Pathogens

Not- for- Credit 8 hr. Bloodborne Pathogens Training for Industry.

Catalog Description

This course helps students understand bloodborne pathogens in the workplace and provides common modes of their transmission, methods of prevention, and other pertinent information for those who have the potential to be exposed to blood or other potentially infectious material. Industry needs, standards and requirements will also be covered

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

A. Required components of a Bloodborne Pathogen Program (BBP)
B. Bloodborne diseases and how they are spread
C. Signs, labels, disposal and record keeping
D. How to reduce exposure

Course Objectives

Students will gain a basic understanding of what is required to identify situations that may call for bloodborne pathogen safety protocols.

Method of Evaluation

A. Participation and exercises that measure the ability of students to explain and describe the basic functions and terminology of a Bloodborne Pathogen Plan and bloodborne diseases and how they spread
B. Evaluation of student projects in which students prepare a Bloodborne Pathogen Plan and employee/employer responsibilities related to bloodborne pathogens
C. Multiple-choice testing that measures the students' ability to recognize proper terminology, handling responsibilities, basic functions and recognizing warning signs associated with Bloodborne Pathogens.

Special Materials Required of Student

None, Materials provided by college

Minimum Instructional Facilities

Classroom

Method of Instruction

A. Lecture discussions designed to explain basic concepts and terminology of bloodborne pathogens.
B. Videos and power point presentations specific to bloodborne pathogen requirements and standards.
C. Class activities designed to identify bloodborne pathogens' disease characteristics.

Out-of-Class Assignments

Not Applicable

Texts and References

1) Course manual with content as defined by OSHA

Exit Skills

See learning outcomes

Student Learning Outcomes

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

A. Explain the basic functions and terminology of a Bloodborne Pathogen Plan.
B. Recognize bloodborne pathogens signs, labels, and warnings.
C. Identify common handling responsibilities.
D. Describe bloodborne diseases and how they spread.
E. Prepare a Bloodborne Pathogen Plan for businesses.
F. Explain employee and employer responsibilities pertaining to bloodborne pathogens.

Approval History

Governing Board 2/2009

Lecture Contact Hours: 8

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1325 – Department of Transportation (DOT) Hazardous Material Regulation Training
Not- for- Credit 8 Hour Department of Transportation Training for Industry.

Catalog Description
This course covers the Department of Transportation (DOT) Hazardous Materials Regulations (HMR) governing the transportation of hazardous substances. This course fulfills the DOT 49 CFR Hazardous Materials Transportation awareness training required by DOT and includes: using a hazardous materials table, preparing shipping papers, marking, labeling and placard requirements, security awareness and site policies, handling emergencies and notification and identification and communication of hazards of transportation.

Prerequisite
Not Applicable

Co-Requisite
Not Applicable

Recommended Preparation
Not Applicable

Entrance Skills
Not Applicable

Course Content

A. Introduction to the 49 CFR Regulations
   1. How to determine what is Hazmat
   2. Review of the Hazardous Material Regulations
   3. How to use the Compliance Guide
   4. How to use the Emergency Response Guidebook
B. Training
   1. Detailed review of the DOT Hazmat Training requirements
   2. Define necessary Hazmat Safety requirements
C. Hazardous Materials Transportation Security
   1. Detailed review of the Hazmat Security requirements
   2. How to perform a Hazmat Security Assessment
   3. How to develop a Hazmat Security Plan
D. Hazard Classes
   1. Define each of the nine Hazard Classes
   2. Understand the Federal Standards used for each hazard class
   3. What Hazard Classes are used for when transporting hazardous materials
E. Hazardous Material Table (HMT)
   1. How to select the proper shipping name
   2. How to utilize the HMT to prepare Hazmat for shipment
F. Requirements for the preparation of shipping papers
   1. How to distinguish various forms of shipping papers
   2. What is requited on a Bill of Lading
   3. What is required on a Hazardous Waste Manifest
G. Selection of Packaging
   1. Define package requirements
   2. Markings used for the transportation of packages
H. Emergency Response Information
   1. What Emergency Response Training is required for shipper and carriers of Hazmat
   2. How to prepare for and response to Hazmat transportation emergencies
I. Placards
   1. The importance of all nine hazard classification placards
   2. The Federal standards for placards

3. Placards applicable to highway transportation

Course Objectives
Students will be able to properly prepare hazardous materials for shipping per Department of Transportation standards.

