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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 43R

**Full Course Title:** Symphonic Band

**Short Title:** Symphonic Band

**TOP Code:** 1004.00 - Music, General

**Effective Term:** Fall 2018

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 1.0

**Total class hours:** 108.0

**Total contact hours in class:** 72.0

**Lecture hours:** 18.0

**Lab hours:** 54.0

**Hours outside of class:** 36.0

**Repeatable:** Yes (3)

**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Music (Masters Required)
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### Course Description

This course is for the study, rehearsal, and public performance of symphonic band literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester. The course is repeatable for credit the maximum times allowable by regulation. Audition required.

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### Conditions of Enrollment

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

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### Content

#### Course Lecture Content

1. Rhythm
  - a. Precise reading of rhythm
  - b. Playing together as a section
  - c. Playing together as an ensemble
  - d. Following the conductor as applicable
2. Intonation
  - a. Correct reading and production of pitches
  - b. Tuning pitches and harmonies as a section
  - c. Tuning of pitches and harmonies as an ensemble

3. Articulation
  - a. Correct readings of markings
  - b. Following the conductor's gestures as applicable
  - c. Agreement as a section
  - d. Agreement as an ensemble
4. Expression
  - a. Correct readings of markings
  - b. Following the conductor's gestures as applicable
  - c. Agreement as a section
  - d. Agreement as an ensemble
5. Style and performance practices
  - a. Study and execution of appropriate style for literature from various style periods
  - b. Study and execution of appropriate performance practices for literature from various style periods
6. Solo opportunities
  - a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
  - b. Learn to improvise as necessary
7. Blend and balance
  - a. Correct tone, volume, and timbre as appropriate to section
  - b. Correct tone, volume, and timbre as appropriate to ensemble
8. Professional standards of conduct
  - a. Demonstrate musical preparedness in rehearsal and performances
  - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

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

Apply the lecture contents, listed below, to rehearsals and performances as an integral member of the ensemble.

1. Rhythm
  - a. Precise reading of rhythm
  - b. Playing together as a section
  - c. Playing together as an ensemble
  - d. Following the conductor as applicable
2. Intonation
  - a. Correct reading and production of pitches
  - b. Tuning pitches and harmonies as a section
  - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
  - a. Correct readings of markings
  - b. Following the conductor's gestures as applicable
  - c. Agreement as a section
  - d. Agreement as an ensemble
4. Expression
  - a. Correct readings of markings
  - b. Following the conductor's gestures as applicable
  - c. Agreement as a section
  - d. Agreement as an ensemble
5. Style and performance practices
  - a. Study and execution of appropriate style for literature from various style periods
  - b. Study and execution of appropriate performance practices for literature from various style periods
6. Solo opportunities
  - a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
  - b. Learn to improvise as necessary
7. Blend and balance
  - a. Correct tone, volume, and timbre as appropriate to section
  - b. Correct tone, volume, and timbre as appropriate to ensemble
8. Professional standards of conduct
  - a. Demonstrate musical preparedness in rehearsal and performances
  - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

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## Objectives

1. Formulate and evaluate an educated and knowledgeable interpretation of proper musical sound and style of composition as it pertains to an individual musician and to the entire band. **\*\*Requires Critical Thinking\*\***
2. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sound simultaneously. **\*\*Requires Critical Thinking\*\***
3. Recognize proper technique on student's instrument.
4. Play in time with section and ensemble as directed by the conductor.
5. Play the correct pitches as indicated with accurate intonation.
6. Play with the articulation, dynamics, phrasing, and expression as directed.
7. Demonstrate appropriate blend, balance and sound within the section and the ensemble. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of this course, students will effectively perform a musical composition as non-verbal communication as an integral part of the ensemble. The performance will be a public performance and demonstrate technical proficiency and musicality.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
2. Upon completion of this course, students will demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through practices and performances.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

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## Methods of Instruction

- **Laboratory**  
Students will rehearse in sections and with the entire ensemble.
- **Lecture/Discussion**  
The instructor will select the music for the semester, provide background information about the selections and their styles, give specific guidelines for improvements, organize performances, and direct the ensemble in rehearsals and performances.
- **Other**  
Guided music performances

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## Assignments

### Other Assignments

Practice measures 30-75 to achieve fluency in the following manner.

- Count the beats and figure out the precise rhythm.
- Observe the key signature and figure out the pitches and the appropriate fingering, tonguing, etc.
- Play slowly, keeping the steady beat.
- Observe articulation, dynamic, and other expressive markings.
- Increase speed without sacrificing accuracy or intonation.
- Identify difficult spot and drill.

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## Methods of Evaluation

- Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

### Other:

1. Music repertoire appropriate to the ensemble. Different works will be selected each semester.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** VETT 2

**Full Course Title:** Physiology for Veterinary Technicians

**Short Title:** Physio for Vet Tech

**TOP Code:** 0102.10 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant\*

**Effective Term:** Spring 2016

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 72.0

**Lecture hours:** 36.0

**Activity hours:** 36.0

**Hours outside of class:** 90.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Veterinary Technology
- 

### Course Description

Physiology of domestic animals (primarily the dog, cat, horse, and ruminant). Emphasis on the following systems: skeletal, muscular, special senses (e.g., vision, hearing, balance), immune, integumentary, respiratory, cardiovascular, urinary, endocrine, digestive, and reproductive (including physiology of pregnancy and parturition). Also includes physiologic principles of certain pathological problems and surgical conditions.

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### Conditions of Enrollment

Satisfactory completion of: VETT 4

### Advisories

- **Computer Literacy - recommended basic computer skills**  
Requires computer testing and literature searches.
  - **Language - recommended eligibility for English 1A**  
Course requires writing essays and a final written project.
  - **Mathematics - recommended eligibility for Math 52**  
Simple math computations are required.
- 

### Content

#### Course Lecture Content

1. Introduction
  - a. Histology
  - b. Embryology
  - c. Physiology
  - d. Pathology
2. Musculoskeletal System
  - a. Physiology
3. Integumentary System
  - A. Physiology
- IV. Respiratory System
  - A. Physiology
- V. Nervous System
  - A. Physiology
- VI. Circulatory System
  - A. Physiology
- VII. Digestive System & Nutrition
  - A. Physiology
- VIII. Excretory System
  - A. Physiology
- IX. Reproductive System
  - A. Physiology
- X. Endocrine System
  - A. Physiology

### Course Lab/Activity Content

Lab/activity will include practices like the following:

1. Obtain temperature, pulse and respiration rates on dogs, cats, horses, and cows
2. Operate monitoring equipment for oxygenation and respiration
3. Identify normal and abnormal heart rhythms using an electrocardiogram
4. Practice venipuncture on dogs, cats, horses, and cows

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### Objectives

1. Judge normal location and appearance of internal organs, vessels and nerves of domestic animals and relate the knowledge to techniques used in diagnostic and medical procedures. **\*\*Requires Critical Thinking\*\***
2. Demonstrate use of reputable resources when discussing and designing components of a disease process. **\*\*Requires Critical Thinking\*\***

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### Student Learning Outcomes

1. Upon completion of this course, students will be able to analyze and evaluate the normal physiologic body systems of the common animal species.
  2. Upon completion of this course, students will be able to construct a written, evidence-based argument concerning a specific pathophysiologic process.
  3. Upon completion of this course, students will be able to correctly describe the mammalian circulatory system to include the route and structures involved in the passage of blood throughout the body.
- 

## Methods of Instruction

- **Lecture/Discussion**

The two hours of lecture focus on content that may be difficult to grasp from reading alone. Content is "chunked," and after 1-2 sections, student knowledge is assessed using an informal, ungraded method (e.g., using Scratchers, Quizlet, or Kahoot!). Once everyone's questions have been answered, we stop lecture and students are introduced to and practice a hands-on skill mapped to that day's lesson (see "Studio/Activity" below).

- **Studio/Activity**

As described above, each day's lesson has hands-on activities mapped to it. For example, a lesson about the cardiovascular system would include such hands-on skills as how to recognize a heart murmur, hook up an electrocardiogram (ECG), or obtain a blood sample from the jugular vein.

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## Assignments

### Reading Assignments

The following is an excerpt from Chapter 16 of the required textbook:

"Feline odontoclastic resorptive lesions were first discovered in the necks of teeth, which explains why these lesions were initially known as "neck lesions." Other species can also acquire similar lesions, so the name has been changed from feline odontoclastic resorptive lesion to tooth resorption. In this condition, tooth resorption occurs to form erosions, which are then covered with calculus or gingival tissue. Some affected animals will show signs of pain and discomfort, resulting in changes in behavior or appetite, whereas others show few symptoms. The level of treatment ranges from monitoring with minimal treatment to multiple tooth extractions."

### Writing Assignments

Below are the instructions for the semester research project:

Last semester, you read a case study. Now create your own.

## *What is a case study?*

Clinical case studies are one way that knowledge can be shared among members of a medical profession. As veterinary technicians, you will be involved in cases that are different or unusual or simply new to you, and your experience with the case can prove invaluable to other veterinary technicians, assistants, and veterinarians. A case study is expected to discuss the history, physical exam, treatment plan, and conclusions drawn from the case.

For example, pictured here are presenters at the 2016 North American Veterinary Community (NAVCA) Conference. NAVCA hosts a Case Study competition each year. A variety of cases were presented before an audience, and one was selected as the winner.





## *How do you choose a case?*

Preferably, a case could be chosen from your place of work or where you are (or previously were) interning. The cases do not have to be unusual. They should be interesting to you, and they should be sufficiently complicated to call on your training in physiology, clinical lab techniques, medical terminology, and pharmacology.

You may also invent your own case, based on a patient you have read about or seen in a video. You will have to create the details then. I provide guidance on this below.

Your patient can be any type of animal. Your patient may even be a population of animals: for example, you could write about a *Salmonella* outbreak among horses at a boarding facility, or a *Leptospirosis* outbreak in a group of sea lions. The entire group of horses or sea lions could be considered the patient.

Important: For confidentiality, please change names of patient and owner in your case. Alternatively, you can obtain verbal permission from the owner to use their case.