Method of Evaluation
A. Regulations applicable to shipping of hazardous materials and hazardous wastes.
B. In class testing that measure the student's ability to explain and define DOT standards and terminology.
C. In-class activities that measure the students' ability to demonstrate the proper selection of placards in a variety of different scenarios.
D. In-class activities that measure student's ability to utilize the hazardous Materials Table to properly select packaging requirements.

Special Materials Required of Student
None, Materials provided by college

Minimum Instructional Facilities
Classroom

Method of Instruction
A. Lecture discussions designed to explain basic concepts and laws related to shipping of hazardous materials and hazardous wastes.
B. Class activities are essential to satisfy requirements pursuant to 49 Code of federal regulations for shipping of hazardous materials and hazardous wastes.

Out-of-Class Assignments
Not Applicable

Texts and References
A. Course manual with content as defined by Department of Transportation

Exit Skills
See learning outcomes

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
A. Demonstrate how to utilize the Hazardous Material Table to determine Hazmat shipping requirements
B. Demonstrate the proper packaging, labeling, and markings used when shipping hazardous materials.
C. Explain the importance of placards and describe when and which placards are used for when transporting hazardous materials.
D. Define the requirements associated with shipping papers and comprehend differing forms of shipping documents.
E. Define each of the nine Federal hazard classifications.
F. Define the requirements of a Hazmat Security Plan and appropriate Safety training

Approval History
Governing Board 2/2009, 12/2011

Lecture Contact Hours: 40

CUYAMACA COLLEGE

COURSE OUTLINE OF RECORD

FBBC-1445 – OSHA 40-Hour HAZWOPER

Not- for- Credit 40 Hour HAZWOPER Training for Industry.

Catalog Description

This class is designed to provide students with written and hands-on instruction in hazardous waste operations and emergency response (HAZWOPER) as it relates to chemical and physical exposures in industrial and field settings. This course satisfies the requirement for generalized employee training under OSHA (1910.120) and State of California Code of Regulation Title 8, section 5192.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

A. Introduction: Course Format, Instructors & Students
B. Review laws and regulations
C. How to read Material Safety Data Sheets
D. Recognition and identification of hazardous materials and hazardous wastes
E. Levels of Personal Protective Equipment
F. Reviewing Placarding, Labeling and Markings
G. Personal Protection Equipment Walk Through
H. Table top hazards scenario
I. Decontamination Protocol
J. Emergency Response spill exercise
K. Spill control confinement
L. Spill characteristics
M. Emergency response spill scenario
N. Health effect and exposure control
O. Site Health and safety
P. pH concepts and corrosives
Q. Site Preparation for emergency responders
R. Modes of transportation
S. Incident command functions and overview
T. Pollution Prevention
U. Content Review
V. Review Team Operations Assignment
W. Preparation Emergency Response Team Exercise
X. Emergency Response Team Exercise
Y. Analysis & Evaluation of response exercise
Z. Summary and Review
AA. Evaluation and post test
BB. Certificate of Completion

Course Objectives

Students will gain a basic understanding of what is required to respond to and contain a hazardous waste situation as prescribed by Federal OSHA standards.

Method of Evaluation

A. Participation in class exercises that measure the ability of students to Identify chemicals and substances on Material Safety Data Sheets and evaluate their related hazards and appropriate responses
B. In class, hands-on, exercises that demonstrate students ability to discuss toxicology concepts, summarize hazardous waste storage and handling protocols and identify and demonstrate the role of an emergency responder
C. In class testing that measure the student's ability to identify each level of protective equipment as it pertains to hazardous waste operations and emergency response and define standards and regulatory terminology pertaining to Emergency Response activities.

Special Materials Required of Student

Materials provided by college

Minimum Instructional Facilities

Classroom, outdoor space

Method of Instruction

A. The class lectures are designed to explain detailed concepts and laws related to hazardous waste operations and emergency response workers and covers regulations and requirements.
B. The class activities are essential to satisfy certification requirements pursuant to CFR 29, section 1910.120

Instruction will utilize hands-on exercises including an emergency response scenario

Out-of-Class Assignments

Not Applicable

Texts and References

1) Course manual with content as defined by OSHA
2) Student must sign medical waiver certifying that they have no limitations to participating with the training.

Exit Skills

See learning outcomes

Student Learning Outcomes

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

A. Understand how to wear personal protective equipment as it applies to emergency response activities
B. Interpret a Material Safety Data Sheet for chemical safety and spill response activities
C. Recognize and distinguish the Department of Transportation hazard class ratings as they relate to chemical safety
D. Understand chemical labeling
E. Understand the National Fire Protection Association 704 Diamond for chemical hazards
F. Define and understand a hazardous waste as it differs from a hazardous material
G. Recognize and understand laws as they relate to hazardous waste and hazardous materials
H. Understand chemical properties that cause harm to people, the environment and property
I. Understand chemical effects on the human body
J. Understand respiratory protection as it relates to emergency response
K. Understand the four levels of personal protective equipment used in and for emergency response

Approval History:

Governing Board 9/1997, 12/2011

Lecture Contact Hours: 48

CUYAMACA COLLEGE

COURSE OUTLINE OF RECORD

FBBC-1720 – Disability and Society

Not- for- Credit 48 Hour This course is for individuals working with or wishing to work with individuals with disabilities. Required course for individuals wishing to open group homes as defined by San Diego Regional Center.

Catalog Description

This course will explore the range of human experience, with a focus on individuals with disabilities; attitudes toward persons who have disabilities; interrelationships between societal institutions and needs of persons with disabilities; and historical responses to these needs. Current research and contemporary issues will be examined with particular emphasis on normalization, integration and community living.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

This course includes an overview of the history, trends, and research in the field of disabilities, special education and rehabilitation, including emphasis on quality of life. Human rights, diversity and cultural considerations are discussed with particular emphasis on normalization and integration of persons with disabilities into society. It examines issues related to client rights and confidentiality as well as legislation relating to persons with disabilities.

Course Objectives

Method of Evaluation

A. Written multiple choice and essay examination including a final.
B. Quality of Life Interview Summary Report.
C. Professional development paper.
D. Proposal for Change.

Special Materials Required of Student

Computer and internet

Minimum Instructional Facilities

Classroom

Method of Instruction

This course consists of web lectures, readings and discussions. Students are responsible for completing all weekly readings and web lectures prior to participation in discussion boards and completing knowledge assessments. Our major goals for the semester are not only to become familiar with the historical and contemporary trends that influence the relationship between the needs of individuals with disabilities and societal institutions, but also to utilize a variety of resources for analysis and synthesis of information, and to think critically about the factors that influence and impact the quality of life for individuals with disability.

A. Lecture.
B. Text Readings
C. Article Readings
D. Group discussion via canvas discussion board and on campus.
E. Audiovisual.
F. Observations.

Out-of-Class Assignments

A. Review of current research/literature and textbook and article readings.

B. Students are required to spend approximately 10 hours with a person with a disability and identify factors that impact the individual's quality of life. Students will document their observations, reactions, expectations and experiences through journal entries. Student will then complete a Quality of Life Interview Summary Report in which they design a plan to enhance the individual's quality of life with an emphasis on community inclusion and participation.
C. Student will attend a conference, in-service, or training in an area of interest related to a disability. The content of the training will be critiqued for its incorporation of best practices in the field of disability. Moreover, the student will evaluate its applicability to his/her professional development.
D. Students in the distance course are to explore an area related to disability that is of interest to them, and is not covered in the course readings in order to expand the knowledge and awareness beyond what is presented in the class. Once they have identified the area of interest, students will 1) provide a website address (URL) with a description of the information provided on the website, 2) report about how they will utilize the information to support, include, and/or advocate for persons with disabilities, 3) Describe how the website, identified in question #1, encourages and/or supports self-advocacy, and 4) describe how the information provided on the website (identified in question #1) promote the principles embodied in the website article, A Disabled Manifesto.