## *What would be considered a case study that meets expectations or standards (i.e., a "B" paper), or that exceeds expectations or standards (i.e., an "A" paper)?*

The case studies you read in the NAVTA journals would all exceed expectations.

In addition, read examples of a case study that exceeds expectations and a case study that meets expectations in the Future of Veterinary Medicine module.

## *Instructions*

- Length: Approximately 1,500 -2,000 words, not including the title or reference pages.
- Due: May 14, 11:59 pm, Pacific Standard Time (PST)

- References: You are to have a minimum of four references.
  - See below for how to format references. You will use American Psychological Association (APA) format.
  - You will probably need more than four, but four is the minimum.
  - References can all be secondary references, such as textbooks from other veterinary technology classes. Recommended textbooks are as follows:
    - *Laboratory Procedures for Veterinary Technicians* by Sirois.
      - This was your VETT 4 textbook.
    - *Clinical Anatomy and Physiology for Veterinary Technicians* by Colville and Bassert.
    - *Clinical Pharmacology and Therapeutics for Veterinary Technicians* by Bill.
    - *Veterinary Medical Terminology* by Romich
      - This was your VETT 55 textbook.
    - *McCurnin's Clinical Textbook for Veterinary Technicians* by Bassert.
    - The Merck Veterinary Journal (Online).
  - You are encouraged also to use primary sources. By primary source, I mean original research or reviews or articles from peer-reviewed journals.
    - What does "peer-reviewed" mean? Essentially, peer-reviewed is an academic term for quality control.
      - It means that a board of scholarly reviewers in the subject area of the journal, *review* materials they publish for quality before articles are accepted for publication.
    - See Journals and Databases for examples of peer-reviewed journals and of searchable databases.
    - In many cases, you will find only a summary of the research. This is called the abstract. While not as good as the entire paper, the abstract is still a useful primary source.
- The paper will be worth 100 points.
- Please review how to avoid plagiarism . Evidence of plagiarism results in a score of zero, and disciplinary action.

Here is a recommended format to follow in your case study. You may use a different format if you wish but it should contain the information below.

(A format is then provided.)

## Methods of Evaluation

- Exams
- Problem Solving Exercises
- Quizzes
- Research Project
- Skills Demonstrations/Performance Exam

## Course Materials

### Textbooks:

1. Colville, TP. *Clinical Anatomy and Physiology for Veterinary Technicians*, 3rd ed. Wiley-Blackwell, 2015, ISBN: 978-0323227933

# ENGLISH

## ASSOCIATE IN ARTS FOR TRANSFER

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### Description

The Associate in Arts in English for Transfer degree gives students a broad background in writing, literature, and language analysis. It prepares students for the further study of English or a related field at a four-year school. As such, the AA-T in English is a good gateway toward a bachelor's degree in English and later a career in teaching, law, technical writing, creative writing, editing/publishing, marketing, or any occupation requiring clear communication skills.

The Associate in Arts in English for Transfer specifically provides a clearly articulated curricular track for students who wish to transfer to a California State University campus, while also serving the diverse needs of students interested in the breadth and depth of the field of English. This degree also exposes students to the core principles and practices of the field in order to build a foundation for their future personal or academic paths.

In addition to the major requirements, students seeking an Associate in Arts in English for Transfer degree (AA-T in English), must also complete or attain the following to comply with state law (SB 1440):

- 60 semester CSU-transferable units.
- The California State University-General Education Breadth Pattern (CSU GE-Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern.
- A minimum of 18 semester units in the major area of emphasis.
- 2.0 GPA.
- A grade of "C" or better in all courses required for the major or area of emphasis.

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### Program Learning Outcomes

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

1. Analyze the effects of their rhetorical choices.
2. Critically analyze a variety of texts.
3. Demonstrate proficiency in the academic writing process.
4. Explain the relevance of literary expression.
5. Analyze and interpret literary works with respect to their historical, cultural, and sociopolitical contexts.

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### Program Requirements:

#### Required Core (4 Units)

ENGL1B	Critical Thinking and Writing About Literature
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**Course Block Units:** (4 Required)

4

#### List A: Choose Two (2) Courses

ENGL30A	Introduction To American Literature I
ENGL30B	Introduction To American Literature II
ENGL46A	Introduction To British Literature I
ENGL46B	Introduction To British Literature II

**Course Block Units:** (6 Required)

3

3

3

3

#### List B: Choose Two (2) Courses

Any course from List A not used above

ENGL31A	Creative Writing I: Intro to the Genres
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**Course Block Units:** (6 Required)

3

ENGL36	American Ethnic Voices	3
ENGL37	Women's Voices	3
ENGL42	Introduction to Shakespeare	3

**List C: Choose One (1) Course**

**Course Block Units: (3 Required)**

Any course from List A or List B not used above

SPECH2	Oral Interpretation of Literature	3
MCOMM19	News Writing and Reporting	3
ENGL34 or	Introduction To Film	3
HUMAN34 or	Introduction To Film	3
THART34	Introduction To Film	3
ENGL38	Classic and Contemporary Youth Literature	3
ENGL39	LGBT+ Literature and Film	3
ENGL1C	Critical Thinking/Advanced Composition	3

**Total: 19**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** STAT 1X  
**Full Course Title:** Introduction to Statistical Methods with Support  
**Short Title:** Stats with Support  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 5.0  
**Total class hours:** 270.0  
    **Total contact hours in class:** 126.0  
        **Lecture hours:** 72.0  
        **Lab hours:** 54.0  
    **Hours outside of class:** 144.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Mathematics (Masters Required)
- 

### Course Description

An introduction to statistical methods including a review of prerequisite skills, competencies, and concepts needed in statistics. The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

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### Conditions of Enrollment

Satisfactory completion of: MATH 52

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### Content

#### Course Lecture Content

1. Descriptive Statistics
2. Sampling and Sampling Distributions
3. Probability
4. Binomial Distribution, Normal Distribution, and t-Distribution
5. Inferences - Estimation and Hypothesis Testing
6. Regression and Correlation

7. ANOVA
8. Chi-square Test

## Course Lab/Activity Content

1. Statistical analysis using Minitab or equivalent software
    - a. Descriptive Statistics
    - b. Sampling and Sampling Distributions
    - c. Probability
    - d. Binomial Distribution, Normal Distribution, and t-Distribution
    - e. Inferences - Estimation and Hypothesis Testing
    - f. Regression and Correlation
    - g. ANOVA
    - h. Chi-square Tests
  2. Just-in-time algebra review in the context of statistics
    - a. Arithmetic review
    - b. Solving equations and inequalities
    - c. Cartesian coordinate system
    - d. Scientific notation
    - e. Sigma notation
    - f. Mathematical modeling
  3. Effective learning skills
- 

## Objectives

1. Interpret data displayed in tables and graphically **\*\*Requires Critical Thinking\*\***
2. Apply concepts of sample space and probability **\*\*Requires Critical Thinking\*\***
3. Calculate measures of central tendency and variation for a given data set
4. Identify the standard methods of obtaining data and identify advantages and disadvantages of each **\*\*Requires Critical Thinking\*\***
5. Calculate the mean and variance of a discrete distribution
6. Calculate probabilities using normal and student's t-distributions
7. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem **\*\*Requires Critical Thinking\*\***
8. Construct and interpret confidence intervals **\*\*Requires Critical Thinking\*\***
9. Determine and interpret levels of statistical significance including p-values **\*\*Requires Critical Thinking\*\***
10. Interpret the output of a technology-based statistical analysis **\*\*Requires Critical Thinking\*\***
11. Identify the basic concept of hypothesis testing including Type I and II errors **\*\*Requires Critical Thinking\*\***
12. Formulate hypothesis tests involving samples from one and two populations **\*\*Requires Critical Thinking\*\***
13. Select the appropriate technique for testing a hypothesis and interpret the result **\*\*Requires Critical Thinking\*\***
14. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics **\*\*Requires Critical Thinking\*\***

15. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education **\*\*Requires Critical Thinking\*\***
  16. Use technology to summarize data graphically and numerically
  17. Use technology to generate Monte Carlo simulation of random phenomena and interpret the results **\*\*Requires Critical Thinking\*\***
  18. Use technology to test hypotheses and interpret the results **\*\*Requires Critical Thinking\*\***
  19. Use technology to calculate probabilities including binomial probabilities and normal probabilities
  20. Solve equations and inequalities in the context of statistics **\*\*Requires Critical Thinking\*\***
  21. Identify the slope of a linear equation and interpret the slope as a rate of change **\*\*Requires Critical Thinking\*\***
  22. Graph linear equations in the Cartesian plane
  23. Translate between standard notation and scientific notation
  24. Evaluate sums expressed in sigma notation
  25. Solve application problems **\*\*Requires Critical Thinking\*\***
  26. Consistently apply effective learning strategies for success in college
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to calculate and interpret measures of center and measures of dispersion for given data.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, the student should be able to find probabilities for applications involving normal random variables.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, the student should be able to construct and interpret a confidence interval for a population mean or proportion.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
4. Upon completion of this course, the student should be able to formulate decisions about rejection or failures to reject hypotheses based on data/information provided.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - 5. Upon completion of this course, the student should be able to apply numerical and algebraic reasoning to support statistical analysis.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - 6. Upon completion of this course, the student should be able to construct, use, and interpret linear models to represent relationships in quantitative data.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

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

## Assignments

### Other Assignments

Example homework assignment

From the Sullivan Text -

Section 5.2: 5-12, 25, 31, 34, 35, 41, 45

Example lab assignment

1. Use MINITAB to simulate rolling one die 600 times. Make a histogram of the results and find the mean of the 600 rolls. Mark the mean on the histogram.
  2. Use MINITAB to simulate rolling two dice 600 times. Find the mean of each roll. Make a histogram of the means and find the mean of the 600 means. Mark the mean on the histogram.
  3. Use MINITAB to simulate rolling five dice 600 times. Find the mean of each roll. Make a histogram of the means and find the mean of the 600 means. Mark the mean on the histogram.
  4. Report on the similarities and differences of the results you obtained. Refer to average, spread, and shape.
- 

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Michael Sullivan III. *Statistics: Informed Decisions Using Data*, 6th ed. Pearson, 2019, ISBN:





# AGRICULTURE

## ASSOCIATE IN SCIENCE

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### Description

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

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### Program Learning Outcomes

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

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

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### Program Requirements:

#### Required Courses

#### Course Block Units: (18 Required)

AG7	Agricultural Entrepreneurship	3
AG45	Principles of Animal Science	3
AG45L	Principles of Animal Science Lab	1
PLSCI20	Principles of Plant Science	3
PLSCI20L	Principles of Plant Science Lab	1
PLSCI22	Introduction To Soils	3
PLSCI22L	Introduction To Soils Lab	1
ENVHR11	Irrigation Design and Installation	3

#### Plus 12 units from the following:

#### Course Block Units: (12 Required)

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

**Total: 30**

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# ACCOUNTING

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

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## Description

This certificate prepares students for entry-level accounting positions. This certificate also provides additional training for those already employed who desire to improve their skills and abilities.