Texts and References

A. Shapiro, Joseph. No Pity: People with Disabilities Forging a New Civil Rights. New York, NY: Random House Times Books, 1994.

Supplementary texts and workbooks:

A. Dileo, Dale. Raymond's Room: Ending the Segregation of People with Disabilities. St. Augustine, FL: Training Resource Network, Inc, 2007.
B. Snow, Kathy, Disability is Natural: Revolutionary Common Sense for Raising Successful Children with Disabilities. Braveheart Press, Woodland Park, CO, 2nd Edition, 2005.

Exit Skills

See learning outcomes

Student Learning Outcomes

Upon completion of this course students will:

A. Demonstrate understanding of the historical and contemporary issues shaping the lives of individuals with disabilities
B. Demonstrate the ability to identify and describe myths and stereotypes surrounding individuals with disabilities
C. Demonstrate understanding and appreciation of factors impacting quality of life for individuals with disabilities
D. Demonstrate an increased awareness about opportunities for individuals with disabilities
E. Demonstrate an understanding of concepts and approaches covered throughout the course
F. Demonstrate the ability use the Internet as a resource and a tool

Approval History:

Governing Board 9/1997, 12/2011

Lecture Contact Hours: 48

CUYAMACA COLLEGE

COURSE OUTLINE OF RECORD

FBBC-1725– Techniques for Developmental Disabilities Specialist

Not- for- Credit 48 Hour Support Services course for individuals working with or wishing to work with individuals with disabilities. This course is required by San Diego Regional Center for professionals interested in opening a group home for individuals with disabilities.

Catalog Description

This course is designed for persons involved in support services for people with developmental disabilities including those who have learning, mental, physical, or severe disabilities. It provides technical knowledge for support personnel to promote social skills and integration, adaptation, self-dependence, health, safety, nutrition, recreation, leisure and communication for persons with disabilities.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

Topics covered include behavior management, health and safety, functional skills, infection control, program planning and implementation, social skills, communication, independent living, recreation and leisure, and nutrition for persons with disabilities. Quality of life issues are discussed throughout the course. Students will be expected to produce a behavior management program as well as a skill development program.

Course Objectives

The course enhances a development Disability Specialist's ability to deliver quality of supports and services to individuals with disabilities.

Method of Evaluation

A. Written essay examinations.
B. Quality of Service Provision project.
C. Skill development project.
D. Objective final exam.

Special Materials Required of Student

Computer and internet

Minimum Instructional Facilities

Classroom

Method of Instruction

A. Power Point Lecture.
B. Article Readings
C. Group discussion via Discussion Board.
D. Audiovisual.
E. Observational experiences.

Out-of-Class Assignments

A. Textbook readings.
B. Quality of Service Assessment Report Writing.
C. Self-help skill program writing.
D. Observations in the community.
E. CPR and First Aid certification
F.

Texts and References

1) California Department of Developmental Services (1996). Looking at Service Quality: Provider's Handbook.

Exit Skills

See learning outcomes

Student Learning Outcomes

A. To gain a better understanding of a variety of disabilities, the specific characteristics and typical challenges each disability diagnosis presents
B. To enhance the quality of supports and services being provided to individuals with disabilities, including application and understanding of the different systems of support, designing and implementing an individualized support system and coordinating multiple professionals for the benefit of the individual with a disability
C. To enhance the quality of life for individuals with disabilities through the use of excellent communication skills, application of principles of social behavioral theory, and utilization of the full circle of support model
D. To use the Internet as a resource and a tool in order to access state-of-the-art techniques, treatments and models of support

Approval History:

Governing Board 5/1997, 12/2011

Lecture Contact Hours: 8

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1920– Confined Space Entry

Not- for- Credit 8 hr. Confined space Entry Training for Industry.

Catalog Description

This course reviews the California Title 8 CCR, General Industry Safety orders (GISO), Sections 5156, 5157, 5158 regulations governing confined space entry and how to properly employ the Confined Space Permit Program. Course includes terminology, testing, monitoring, permitting requirements, written program components, entry permits and safety regarding confined spaces and is a must for any employee who may encounter confined spaces during their normal course of employment.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

A. Confined space terminology and definitions
B. The ignition triangle and related safety procedures
C. Personal protective equipment, including test fitting of respirators, self-contained breathing apparatus and supplied air respiratory systems
D. Testing and monitoring requirements for confined spaces
E. Isolation, including lockout/tagout, procedures
F. Ventilation, retrieval systems, and the use of engineering controls
G. Procedures for standby and rescue of personnel
H. Review of regulatory requirements specific to confined space entry
I. Review and development of documents required for confined space entry
J. Permit requirements specific to confined space entry and what is in a written program.

Course Objectives

Students will gain basic understanding of what is required determine whether a confined space requires a permit entry and define the necessary engineering controls, ventilation systems and retrieval systems before entry.

Method of Evaluation

A. Participation in case studies, and exercises, that measure the ability of students describe and identify confined space and its hazards
B. Students will be given true, false and multiple-choice testing to verify understanding of the differences between different types of confined space, components of a written plan, procedures related to personnel rescue and standby procedures and the identification of controls, ventilation systems and retrieval systems
C. Oral presentations and in-class activities that assess monitoring strategies and evaluate understanding of a confined space plan

Special Materials Required of Student

None, Materials provided by college

Minimum Instructional Facilities

Classroom

Method of Instruction

A. Lecture discussions designed to explain basic concepts and laws related to confined space requirements
B. Hands on activities designed to provide real-life examples of monitoring equipment and devices used in confined space activities that are essential to satisfy requirements pursuant to Title 8, Section 5156, of the California Code of Regulations.

C. Videos and power point presentations designed to provide visual illustrations of confined space requirements and safety procedures.

Out-of-Class Assignments
Not Applicable

Texts and References
1) Course manual with content as defined by OSHA

Exit Skills
See learning outcomes

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

A. Describe what a confined space is as specified in regulations.
B. Identify confined spaces that are hazardous and considered lethal.
C. Demonstrate monitoring strategies prior to entering a confined space.
D. Explain the difference between a confined space and a permit required confined space.
E. State what is in a confined space plan and its components and define what is required in a written plan.
F. Summarize personnel rescue and standby procedures.
G. Identify engineering controls, ventilation systems and retrieval systems.

Approval History
Governing Board 2/2009

Lecture Contact Hours: 48

CUYAMACA COLLEGE

COURSE OUTLINE OF RECORD

FBBC-1950– Positive Behavior Support for Individuals with Developmental Disabilities

Not- for- Credit 48 Hour Behavior Support course for individuals working with or wishing to work with individuals with disabilities. Required course for level 4 group homes as defined by San Diego Regional Center.

Catalog Description

This course is primarily offered for administrators, managers, and residential specialists working in group homes for individuals with developmental disabilities. This course presents more advanced theory and rationale for the use of support strategies and teaching techniques with people with developmental disabilities in four major areas: 1) communication, 2) teaching new skills, 3) assaultive behavior, and 4) general learning theory. Emphasis is on collaborative problem solving and application of theory in specific settings that involves individuals with multiple needs.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

This course views behavior as communication and emphasizes behavior support rather than behavior management. Positive behavior support plans are written and analyzed as part of the course using person-centered planning and a collaborative, team approach. Students are given the opportunity to practice their skills in data collection methods and to develop summary statements. Strategies in teaching replacement skills are taught. Assaultive behaviors are discussed with consideration given to ethical issues in interventions. How the criminal justice system deals with individuals with disabilities are explored and analyzed. Medical issues that affect one's behaviors are also discussed. The goal of positive behavior support is to teach individuals the skills they need in order to improve their quality of life.