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## Program Learning Outcomes

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

1. Create accurate, professional, and appropriate accounting documents and reports for the business entity served.
  2. Compute financial data using accounting concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  3. Analyze accounting data/information in addressing and evaluating problems and issues in making informed business decisions.
  4. Demonstrate effective use of technology applicable to the accounting field.
- 

## Program Requirements:

Required Courses		Course Block Units: (29 Required)
ACCT3	Computerized Accounting	3
ACCT10A	General Accounting	4
ACCT1 and ACCT1A	Principles of Accounting-Financial Principles of Accounting - Financial Lab	4 0.5
ACCT6	Individual Income Taxes-Federal/State	4
ACCT9	Business Payroll Procedures	3
GNBUS10	Introduction To Global Business	3
GNBUS33	Spreadsheet Application	3
GNBUS56	Business Mathematics	3
GNBUS66	Machine Calculation	1.5
		<b>Total: 29</b>

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# ACCOUNTING

## ASSOCIATE IN SCIENCE

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### Description

The Associate of Science Degree in Accounting is designed to prepare students for transfer to four-year institutions for pre-professional studies in Accounting, Business, Entrepreneurship, Finance, General Business, Marketing, Management and Small Business Management programs. The Accounting program at Yuba College offers a range of courses that prepare students for transfer and further study in Accounting leading to BA, BS, MA, MS and/or Ph.D. degrees.

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### Program Learning Outcomes

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

1. Create accurate, professional, and appropriate accounting documents and reports for the business entity served.
  2. Compute financial data using accounting concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  3. Analyze accounting data/information in addressing and evaluating problems and issues in making informed business decisions.
  4. Demonstrate effective use of technology applicable to the accounting field.
- 

### Program Requirements:

Required Courses		Course Block Units: (30 Required)
ACCT1 and	Principles of Accounting-Financial	4
ACCT1A	Principles of Accounting - Financial Lab	0.5
ACCT2L	Principles of Accounting-Managerial	5
ACCT3	Computerized Accounting	3
GNBUS10	Introduction To Global Business	3
GNBUS18A	Business Law	3
GNBUS30	Business Computer Applications	3
GNBUS33	Spreadsheet Application	3
GNBUS41	Computer Operating Systems	1
GNBUS56	Business Mathematics	3
GNBUS66	Machine Calculation	1.5
Additional Recommended Courses:		Course Block Units: (21 - 28 Required)
ACCT6	Individual Income Taxes-Federal/State	4
ACCT9	Business Payroll Procedures	3
ACCT10A	General Accounting	4
ECON1A	Elementary Economics-Macro	3
SPECH6	Small Group Communication	3
CWEE45A or	Occupational Work Experience-Volunteer	1
INTRN46	Internship	1

**Total: 51.00 - 58.00**

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# ADMINISTRATIVE ASSISTANT - GENERAL

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

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## Description

This certificate prepares students for entry-level office, computer, and administrative support positions in a variety of industries. This certificate also provides additional training for those already employed who desire to improve their skills and abilities.

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## Program Learning Outcomes

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

1. Demonstrate skills to produce business communications and documents
2. Solve complex business situations through the application of business, mathematical, and technological skills.
3. Analyze both internal and external data/information in addressing and evaluating problems and issues in making informed business decisions.
4. Formulate solutions to business problems using current and emerging computer applications, records management, and standard business procedures.

---

## Program Requirements:

### First Semester

**Course Block Units: (14.5 Required)**

GNBUS32	Word Processing Applications	3
GNBUS41	Computer Operating Systems	1
GNBUS52	Business English	3
GNBUS55A	Beginning Keyboarding	3
GNBUS60	General Office Procedures	3
GNBUS66	Machine Calculation	1.5

### Second Semester

**Course Block Units: (15 Required)**

GNBUS21	Business Communications	3
GNBUS33	Spreadsheet Application	3
GNBUS53	Records Management	3
GNBUS55B	Intermediate Keyboarding	3
GNBUS61	Advanced Office Procedures	3

**Total: 29.5**

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# ADMINISTRATIVE ASSISTANT - LEGAL

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

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## Description

This certificate prepares students for entry-level office, computer, and administrative support positions in the legal field. This certificate also provides additional training for those already employed who desire to improve their skills and abilities.

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## Program Learning Outcomes

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

1. Demonstrate skills to produce business communications and documents relevant to the legal field.
2. Solve complex business situations through the application of business, mathematical, and technological skills related to the legal field.
3. Analyze both internal and external data/information in addressing and evaluating problems and issues in making informed business decisions related to the legal field.

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## Program Requirements:

### First Semester

**Course Block Units: (14.5 Required)**

GNBUS32	Word Processing Applications	3
GNBUS41	Computer Operating Systems	1
GNBUS52	Business English	3
GNBUS55A	Beginning Keyboarding	3
GNBUS60	General Office Procedures	3
GNBUS66	Machine Calculation	1.5

### Second Semester

**Course Block Units: (15 Required)**

GNBUS18A	Business Law	3
GNBUS33	Spreadsheet Application	3
GNBUS53	Records Management	3
GNBUS55B	Intermediate Keyboarding	3
GNBUS63	Legal Office Procedures	3

**Total: 29.5**

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# ADMINISTRATIVE ASSISTANT - MEDICAL

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

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## Description

This certificate prepares students for entry-level office, computer, and administrative support positions in the medical field. This certificate also provides additional training for those already employed who desire to improve their skills and abilities.

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## Program Learning Outcomes

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

1. Demonstrate skills to produce business communications and documents relevant to the medical field.
2. Solve complex business situations through the application of business, mathematical, and technological skills related to the medical field.
3. Analyze both internal and external data/information in addressing and evaluating problems and issues in making informed business decisions related to the medical field.

---

## Program Requirements:

First Semester		Course Block Units: (14.5 Required)
GNBUS32	Word Processing Applications	3
GNBUS41	Computer Operating Systems	1
GNBUS52	Business English	3
GNBUS55A	Beginning Keyboarding	3
GNBUS60	General Office Procedures	3
GNBUS66	Machine Calculation	1.5
Second Semester		Course Block Units: (15 Required)
GNBUS33	Spreadsheet Application	3
GNBUS53	Records Management	3
GNBUS55B	Intermediate Keyboarding	3
GNBUS64	Medical Word Processing	3
GNBUS65	Medical Office Procedures	3
		<b>Total: 29.5</b>

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# BUSINESS COMPUTER APPLICATIONS

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

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## Description

This certificate prepares students for entry-level office, computer, and administrative support positions in the business field. This certificate also provides additional training for those already employed who desire to improve their skills and abilities.

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## Program Learning Outcomes

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

1. Determine and use business software application tools to analyze quantitative data and interpret the results.
2. Apply appropriate technological tools in support of business decision-making.
3. Use appropriate technologies for the design, development, and delivery of business communications.

---

## Program Requirements:

### First Semester

**Course Block Units: (15.5 Required)**

ACCT10A	General Accounting	4
GNBUS10	Introduction To Global Business	3
GNBUS30	Business Computer Applications	3
GNBUS41	Computer Operating Systems	1
GNBUS42	Internet Literacy and Safety	3
GNBUS66	Machine Calculation	1.5

### Second Semester

**Course Block Units: (14 Required)**

ACCT3	Computerized Accounting	3
GNBUS21	Business Communications	3
GNBUS32	Word Processing Applications	3
GNBUS33	Spreadsheet Application	3
GNBUS34	Presentation Application	1
GNBUS37	Introduction To Database Applications	1

**Total: 29.5**

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# GENERAL BUSINESS MANAGEMENT

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

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## Description

The General Business Management Certificate of Achievement introduces students to the field of business. Many students from this program transfer to four-year colleges as business majors with a concentration in marketing, management, accounting, finance, international business, human resource management, or management information systems. The program seeks to teach and reinforce business competencies within the context of managerial decision-making and professional communication. This certificate also provides additional training for those already employed who desire to improve their skills and abilities.

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## Program Learning Outcomes

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

1. Apply advanced business concepts to make intelligent decisions in a business situation.
  2. Write a professional quality document for a business audience.
  3. Diagnose and evaluate accurately business problems to make effective managerial decisions.
- 

## Program Requirements:

### Required Courses

**Course Block Units:** (25.5 Required)

ACCT1	Principles of Accounting-Financial	4
ACCT1A	Principles of Accounting - Financial Lab	0.5
GNBUS5	Introduction to Supervision	3
GNBUS6	Principles of Management	3
GNBUS10	Introduction To Global Business	3
GNBUS18A	Business Law	3
GNBUS21	Business Communications	3
GNBUS30	Business Computer Applications	3
GNBUS56	Business Mathematics	3

### Plus three additional units from courses listed below

**Course Block Units:** (3 Required)

GNBUS7 or	Entrepreneurship	3
GNBUS8 or	Human Resource Management	3
GNBUS9	Organizational Management	3

**Total: 28.5**

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# HEALTH SERVICES ADMINISTRATION

## ASSOCIATE IN SCIENCE

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### Description

Health Services Administration is a new concentration within the healthcare and business field of study. Students will acquire skills in: healthcare office administration and human resources management, along with medical terminology, general office skills, software applications, medical office procedures, medical legal and ethical issues, electronic health records, oral and written communication, critical thinking, team building, and problem solving.