Course Objectives

Students will become familiar with behavior support strategies for individuals with disabilities and understand the larger perspective of how communication and behavior are intertwined and how greatly they impact one's quality of life.

Method of Evaluation

A. Written responses to lectures and readings.
B. Participation on discussion boards.
C. Assigned class activities/projects
D. Projects
E. Final examination

Special Materials Required of Student

Computer and Internet access.

Minimum Instructional Facilities

Classroom

Method of Instruction

This course consists of readings, web lectures, discussions, and an interactive project. Students are responsible for completing all readings, viewing all sideshows, completing all assigned activities, and participating on discussion boards prior to the end of every week.

A. Web Lecture via Canvas and on campus.
B. Group discussions via Canvas and on campus.
C. Observations.
D. Readings of course textbook and assigned articles and websites.

Out-of-Class Assignments
Weekly readings and on-line discussion boards

Texts and References
1) Online materials in bedded in CANVS, including Communication-Based Intervention for Problem Behavior: A User's Guide for Producing Positive Change

Exit Skills
See learning outcomes

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

A. Be able to discuss issues surrounding rights and treatment of those with developmental disabilities and the role of the professional in clarifying and upholding these rights, especially as they apply to persons with challenging behaviors.
B. Understand the concept of person-centered-planning and the role of the professional and others in the support team as ii relates to behavior support.
C. Learn principles of functional behavioral assessment and be able to develop a positive behavioral support plan that includes teaching a replacement behavior.
D. Gain an understanding of medical issues that have the potential to effect behavior.
E. Understand teaching techniques, including task analysis and prompting.

Approval History:
Governing Board 4/1990, 4/1992, 5/1997, 12/2011

Lecture Contact Hours: 10

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1990– California Advanced Lighting Controls Training Program (CALCTP) SYSTEMS
Not- for- Credit 10hour Electrical systems training for industry.

Catalog Description
The CALCTP Systems Course (including CALCTP Codes and Standard) is a ten-hour prerequisite requirement for entry into CALCTP Acceptance Test Technician Certification training. This class concludes with a final examination. Mid-level managers, contractor staff, estimators, project managers, and engineers can all benefit from this course. Topics include lighting concepts and control strategies, light sources, power and communication, general area controls switching, dimming and scene control, scheduling and demand response, occupancy sensing, and daylight harvesting.

Prerequisite
A. 10-hour FREE online course "pre-requisite studies" online:
Courses include: EE101 (Intro to Lighting Control)
EE102 (Switching Control)
EE103 (Fluorescent Dimming)
EE201 (Daylight Harvesting) and must be completed before beginning the program.

Co-requisite
Not Applicable

Recommended Preparation
Not Applicable

Entrance Skills
Not Applicable

Course Content
Course content mandated by the State of California
A. Lighting Control Systems and Programs
B. Lighting Control Codes and Standards

Course Objectives
Students will have basic understanding of CALCTP codes and standards as they apply to lighting strategies for commercial buildings.

Method of Evaluation
A. Exam is designed and verified by state certifying agency, which issues certificates of proficiency. Exam pass-rate of 70% correct answers.
B. In-class activities that require students to demonstrate thorough knowledge of installation controls
C. Class participation activities in which students are expected to respond to questions, contribute to discussions, and model expected attendance behavior.

Special Materials Required of Student
Laptop

Minimum Instructional Facilities
Classroom

Method of Instruction
A. Integrated lecture, demonstration and discussion
B. Small and large group discussion and exercises
C. In-class activities
D. Printed materials
E. Group Discussion

Out-of-Class Assignments
Not Applicable

Texts and References

A. Study guide and worksheets issued by CALCTP

Exit Skills

See learning outcomes

Student Learning Outcomes

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

A. Identify the lighting controls strategies used in commercial buildings.
B. Define the commonly used protocols of dimming systems.
C. Explain how lighting control systems operate and describe their typical operations.