Graduates of this degree should qualify for employment opportunities in medical offices; healthcare facilities including, but not limited to, hospitals, nursing homes, and rehabilitation centers; medical supply companies; research facilities; pharmaceutical companies; county or state public health departments; offices of emergency services; ambulance companies; fire departments; health and human services departments; and any place of employment that administers medical treatment or programs.

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### Program Learning Outcomes

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

1. Upon completion of this degree, students will be able to identify the appropriate mode of communication to be used in the healthcare field pertaining to patients, co-workers, and management.
2. Upon completion of this degree, students will be able to demonstrate the ability to apply Health Insurance Portability Accountability Act (HIPAA) rules and regulations to common healthcare situations.
3. Upon completion of this degree, students will be able to demonstrate the ability to perform basic skilled used in day to day operations of a medical facility.
4. Upon completion of this degree, students will be able to employ analysis methods to work through legal and ethical issues that arise in the healthcare industry, including issues pertaining to HIPAA and EMTALA.
5. Upon completion of this degree, students will be able to model those attributes necessary for gainful employment in the field of healthcare.

---

### Program Requirements:

Required Courses		Course Block Units: (31 Required)
GNBUS30	Business Computer Applications	3
GNBUS49	Introduction to Health Care Systems	3
GNBUS65	Medical Office Procedures	3
GNBUS53	Records Management	3
NURS51	Medical Terminology	3
GNBUS21	Business Communications	3
GNBUS8	Human Resource Management	3
GNBUS48	Business Ethics	3
GNBUS10	Introduction To Global Business	3
GNBUS41	Computer Operating Systems	1
GNBUS56	Business Mathematics	3



# HUMAN RESOURCES

## ASSOCIATE IN SCIENCE

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### Description

Human Resources is a concentration within the field of business administration that has the responsibilities of compensation and benefits, recruitment, disciplinary actions, and keeping up to date with any laws that may affect the company and its employees. Students in this program will explore important issues in human resources management including: changing government and legal requirements, downsizing, attention to and appreciation for diversity, global workforce development, the role of information systems, and changing cultural and economic factors.

Graduates of this degree should qualify for employment opportunities in human resources departments within private industry, city, county, and state level as a human resources assistant; administrative assistants; social and human services assistant; records management assistant; labor relations assistant; training and development assistant.

---

### Program Learning Outcomes

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

1. Upon completion of this degree, students will be able to identify the role human resources management has in the business industry.
2. Upon completion of this degree, students will be able to demonstrate the ability to research constantly changing government regulations.
3. Upon completion of this degree, students will be able to demonstrate the ability to apply analytical methods to business and ethical situations.
4. Upon completion of this degree, students will be able to demonstrate basic skills used in day to day operation of a common human resources office, such as written communication, data collection, and payroll procedures.
5. Upon completion of this degree, students will be able to model those attributes necessary for gainful employment in the field of human resources.

---

### Program Requirements:

Required Courses		Course Block Units: (32 Required)
GNBUS30	Business Computer Applications	3
GNBUS10	Introduction To Global Business	3
GNBUS6	Principles of Management	3
GNBUS8	Human Resource Management	3
GNBUS9	Organizational Management	3
GNBUS21	Business Communications	3
GNBUS41	Computer Operating Systems	1
GNBUS53	Records Management	3
GNBUS48	Business Ethics	3
ACCT10A	General Accounting	4
ACCT9	Business Payroll Procedures	3

**Total: 32**

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 48  
**Full Course Title:** Business Ethics  
**Short Title:** Business Ethics  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Business (Masters Required)
- 

### Course Description

This course will provide an overview of the ethical standards pertaining to the purpose of corporations and the appropriate responsibility of their managers, accountants, and human resources. Students will learn to question critically, analyze using the IRAC method of analysis, challenge ethical and moral standards, and apply compromise to business and professional behavior.

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### Conditions of Enrollment

Satisfactory completion of: ENGL 1A

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### Content

#### Course Lecture Content

- A. Governance Framework and Functions
  - 1. Corporate roles and accountability
    - a. Stakeholders
  - 2. Theories of corporate governance
    - a. definition and purpose
  - 3. Basic governance functions
    - a. definition
  - 4. Board of Directors
    - a. accountability

- b. fiduciary
- c. structure
- d. legalities

## B. Introduction to IRAC Method of Analysis

1. Identify the issue
  - a. Is the issue an ethical issue or a moral issue?
2. Identify the rules or regulations that may apply to the issue.
  - a. Are there any laws that pertain to the issue identified?
  - b. Is this issue covered in the professions code of conduct?
3. Analysis of the issue and regulations.
  - a. A written statement of the facts.
4. Statement of Conclusion.
  - a. Must include all possible outcomes.
  - b. Must state which outcome is being chosen.
  - c. Must state reason for the chosen outcome.

## C. Ethics Environment

1. Ethics fundamentals
2. Historical perspective
3. Ethical failures
  - a. Case studies
4. Implications for professional accountants

## D. Ethical Behavior

1. Philosopher's contributions
2. Stakeholder impact analysis
  - a. Comprehensive approaches
  - b. Quantifiable impacts
  - c. Non-quantifiable impacts
  - d. Managing stakeholder relationships
- e. Case studies

## E. Ethical Governance, Accountability, and Management

1. Corporate
  - a. Governance recap
  - b. Developing a culture of integrity
  - c. Ethics programs
  - d. White collar crime and fraud
  - e. Case studies
2. Professional Accounting
  - a. Public expectations
  - b. Implications for services offered
  - c. Judgement and values
  - d. Sources of ethical guidance
  - e. Professional guidance
  - f. Professional codes
  - g. International comparison
  - h. Issues not resolved by codes
  - i. Case studies

## F. Significant Ethics Issues Facing Business and the Accounting Profession

1. Significant ethical issues
  - a. Conflicts of interest
  - b. Workplace ethics
1. Discrimination
2. Hiring and firing
3. Screening for abuses
  - c. International operations
1. Cultural issues
2. Bribery

- d. Risk management and ethics risks
- e. Crisis management
- f. Case studies

#### G. Governance Challenges

- 1. International standards
- 2. Confidentiality
- 3. Insider trading
- 4. Pay for performance schemes
- 5. Shareholder activism
- 6. Corporate social responsibility
- 7. Case studies

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## Objectives

- 1. Students participating in this class will: Demonstrate the ability to differentiate between ethical and moral issues.
- 2. Students Participating in this class will: Demonstrate the ability to use the IRAC method of analysis to solve an ethical issue. **\*\*Requires Critical Thinking\*\***
- 3. Students Participating in this class will: Demonstrate the ability to identify the rules and/or regulations that pertain to the ethical issue.
- 4. Students Participating in this class will: Demonstrate the ability to analyze the facts and rules that pertain to the ethical issue.
- 5. Students Participating in this class will: Demonstrate the ability to state a conclusion after the analysis of the ethical issue.
- 6. Students Participating in this class will: Demonstrate the ability to write a complete IRAC Analysis Statement, which should include all facts, rules, regulations, possible outcomes, and statement of conclusion with reasoning of choice. **\*\*Requires Critical Thinking\*\***
- 7. Students participating in this class will: Identify the role and ethical expectations of the accounting professional.

---

## Student Learning Outcomes

- 1. Students completing this course satisfactorily will be able to: Identify if an is either an ethical violation or a moral violation.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 2. Students completing this course satisfactorily will be able to: Demonstrate the ability to use the IRAC method of analysis to form a conclusion or solution of the stated ethical issue.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.



3. Students completing this course satisfactorily will be able to: Write a statement of conclusion that will include a statement of facts, rules and regulations, all possible outcomes, and choice of conclusion or solution with reasoning for that choice.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Lecture/Discussion**  
Instructor will provide written or video lecture weekly on each section of the textbook or case study.
- 

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

1. Readings from college level textbooks.
2. Readings from case studies.
3. Readings from professional journals and legal case studies.

### Writing Assignments

1. Statement of Conclusion: a paper that includes all of the following: identifying the ethical issue, identifying all rules and regulations that pertain to that ethical issue, analysis of the both the issue and rules, all possible outcomes, and choice of conclusion or solution with reasoning for the choice given. (IRAC method of analysis)
  2. Complete IRAC methods form, identifying all facts, rules, and regulations.
  3. Written discussions pertaining to hypothetical ethical situations. Students must use the IRAC method of analysis to find their conclusion of the discussion.
- 

## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Participation**
  - **Quizzes**
- 

## Course Materials

**Textbooks:**

1. Leonard J. Brooks & Paul Dunn. *Business & Professional Ethics for Directors, Executives & Accountants*, 8 ed. Cengage Learning, 2018, ISBN: 978-1-305-97145-5

**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 49  
**Full Course Title:** Introduction to Health Care Systems  
**Short Title:** Health Care Systems  
**TOP Code:** -  
**Effective Term:**

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Business (Masters Required) **Or**
  - Health Services Director/ Health Services Coordinator/ College Nurse (Masters Required)
- 

### Course Description

This course will provide an overview of the United States healthcare system from historical, organizational, financial, and administrative perspectives. This course will analyze current health issues, such as cost, access, technology, current laws, ethics, and quality of care.

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### Content

#### Course Lecture Content

##### A. Characteristics of U.S. Health Care Delivery

1. U.S. health care delivery
2. Subsystems of U.S. health care delivery
3. Health care systems of other countries
4. Systems framework

##### B. Foundations of U.S. Health Care Delivery

1. Identifying health care
2. Determinants of health
3. Cultural beliefs and values
4. Distribution of health care
5. Strategies to improve health

##### C. Historical Overview of U.S. Health Care Delivery

1. Medical services in preindustrial America
2. Medical training

3. Medical services in postindustrial America
4. History of health insurance
5. Medical services in the corporate era
6. Era of health care reform
7. U.S. health care today

#### D. Health Care Providers & Professionals

1. Physicians
2. Dentists
3. Pharmacists
4. Nurses
5. Non-physicians practitioners
6. Public health professionals
7. Health services administration

#### E. Technology and Its Effects

1. Medical technology
2. Health information technology
3. Diffusion and utilization of medical technology
4. Government role in technology diffusion
5. Impact of medical technology
6. Benefits of technology assessment

#### F. Financing and Reimbursement Methods

1. Effects of health care financing and insurance
2. Insurance's nature and purpose
3. Private insurance
4. Affordable Care Act and private insurance
5. Public insurance
6. Affordable Care Act and public insurance
7. Reimbursement methods
8. Affordable Care Act and payment reform
9. National health expenditures

#### G. Outpatient Services and Primary Care

1. Outpatient care
  - a. Scope of outpatient services
2. Primary care
  - a. Effectiveness of primary care

#### H. Hospitals

1. Evolution of hospitals in the United States.
2. Expansion and downsizing of hospitals in the United States
3. Access and utilization measures
4. Hospital employment
5. Licensure, certification, and accreditation

#### I. Managed Care and Integrated Systems

1. Managed care
  - a. Evolution of managed care
  - b. Growth and transformation
  - c. Utilization
2. Integrated systems
  - a. Types of integration

#### J. Cost, Access, and Quality

1. Cost of health care
2. High cost of U.S. health care
  - a. Reasons for cost
3. Cost containment
4. Unequal in Access

- 5. Quality
  - a. Strategies and initiatives
- 6. Development in process improvement

#### K. Health Policy and Ethics

- 1. Health Policy
  - a. Principal features of U.S. health policy
  - b. Development of legislative health policy
  - c. Critical policy issues
  - d. International health policy comparisons
- 2. Ethics
  - a. Patient's Rights
    - 1. Respectful Care
    - 2. Effective communication
  - b. Health Insurance Portability and Accountability Act (HIPAA)
    - 1. Privacy
    - 2. Security
    - 3. Breach Notification
  - c. Emergency Medical Treatment and Active Labor Act (EMTALA).
    - 1. Ensuring public access
    - 2. Medical Screening
    - 3. Transferring Patients

#### L. Future of Health Care

- 1. Future changes
- 2. Challenges
- 3. Health care reform
- 4. Future models of care delivery
- 5. Future workforce challenges
- 6. Global challenges
- 7. New frontiers in clinical technology
- 8. Care delivery of the future

---

## Objectives

- 1. Students participating in this class will: Identify the main characteristics of the United States health care system.
- 2. Students participating in this class will: Explain the evolution of the United States health care system.
- 3. Students participating in this class will: Identify health care providers and health business professionals.
- 4. Students participating in this class will: Explain what the effects of technology has in the health care system. **\*\*Requires Critical Thinking\*\***
- 5. Students participating in this class will: Explain health care financing and reimbursement methods. **\*\*Requires Critical Thinking\*\***
- 6. Students participating in this class will: Analyze health care policies in the United States. **\*\*Requires Critical Thinking\*\***
- 7. Students participating in this class will: Analyze ethical issues pertaining to health care. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

- 1. Upon completion of this course, will be able to explain the structure of the United States health care

system.

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, will be able to analyze the cost, access, and quality of the United States health care system.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Upon completion of this course, will be able to analyze and identify ethical issues in health care.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Lecture/Discussion**

Instructor will provide written or video lecture weekly on each section of the textbook or case study.

---

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

1. Readings from college level textbooks.
2. Readings from case studies.
3. Readings from professional journals and legal case studies.

### Writing Assignments

1. Written discussions pertaining ethical situations in health care.
2. Essays focused the following subjects: health care providers and professionals, technology, financing and reimbursement methods, health care policies and ethics, and the future of health care.

### Other Assignments

1. Worksheets that include multiple-choice, true/false, and short answer questions.
- 

## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Quizzes**
-

## Course Materials

### Textbooks:

1. Leiyu Shi and Douglas Singh. *Essentials of the U.S. Health Care System*, 5 ed. Jones & Bartlett Learning, 2019, ISBN: 978-1284156720  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 56  
**Full Course Title:** Business Mathematics  
**Short Title:** Business Math  
**TOP Code:** 0506.00 - Business Administration and Management, General\*  
**Effective Term:** Spring 2015

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Business (Masters Required) **Or**
  - Accounting (Masters Required) **Or**
  - Business Education (Masters Required)
- 

### Course Description

Math for accounting, management, real estate and marketing. Topics include: payroll, inventory controls, trade and cash discounts, simple and compound interest, present value, annuities and sinking funds, discounting of notes, buying and selling of mutual funds and stocks, depreciation, financial statements and real estate loans.

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### Conditions of Enrollment

#### Advisories

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

### Content

#### Course Lecture Content

1. Solving for the Unknown: How-To Approach for Solving Equations
2. Trade Discounts, Single & Chain Discounts, Cash Discounts, Partial Payments
3. Markups, Markdowns, Pricing of Perishables
4. Calculating Gross Pay, Deductions, Net Pay, & Employer Payroll Taxes
5. Simple Interest and U.S. Rule



6. Structure of Promissory Notes, Simple Discount Notes, and the Discounting Process
  7. Compound Interest, Future Value and Present Value
  8. Annuities and Sinking Funds
  9. Installment Buying, Rule of 78, and Revolving Charge and Credit Card Accounts
  10. Analysis and Interpretation of Financial Reports
  11. Depreciation
  12. Inventory and Overhead
  13. Stocks and Bonds
  14. Mortgages, Amortization, and the Cost of Home Ownership
  15. Sales, Excise, and Property Taxes
  16. Life, Fire, and Auto Insurance
- 

## Objectives

1. Explain the basic procedures used to solve equations for the unknown. **\*\*Requires Critical Thinking\*\***
  2. Calculate single trade discounts with formulas and complements.
  3. List and explain typical discount periods and credit periods that a business may offer.
  4. Calculate markups based on selling price and markups based on cost.
  5. Calculate gross pay, employee deductions, and net pay for a variety of payroll methods.
  6. Calculate simple interest and maturity value for months and years.
  7. Calculate simple interest and maturity value by exact interest and by ordinary interest.
  8. Differentiate between interest-bearing and noninterest-bearing notes.
  9. Calculate and compare the interest, maturity value, proceeds, and effective rate of a simple interest note with a simple discount note. **\*\*Requires Critical Thinking\*\***
  10. Calculate the future value and the present value of a lump sum amount.
  11. Calculate the future value and present value of ordinary annuities and annuities due.
  12. Calculate the amount financed, finance charge, deferred payment, and APR for installment purchases.
  13. Calculate the finance charges on revolving charge credit card accounts.
  14. Calculate amortization amounts and interest charges for home mortgages.
  15. Explain and complete a trend analysis. **\*\*Requires Critical Thinking\*\***
  16. Prepare depreciation schedules for different types of depreciation methods.
  17. Calculate the cost of ending inventory and cost of goods sold for several different inventory methods.
  18. Calculate the specifics of life insurance, fire insurance and auto insurance.
- 

## Student Learning Outcomes

1. Computation: Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
2. Critical Thinking: Analyze data/information while addressing and evaluating issues in making business

decisions.

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## Methods of Instruction

- Lecture/Discussion

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## Distance Education

### Delivery Methods

- Online

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## Assignments

### Other Assignments

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## Methods of Evaluation

- Exams
- Homework
- Problem Solving Exercises
- Quizzes

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## Course Materials

### Textbooks:

1. Slater. *Practical Business Math Procedures*, 11th ed. McGraw-Hill, 2013, ISBN: 978-0077701505  
**Equivalent text is acceptable**

### Other:

1. Calculator

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 16  
**Full Course Title:** World Music  
**Short Title:** World Music  
**TOP Code:** 1004.00 - Music, General  
**Effective Term:** Spring 2016

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### Course Standards

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

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

This survey of world music explores how music is used as a form of human expression in various cultures. Musical instruments, forms and styles, and the roles and functions of music in traditional and contemporary societies in various cultures throughout the world will be studied.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. World Music as a Study in Culture
  - a. Why cultures have different kinds of music
  - b. Ethnomusicology
2. Universals of Music
  - a. Basic assumptions in music
  - b. Musical change, transmission, and history
3. Music Fundamentals
  - a. Elements of music: rhythm, melody, texture, timbre

- b. Instruments
  - c. Style
  - 4. Music of Various Regions (Survey of overall stylistic trends with few in-depth example study)
    - a. Music of the Middle East and Northern Africa
    - b. Music of Asia (India, Southeast Asia, China, Japan, Korea)
    - c. Music of Sub-Saharan Africa
    - d. Music of Latin America
    - e. Native American and Ethnic North American Music
    - f. Music of Europe
- 

## Objectives

1. Identify basic musical elements and styles.
  2. Identify general musical styles and genres from different regions of the world.
  3. Demonstrate an understanding of cultural and sociological contexts surrounding the music of various regions. **\*\*Requires Critical Thinking\*\***
  4. Trace origins and influences of different musical traditions.
  5. Compare and contrast relationships between different world cultures as observed through their music. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will identify basic musical elements and styles, and apply to discuss musical examples from various cultures in the world.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, students will identify general musical styles and genres from different regions of the world.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, students will compare and contrast relationships between different world cultures as observed through their music.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

## Methods of Instruction

- Lecture/Discussion
- 

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

Students will be assigned a list of musical samples in audio and/or video format to study. They will need to identify musical elements and cultural elements associated with each sample. There may be specific homework assignments related to some samples. Students will be tested on their ability to successfully identify the musical sample, discuss significant aspects of the sample, and compare/contrast with other samples.