Approval History

Governing Board 12/2011

Lecture Contact Hours: 24

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-1995– California Advanced Lighting Controls Training Program (CALCTP) Acceptance Technician
Not- for- Credit 24 hour Electrical Acceptance Technician training for industry.

Catalog Description
The California Advanced Lighting Controls training Program (CALCTP) is a statewide nonprofit, public/private partnership initiative to increase the effectiveness, efficiency, convenience, and use of lighting controls in commercial, industrial, and institutional facilities.

Acceptance testing is one part of a multi-stage compliance program that ensures newly constructed buildings and new construction in existing buildings conforms to energy-efficiency standards contained in Title 24, Part 6 of the California Code of Regulations (CCR). Acceptance testing consists of a series of construction inspections and functional tests for different types of mechanical and electrical systems. These inspections and tests ensure that applicable systems are installed and operate correctly.

Prerequisite
A. Individuals who were (1) certified general electricians, (2) electrical contractors, (3) professional engineers, or (4) certified commissioning professionals.
B. Successful completion of either the CALCTP 50-hr Installer course or the CALCTP 10-hr Systems course.
C. 3 years of verifiable experience in lighting controls (to be determined by CALCTP)

Co-requisite
Not Applicable

Recommended Preparation
Not Applicable

Entrance Skills
Not Applicable

Course Content
Course content mandated by the State of California
A. Lighting Control Systems and Programs
B. Lighting Control Codes and Standards
C. Acceptance test Procedures and Documentation

Course Objectives
Students will be able to effectively validate lighting controls per state standards.

Method of Evaluation
A. In-class activities that require students to demonstrate thorough knowledge of acceptance test procedures.
B. Written exam which measures the student's ability to evaluate and perform acceptance tests. Exam is designed and verified by state certifying agency, which issues certificates of proficiency.
C. Hands on lab which verifies students understanding of acceptance tests.

Special Materials Required of Student
laptop

Minimum Instructional Facilities
Classroom

Method of Instruction
A. Integrated lecture, demonstration and discussion
B. Small and large group discussion and exercises
C. In-class activities
D. Printed materials
E. Group Discussion

Out-of-Class Assignments
Not Applicable

Texts and References

A. Study guide and worksheets issued by CALCTP

Exit Skills

See learning outcomes

Student Learning Outcomes

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

A. Understand the purpose and scope of installation and acceptance testing
B. Identify the buildings and lighting systems that require acceptance testing
C. Understand the role and responsibilities of lighting controls acceptance test technicians
D. and technician employers, including regulatory and ethical responsibilities
E. Review the process for lighting controls acceptance tests
F. Review lighting systems compliance documentation requirements

Approval History

Governing Board 12/2011

Lecture Contact Hours: 30

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

FBBC-2030– OSHA 30 General Industry

Not- for- Credit 30 Hour OSHA Training.

Catalog Description

The 30-hour OSHA course covers Federal OSHA-mandated topics, such as; an overview of the OSHA Act, how to locate specific OSHA regulations, how inspections, citations, and penalties work, how to assess; walking and working surfaces, injury & illness recordkeeping, hazard communication, requirements for personal protective equipment (PPE), respiratory protection, hazardous materials, emergency action plans, a basic overview of electrical safety, and many other OSHA topics specific to general industry. A review of CalOSHA requirements vs. Federal OSHA requirements will be covered in detail.

Prerequisite

Not Applicable

Co-requisite

Not Applicable

Recommended Preparation

Not Applicable

Entrance Skills

Not Applicable

Course Content

A. 2 Hour: Introduction to the Occupational Health and Safety Act, General Duty Clause, Employer & Employee Rights and Responsibilities, Whistleblower Rights, Value of Health and Safety Programs, Recordkeeping basics, Inspections, Citations, and Penalties
B. 1 Hour: Walking and Working Surfaces, Subpart D - including Fall Protection
C. 2 Hour: Exit Routes, Emergency Action Plans, Fire Prevention Plans, and Fire Protection, Subpart E & L
D. 2 Hour: Electrical Safety Orders and Safety. Subpart S
E. 2 Hour Personal Protective Equipment, Subpart I
F. 2 Hour: Hazard Communication, Subpart Z
G. 2 Hour: Materials Handling, Subpart N