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## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Miller, Terry E. and Shahriari, Andrew. *World Music: a Global Journey*, 3rd or newest ed. Routledge, 2016, ISBN: 9781138911277  
**Equivalent text is acceptable**

### Other:

1. Instructors may compile their own materials such as glossary, videos, musical recordings, articles, etc. to cover the topical outline of this course in lieu of using a textbook.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 2D  
**Full Course Title:** Musicianship IV  
**Short Title:** Musicianship IV  
**TOP Code:** 1004.00 - Music, General  
**Effective Term:** Fall 2015

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.0  
**Total class hours:** 54.0  
    **Total contact hours in class:** 36.0  
        **Lecture hours:** 9.0  
        **Lab hours:** 27.0  
    **Hours outside of class:** 18.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory IV through ear training, sight singing, analysis, and dictation. Required of all music majors. Concurrent enrollment in MUS 2B Music Theory IV is required. Course offered Spring semester only.

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### Conditions of Enrollment

Satisfactory completion of: MUSIC 2C and Concurrent enrollment or satisfactory completion of: MUSIC 2B

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### Content

#### Course Lecture Content

This course resides in a sequence, and elements of this course may appear in another course within the sequence. Emphasis on ear training, sight singing, analysis and dictation.

1. Melodic and Harmonic:
  - a. Advanced chromaticism, including
    - i. modulations to distantly-related keys
    - ii. mode mixture
    - iii. non-dominant 7th chords
    - iv. Neapolitan and augmented 6th chords

- v. extended and altered chords
  - vi. diatonic modes
  - vii. non-diatonic and synthetic scales: whole-tone, pentatonic, octatonic
- b. Post-tonal materials, including pitch sets, tone rows, and post-tonal melodies
- 2. Advanced rhythmic topics:
  - a. irregular beat divisions
  - b. polyrhythms
  - c. asymmetrical and mixed meters
- 3. Multi-part Exercises:
  - a. Sight-reading rhythmic exercises in two and three parts
  - b. Sight-singing while conducting
  - c. Sing one part while playing another part on piano
  - d. Singing canons, duets, quartets, sing and clap rhythms, etc.
  - e. Harmonic dictation identifying and transcribing SATB harmonic progressions with advanced chromaticism

### Course Lab/Activity Content

Apply lecture contents to ear training by practicing and performing sight-singing/reading, aural identification and taking dictation.

---

### Objectives

1. Demonstrate advanced skills in aural perception by completing harmonic dictation and analysis of music containing advanced chromaticism and modulation to distantly related keys. **\*\*Requires Critical Thinking\*\***
  2. Analyze and sing at sight music containing advanced chromaticism, diatonic modes, non-diatonic and synthetic scales, tone rows, post-tonal melodies, and modulation to distantly related keys as well as advanced rhythmic patterns or meters. **\*\*Requires Critical Thinking\*\***
  3. Demonstrate an ability to aurally detect errors in rhythm, pitch, harmony, and/or solfege in music with advanced chromaticism, post-tonal materials, or advanced rhythmic concepts. **\*\*Requires Critical Thinking\*\***
  4. Demonstrate rhythmic reading skills with irregular beat divisions, polyrhythms, and asymmetrical or mixed meters using a counting system.
  5. Aurally identify non-dominant 7th chords, Neapolitan and augmented 6th chords, extended and altered chords, diatonic modes, and non-diatonic scales including whole-tone, pentatonic, and octatonic scales.
- 

### Student Learning Outcomes

1. Upon completion of this course, students will take dictation of 4-part harmony with advanced chromaticism and modulation to distantly related keys by writing the correct pitches of the chords, rhythms and the appropriate Roman numeral identification.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, students will orally realize an unknown melody containing chromaticism, modulation to distantly related keys, and advanced rhythmic patterns such as asymmetrical and mixed meters by singing the correct intervals with appropriate solfege syllables and the correct rhythms.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

and issues in making decisions.

- **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

---

## Methods of Instruction

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

---

## Assignments

### Reading Assignments

### Other Assignments

1. Analyze the given sight-singing exercise on the following points:
  - Key and modality
  - Meter and tempo
  - Phrase periodicity
  - Cadential figures
  - Melodic intervals, especially of leaps
  - Appropriate Solfege syllables in the given key
  - How modulation is achieved and appropriate Solfege syllables in the new key
  - Rhythmic divisions and subdivisions
  - In case of mixed meters, what rhythmic unit stays consistent
2. Count the beats and clap the correct rhythm, figuring out and correcting any tricky rhythmic patterns.
3. Sing the melody on Solfege by finding the correct interval from note to note.
4. Sing the melody with the correct solfege, intervals, and the rhythm.

---

## Methods of Evaluation

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

Individual sight singing examination. Dictation exercises and examinations.

---

## Course Materials

### Textbooks:

1. Thomas E. Benjamin. *Music for Sight Singing*, latest ed. Schirmer/Cengage, 2013, ISBN: 978-1133307976  
**Equivalent text is acceptable**
2. Berkowitz, S. et al.. *A New Approach to Sight Singing*, 6th or latest ed. W. W. Norton, 2017, ISBN: 978-0-393-28491-1  
**Equivalent text is acceptable**
3. Rogers & Ottman. *Music for Sight Singing*, 10th or latest ed. Pearson, 2019, ISBN: 9780134475431  
**Equivalent text is acceptable**
4. Benward and Kolosick. *Ear Training, Revised*, 7th or latest ed. McGraw Hill, 2010, ISBN: 9780073401362  
**Equivalent text is acceptable**

### Software:

1. *Sibelius Educational Suite*. AVID, Latest student version ed. Music notation system; listed on C-ID sample



textbooks

**Equivalent text is acceptable**

2. *Aurelia*. AVID, Latest student version ed. Avid Technology; listed in C-ID sample textbooks

**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

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

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### Course Standards

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

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

This course consists of individualized study of composition and music arranging techniques through private and small group instruction. The emphasis is on the progressive development of skills needed to create transcriptions, arrangements and original compositions.

---

### Conditions of Enrollment

Consent of Instructor (Audition); Concurrent participation in an appropriate ensemble and enrollment in appropriate-level major preparation courses in MUS1A-2E sequence.

---

### Content

#### Course Lecture Content

Individualized study of composition including most or all of the following content as needed for individual student's compositional development.

1. Scales and modes
2. Melodic and harmonic construction
3. Musical notation systems
4. Metric and rhythmic procedures
5. Idiomatic writing for voices and instruments
6. Transcriptions and arrangements

7. Small forms and style
8. Devising and rewriting the composition
9. Preparing the composition for rehearsal and performance
10. Performance for jury examination

### Course Lab/Activity Content

Apply lecture content to writing arrangements and compositions.

---

### Objectives

1. Compose and present at least one arrangement of original composition of art music, using clear, performable notation. **\*\*Requires Critical Thinking\*\***
  2. Assist performers in rehearsing and performing the above composition.
  3. Demonstrate, either verbally or in written form, the structure and analysis of the above compositions, including performance notes. **\*\*Requires Critical Thinking\*\***
  4. Evaluate live and recorded performances or original compositions. **\*\*Requires Critical Thinking\*\***
  5. Apply theoretical skills to music composition. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, students will write and present an arrangement or original composition, demonstrating technical proficiency and musicality appropriate for the level of the student.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

### Methods of Instruction

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

### Assignments

#### Other Assignments

Compose an 8-measure melody based on Lydian mode and add either a counter melody or a harmonic accompaniment.

---

### Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Participation**
- **Skills Demonstrations/Performance Exam**

- **Other**  
Public performance of the composition for the jury exam.
- 

## **Course Materials**

### **Other:**

1. Textbooks from Music Theory sequence for reference. Other compositions for analysis and study that are appropriate for individual student to be selected by the instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 8A  
**Full Course Title:** Music History I  
**Short Title:** Mus History I  
**TOP Code:** 1004.00 - Music, General  
**Effective Term:** Fall 2017

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

This course is a survey of music history and literature from antiquity to 1750, including cultural, intellectual and social influences, and provides an in-depth examination of the development of Western European music through analysis and synthesizing of historical details and stylistic elements of the musical trends of the era.

---

### Conditions of Enrollment

#### Advisories

- **Language - recommended eligibility for English 1A**  
The course entails extensive reading assignments, which include discussions of historical events, their effect on development of musical genres and styles, analysis of musical samples, and biographies of significant composers and performers in Europe from Antiquity to 17th century. College-level reading comprehension skills are essential.
- 

### Content

#### Course Lecture Content

1. Elements of Musical Style and History
2. Music in Ancient Greece and Rome
3. Monophonic music of the Middle Ages
4. Beginnings of polyphony

5. Renaissance Music
6. Baroque Music

---

## Objectives

1. Identify and differentiate the stylistic traits of music in the Antiquity, Medieval, Renaissance and early Baroque periods. **\*\*Requires Critical Thinking\*\***
2. Analyze music from the Ancient period to the Baroque period using stylistic criteria, elements of form, harmonic and melodic content, instrumentation, and genre. **\*\*Requires Critical Thinking\*\***
3. Evaluate sources for scholarly benefit in the research of musical materials. **\*\*Requires Critical Thinking\*\***
4. Outline the cultural context (political, religious, social) of the music of these periods.

---

## Student Learning Outcomes

1. Upon completion of this course, students will analyze music from the Ancient period to the Baroque period using stylistic criteria elements of form, harmonic and melodic content, instrumentation, and genre.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, students will be able to identify and differentiate the stylistic traits of Western music in the Antiquity, Middle Ages, Renaissance and Baroque periods.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, students will be able to identify and describe the significance of major composers and works from various style periods.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

---

## Methods of Instruction

- **Lecture/Discussion**

---

## Assignments

### Reading Assignments

Read the chapter and utilize the outline and the flash cards to comprehend and retain the important contents.

### Other Assignments

For each of the musical examples in the chapter:

- Make note of the composer, style period, approximate year of composition, and the genre
- Read discussion about the work in the textbook and the anthology and listen for those features
- Be able to identify the musical traits of the work
- Be able to identify the work's title, composer and its significance on hearing the work
- Compare and contrast the example against others in the same style period

---

## Methods of Evaluation

- Exams
  - Homework
  - Participation
  - Other
- Analytical Listening of Musical Examples
- 

## Course Materials

### Textbooks:

1. Barbara Russano Hanning. *Concise History of Western Music*, 5th or latest ed. W. W. Norton & Co., 2014, ISBN: 978-0-393-92066-6  
**Equivalent text is acceptable**

### Manuals:

1. J. Peter Burkholder and Claude V. Palisca. *Norton Anthology of Western Music, Vol. 1: Ancient to Baroque*, 8th ed. W. W. Norton & Co., 2019, ISBN: 978-0-393-65641-1  
**Equivalent text is acceptable**

### Other:

1. Streaming music provided through Access Code purchased with the textbook or set of CDs accompanying the Anthology.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 8B  
**Full Course Title:** Music History II  
**Short Title:** Mus History II  
**TOP Code:** 1004.00 - Music, General  
**Effective Term:** Fall 2017

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### Course Standards

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

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

This course is a survey of music history and literature from 1750 to the present, including cultural, intellectual and social influences. This course provides an in-depth examination of the development of Western European music through analysis and synthesizing of historical details and stylistic elements of the musical trends of the era.

---

### Conditions of Enrollment

#### Advisories

- **Language - recommended eligibility for English 1A**  
The course entails extensive reading assignments, which include discussions of historical events, their effect on development of musical genres and styles, analysis of musical samples, and biographies of significant composers and performers in Europe from Antiquity to 17th century. College-level reading comprehension skills are essential.
- 

### Content

#### Course Lecture Content

1. Elements of Musical Style and History
2. The Classic Era
3. Early Romantic Music
4. Romantic Opera



5. Middle and Late Romantic Music
6. The French Impressionists
7. The Early 20th Century
8. Music after 1950

---

## Objectives

1. Analyze music from the Classical period to the present day using the stylistic criteria elements of form, harmonic and melodic content, instrumentation, and genre. **\*\*Requires Critical Thinking\*\***
2. Evaluate sources for scholarly benefit in the research of music materials. **\*\*Requires Critical Thinking\*\***
3. Outline the cultural context (political, religious, social) of the music of these periods. **\*\*Requires Critical Thinking\*\***
4. Identify and differentiate the stylistic traits of music in the late Baroque, Classical, Romantic, and Modern periods. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, students will analyze music from the Classical period to the present day using the stylistic criteria elements of form, harmonic and melodic content, instrumentation, and genre.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, students will be able to identify and differentiate the stylistic traits of Western music in the Classic, Romantic, and Modern periods.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, students will be able to identify and describe the significance of major composers and works from various style periods.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

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## Methods of Instruction

- **Lecture/Discussion**

---

## Assignments

### Reading Assignments

Read the chapter and utilize the outline and the flash cards to comprehend and retain the important contents.

### Other Assignments

For each of the musical examples in the chapter:

- Make note of the composer, style, period, approximate year of composition, and genre
  - Read the discussion about the work in the textbook and the anthology and listen for those features
  - Be able to identify the musical traits of the work
  - Be able to identify the work's title, composer and its significance on hearing the work
  - Compare and contrast the example against others in the same style period
- 

## Methods of Evaluation

- Exams
  - Homework
  - Participation
  - Quizzes
  - Other
- Analytical Listening of Musical Examples
- 

## Course Materials

### Textbooks:

1. Barbara Russano Hanning. *Concise History of Western Music*, 5th ed. ed. W. W. Norton & Co., 2014, ISBN: 978-0-393-92066-6  
**Equivalent text is acceptable**

### Manuals:

1. J. Peter Burkholder and Claude V. Palisca. *Norton Anthology of Western Music, Vol. 2 & 3*, 8th ed. ed. W. W. Norton & Co., 2019, ISBN: 978-0-393-65642-8 and 978-0-393-65643-5  
**Equivalent text is acceptable**

### Other:

1. Streaming music provided through Access Code purchased with the textbook or set of CDs accompanying the Anthology.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 35  
**Full Course Title:** Beginning Guitar  
**Short Title:** Beginning Guitar  
**TOP Code:** 1004.00 - Music, General  
**Effective Term:** Spring 2015

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### Course Standards

**Course Type:** Credit - Not Degree Applicable  
**Units:** 1.0  
**Total class hours:** 54.0  
    **Total contact hours in class:** 36.0  
        **Lecture hours:** 9.0  
        **Lab hours:** 27.0  
    **Hours outside of class:** 18.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

Class instruction in basic guitar technique with an emphasis on melody, music reading, and ensemble performance. Students must furnish their own guitars.

---

### Content

#### Course Lecture Content

1. Parts of the instrument
2. Position and form
3. Tuning the strings
4. Introduction to the fingerboard
5. Introduction to musical notation including meter, rhythm, pitch, keys and dynamics
6. Major scales in C, G, D, F, B-flat
7. Articulation and timbre
8. Sight reading
9. Ensemble performance

#### Course Lab/Activity Content

Apply lecture contents to read music and play the guitar.

---

### Objectives

1. Demonstrate proper position and form.
  2. Demonstrate basic knowledge in music reading. **\*\*Requires Critical Thinking\*\***
  3. Identify pitches on the fingerboard.
  4. Play major scale in keys up to 2 flats and sharps.
  5. Demonstrate techniques to achieve various articulations and timbres. **\*\*Requires Critical Thinking\*\***
  6. Sight read simple melody on the guitar, observing the correct pitches, rhythms, and meter, and incorporating good playing techniques. **\*\*Requires Critical Thinking\*\***
  7. Perform an ensemble piece in 3 or 4 parts. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will apply basic music reading skills and perform level-appropriate work, demonstrating appropriate techniques.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

### Other Assignments

Practice the first section of the Menuet by figuring out the rhythm, left hand positions, articulation, dynamics, etc. and work out the difficult spot. Aim to play with consistent tempo.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Will Schmid. *Contemporary Class Guitar*, Hal Leonard, 1993, ISBN: 9780793524983

**Equivalent text is acceptable**

2. Grasso, Matthew. *Sight-reading for Guitar*, self-published, 2016, ISBN: n/a

**Equivalent text is acceptable**

**Other:**

1. Student must provide own guitar

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 36A  
**Full Course Title:** Intermediate Guitar I  
**Short Title:** Intermed Guitar I  
**TOP Code:** 1004.00 - Music, General  
**Effective Term:** Fall 2013

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.0  
**Total class hours:** 54.0  
    **Total contact hours in class:** 36.0  
        **Lecture hours:** 9.0  
        **Lab hours:** 27.0  
    **Hours outside of class:** 18.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

Intermediate guitar technique with an emphasis on expanded techniques, chordal exploration, and ensemble performance. Students must furnish their own guitars.

---

### Conditions of Enrollment

Satisfactory completion of: MUSIC 35 Or by placement

---

### Content

#### Course Lecture Content

1. Natural, harmonic and melodic minor scales
2. Basic triads including major, minor, augmented and diminished triads
3. Articulation and timbre
4. Exploration of alternate tunings
5. Left hand fingering principles
6. Basic right hand techniques
7. Reading in positions up to the 5th
8. Harmonics
9. Sight reading
10. Ensemble performance

## Course Lab/Activity Content

Apply lecture contents to practice and play the guitar.

---

### Objectives

1. Play natural, harmonic, and melodic minor scales.
  2. Demonstrate an ability to construct various types of triads with optimum fingering positions. **\*\*Requires Critical Thinking\*\***
  3. Demonstrate techniques to achieve various articulations and timbres. **\*\*Requires Critical Thinking\*\***
  4. Sight read music using the first to fourth left hand positions. **\*\*Requires Critical Thinking\*\***
  5. Describe and demonstrate the left hand fingering principles to achieve ease and optimum expression. **\*\*Requires Critical Thinking\*\***
  6. Demonstrate the basic right hand techniques, such as rest strokes, free strokes, and picking.
  7. Perform an ensemble piece with 3 to 4 parts by listening to other players while playing to stay together. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, students will apply basic music reading skills and perform level-appropriate work, demonstrating appropriate techniques.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

### Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

### Assignments

#### Reading Assignments

#### Other Assignments

Practice No. 20 reading exercise, exploring various possibilities for fingering.

---

### Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Robert Mathews. *Intermediate Guitar*, latest ed. Robert Mathews, 2005, ISBN: no ISBN number  
**Equivalent text is acceptable**
2. Grasso, Matthew. *Sight-reading for Guitar*, Self published, 2016, ISBN: n/a  
**Equivalent text is acceptable**

### Other:

1. handouts (supplemental songs and exercises)

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 36B

**Full Course Title:** Intermediate Guitar II

**Short Title:** Intermed Guitar II

**TOP Code:** 1004.00 - Music, General

**Effective Term:** Fall 2013

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 1.0

**Total class hours:** 54.0

**Total contact hours in class:** 36.0

**Lecture hours:** 9.0

**Lab hours:** 27.0

**Hours outside of class:** 18.0

**Repeatable:** No

**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

Continuation of intermediate guitar techniques with an emphasis on optimal fingering principles, left- and right-hand techniques, chordal exploration, and ensemble performance. Students must furnish their own guitars.

---

### Conditions of Enrollment

Satisfactory completion of: MUSIC 36A Or by placement

---

### Content

#### Course Lecture Content

1. Diatonic modes
2. Triad inversions, 7th and 9th chords
3. Articulation and timbre
4. Survey of various types of guitars including multi-string guitars
5. Fingering principles for the left hand
6. Further right hand and picking techniques
7. Reading above the 5th position
8. Sight reading
9. Ensemble performance

## Course Lab/Activity Content

Apply lecture contents to practice and perform.

---

### Objectives

1. Play diatonic modes.
  2. Demonstrate an ability to construct various triads, 7th and 9th chords, including inversions of the chord. **\*\*Requires Critical Thinking\*\***
  3. Apply fingering principles to derive appropriate fingering to achieve ease and optimal expression in playing musical pieces. **\*\*Requires Critical Thinking\*\***
  4. Perform music with appropriate articulation and timbre.
  5. Sight read music using 5th and higher positions. **\*\*Requires Critical Thinking\*\***
  6. Perform an ensemble piece with 3 to 4 parts by listening to other players while playing to stay together and balance the voices appropriately. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, students will apply basic music reading skills and perform level-appropriate work, demonstrating appropriate techniques.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

### Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

### Assignments

#### Reading Assignments

#### Other Assignments

Construct a chordal progression in G major, using optimal voice leading and chord inversions and applying good fingering principles.