H. 2 Hour: Introduction to Industrial Hygiene, Subpart Z
I. 2 Hour: Ergonomics
J. 2 Hour: Permit Required Confined Spaces, Subpart J
K. 1 Hour: Hazardous Materials, Subpart N
L. 2 Hour: Safety and Health Programs
M. 2 Hour: Lockout / Tagout
N. 2 Hour: Powered Industrial Trucks

O. 2 Hour: Respiratory Protection
P. 2 Hour: How to perform and apply a Job Hazard Assessment

Course Objectives

Students will gain basic understanding of what is required to maintain a safe and hazard free working environment.

Method of Evaluation

A. Participation in class exercises that measure the ability of students to identify the requirements for proper occupational health and safety programs in the workplace.
B. In class, hands-on, exercises that demonstrate students ability to apply occupational health and safety requirements.
C. In class testing that measure the student's ability to understand each topic introduced as it pertains to occupational health and safety program development and application.

Special Materials Required of Student

Materials provided by college

Minimum Instructional Facilities

Classroom

Method of Instruction

A. The class lectures are designed to explain detailed concepts and laws related to occupational health and safety in the workplace.
B. The class activities are designed to allow students to search, find, and apply relevant regulatory requirements
C. Real life examples are provided to simulate common on-the-job scenarios
D. Hands-on exercises allow students to earn practical experience

Out-of-Class Assignments

Not Applicable

Texts and References

1) Course manual with content as defined by OSHA

Exit Skills

See learning outcomes

Student Learning Outcomes

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

A. Describe and explain the fundamentals of the OSHA Act of 1970
B. Navigate the OSHA regulations to find relevant Standards and information
C. Interpret and apply OSHA Standards to the workplace
D. Determine when and what safety training and recordkeeping requirements apply to workplace situations
E. Perform a Job Hazard Assessment
F. How properly assess and select engineering & administrative controls, and Personal Protective Equipment
G. Understand the ethical responsibilities relating to the Environmental Health and Safety (EH&S) professional
H. Understand the relevance of this training as it applies to a career in EHS
I. Demonstrate the training objectives by successfully passing subject related written and/or practical exams.

Approval History

Governing Board 2/2009

Lecture Contact Hours: 30

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

NCVE1089 (FBBC – XXXX)– Career Exploration Summer Camp
Not- for- Credit 30 hour Career Exploration Summer program designed for high school students

Catalog Description
This course is designed for individuals wishing to gain insight into their career and/or major selection through hands-on activities, lectures and assessments tied to GCCCD career education majors.

Prerequisite
Not Applicable

Co-requisite
Not Applicable

Recommended Preparation
Not Applicable

Entrance Skills
Not Applicable

Course Content
Course content

A. Introduction to career related 21st century skills
B. Hands-on career exposure activities in areas such as graphic design, child development, ornamental horticulture, automotive repair, water/ waste water, environmental health and safety and surveying.
C. Interest assessment and interpretation through StrengthsFinder
D. Participation in small group and panel discussions with industry professionals.

Course Objectives
Students will gain exposure to career options, not previously considered through activities based in the concepts of social cognitive career theory.

Method of Evaluation
Not applicable, students are surveyed throughout the week long camp.

Special Materials Required of Student
None, Materials provided by college

Minimum Instructional Facilities
Classroom, outdoor spaces, computer lab

Method of Instruction
A. Instructor lecture
B. Instructor led laboratory demonstration
C. PowerPoint presentations

Out-of-Class Assignments
Not applicable

Texts and References
A. Student handouts on the PowerPoint Presentations
B. StengthsFinder Assessment

Exit Skills
See learning outcomes

Student Learning Outcomes
Upon successful completion of this course, students will:

A. Gain an understanding of typical duties performed in the field

B. Gain exposure to new career options
C. Determine whether or not the field could be career option

Approval History