---

### Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Robert Mathews. *Intermediate Guitar*, latest ed. Robert Mathews, 2005, ISBN: no ISBN number  
**Equivalent text is acceptable**
2. Grasso, Matthew. *Sight-reading for Guitar*, Self published, 2016, ISBN: n/a  
**Equivalent text is acceptable**

### Other:

1. handouts (supplemental songs and exercises)

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 41B  
**Full Course Title:** Elementary Piano II  
**Short Title:** Elementary Piano II  
**TOP Code:** 1004.00 - Music, General  
**Effective Term:** Fall 2013

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 1.0  
**Total class hours:** 54.0  
    **Total contact hours in class:** 36.0  
        **Lecture hours:** 9.0  
        **Lab hours:** 27.0  
    **Hours outside of class:** 18.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

Elementary piano, covering the fundamentals of keyboard theory and technique, reading, solo and ensemble repertoire, and creative activities.

---

### Conditions of Enrollment

Satisfactory completion of: MUSIC 41A Or by placement

---

### Content

#### Course Lecture Content

1. Keyboard Theory and Technique
  - a. Keyboard orientation
  - b. Durational notation
  - c. Music symbols
  - d. Rhythm and meter including compound meters
  - e. Coordination exercises
  - f. Directional reading
  - g. Articulation
  - h. Key signatures
  - i. Pedaling

2. Finger Patterns and Exercises
  - a. Major Scales (Group 1)
  - b. Coordination exercises
  - c. Arpeggios: major and minor
  - d. Triads: major, minor, V7
3. Reading
  - a. Grand staff
  - b. Intervals
  - c. Sight-reading
4. Solo and Ensemble Repertoire
  - a. Improvisation
  - b. Melody harmonization
  - c. Solo and ensemble musical works that include hand position shifts

### Course Lab/Activity Content

Apply lecture content to develop hand-eye coordination and play the assigned exercises and musical pieces.

---

### Objectives

1. Demonstrate appropriate skill in music theory and keyboard technique through both written and performing assignments at the second semester level. **\*\*Requires Critical Thinking\*\***
  2. Demonstrate acquisition of music reading skills using the keyboard appropriate for the level. **\*\*Requires Critical Thinking\*\***
  3. Demonstrate skill in performing level-appropriate assigned solo and ensemble repertoire, including memorization. **\*\*Requires Critical Thinking\*\***
  4. Demonstrate skill in creating harmonizations and improvisations. **\*\*Requires Critical Thinking\*\***
  5. Relate knowledge of music theory to analyze performance repertoire at the second semester level. **\*\*Requires Critical Thinking\*\***
  6. Identify and interpret problems of keyboard techniques, and analyze their causes. **\*\*Requires Critical Thinking\*\***
  7. Critically evaluate the student's own performances as well as those of others. **\*\*Requires Critical Thinking\*\***
  8. Analyze the musical components and apply to one's own expressive interpretation. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Communication: Students will be able to demonstrate technical proficiency and musical communication skills through performance appropriate for the second semester level.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

### Methods of Instruction

- Laboratory
  - Lecture/Discussion
-

## Assignments

### Other Assignments

Practice measures 1-8 by figuring out the key, rhythm, hand position, intervals, articulation, and dynamics. Practice hands separately first, and then both hands together.

---

## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

### Textbooks:

1. E.L. Lancaster and Kenon Dr. Renfrow. *Alfred's Group Piano for Adults*, 2nd ed. Alfred Publishing Co., Inc., 2004, ISBN: 978-0-7390-3526-9  
**Equivalent text is acceptable**

### Other:

1. Keyboard for practice (if not utilizing on-campus practice rooms)
- 

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# MUSIC AA-T

## ASSOCIATE IN ARTS FOR TRANSFER

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### Description

The Associate in Arts in Music for Transfer degree prepares students in basic freshman and sophomore level music study to transfer to a 4-year University to seek a Bachelor of Arts in General Music degree. Completion of this degree with a minimum GPA of 2.0 guarantees admission to the CSU System. Students must audition with an instrument of choice or voice to be admitted into the program to take the applied skills course. Students whose applied music skills are at a pre-collegiate level may enroll in remedial course such as Elementary or Intermediate Voice, Piano or Guitar class. It should also be noted that the Associate in Arts in Music for Transfer does not guarantee admission to any specific campus of CSU or admittance to major in music after the transfer. Students will need to audition to be accepted as a music major at CSU. Students intending to transfer to seek a Bachelor of Music or Bachelor of Music Education degree will need additional courses, and should select AA in Music.

---

### Program Learning Outcomes

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

1. Upon completion of this program, students will analyze a short musical work by applying intermediate-level music theory, including analysis of melody, harmony, rhythm and meter, and form, demonstrating skills and knowledge acquired over 3 semesters of Music Theory study.
2. Upon completion of this program, students will aurally identify intervals, rhythms, voice-leading and harmonic progressions by taking dictation and writing appropriate musical notation, and sight read melodies of difficulty level covered in the third semester of Musicianship.
3. Upon completion of this program, students will publicly perform on their major instrument or voice a solo repertoire appropriate for college sophomores with technical facility and artistry.
4. Upon completion of this program, students will play or sing in an ensemble with technical ease, blend, and expressive artistry, demonstrating culmination of four semesters of study in improved reading ability, listening skills, and performing skills.
5. Upon completion of this program, students will demonstrate piano keyboard skills acquired in three semesters of study, including sight reading, scales and arpeggios, and harmonic progressions in various keys and modes.

---

### Program Requirements:

#### CORE Requirements:

		Course Block Units: (12 Required)
MUSIC1A	Music Theory I	3
MUSIC1B	Music Theory II	3
MUSIC1C	Musicianship I	1
MUSIC1D	Musicianship II	1
MUSIC2A	Music Theory III	3
MUSIC2C	Musicianship III	1

#### APPLIED SKILLS Requirements: Students shall select one Applied Music course from the following and take it for 4 semesters.

		Course Block Units: (4 Required)
MUSIC30AR	Applied Skills: Woodwinds	1

MUSIC30BR	Applied Skills: Brass	1
MUSIC30DR	Applied Skills: Percussion	1
MUSIC30ER	Applied Skills: Strings	1
MUSIC30GR	Applied Skills: Classical Guitar	1
MUSIC31R	Applied Skills-Piano	1
MUSIC32R	Applied Skills: Voice	1

**ENSEMBLE Requirements: Students shall select an appropriate ensemble or a combination of ensembles based on their educational and career goals, and enroll for 4 semesters.**

**Course Block Units: (4 Required)**

MUSIC28R	Community Jazz Ensemble	1
MUSIC33R	Chamber Singers	1
MUSIC34R	Concert Choir	1
MUSIC43R	Symphonic Band	1
MUSIC44R	Chamber Ensemble	1
MUSIC47R	Chamber Orchestra	1

**List A: Emphases Courses:**

**Course Block Units: (6 Required)**

MUSIC41A	Elementary Piano I	1
MUSIC1E	Keyboard Harmony I	1
MUSIC2E	Keyboard Harmony II	1
MUSIC8A or	Music History I	3
MUSIC8B	Music History II	3

**Total: 26**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 535  
**Full Course Title:** Guitar Class  
**Short Title:** Guitar Class  
**TOP Code:** -  
**Effective Term:**

---

### Course Standards

**Course Type:** Noncredit  
**Total contact hours in class:** 36.0  
**Lecture hours:** 9.0  
**Lab hours:** 27.0

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

Class instruction in basic guitar technique with an emphasis on left- and right-hand techniques, music reading, and ensemble performance. Students must furnish their own guitars. This is a non-credit course primarily but not exclusively intended for older adults as a lifelong education that provides opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making. Students will be placed with the credit section appropriate for their level. This course may also serve as a remedial course for guitar majors who are not ready for applied guitar skills level.

---

### Content

#### Course Lecture Content

The contents and depth of study will slightly vary depending on the skill level of the student, but will cover the following concepts:

1. Parts of the instrument
2. Position and form
3. Tuning the strings
4. The fingerboard and fingering principles
5. Musical notation including meter, rhythm, pitch, keys, articulations and dynamics
6. Major, minor, and modal scales
7. Articulation and timbre
8. Triads, extended chords, and inversions
9. Sight reading
10. Ensemble performance

#### Course Lab/Activity Content

Apply lecture contents to practice and performance.

---

---

## Objectives

1. Demonstrate music reading skills, including rhythm, meter, key, pitch, intervals, and chords. **\*\*Requires Critical Thinking\*\***
2. Demonstrate a familiarity with the fingerboard and the fingering principles.
3. Perform scales and construct chords of appropriate level of difficulty.
4. Differentiate various articulations and timbres, using appropriate techniques. **\*\*Requires Critical Thinking\*\***
5. Demonstrate sight reading ability on the guitar at the appropriate level. **\*\*Requires Critical Thinking\*\***
6. Perform an ensemble piece with 3- to 4-parts. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, students will apply basic music reading skills and perform level-appropriate work, demonstrating appropriate techniques and musical expression.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

---

## Methods of Instruction

- Laboratory
- Lecture/Discussion

---

## Assignments

### Other Assignments

Practice playing the Menuet, by figuring out the correct rhythms, pitches, and optimal fingering.

---

## Methods of Evaluation

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

---

## Course Materials

Textbooks:

1. Grasso, Matthew. *Sight-reading for Guitar*, Self published, 2016, ISBN: n/a  
**Equivalent text is acceptable**
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 533  
**Full Course Title:** Chamber Singers  
**Short Title:** Chamber Singers  
**TOP Code:** -  
**Effective Term:**

---

### Course Standards

**Course Type:** Noncredit  
**Total contact hours in class:** 60.0 - 90.0  
**Lecture hours:** 30.0 - 36.0  
**Lab hours:** 30.0 - 54.0

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

This course is for the study, rehearsal, and public performance of literature appropriate to the chamber vocal ensemble, with an emphasis on the development of skills needed to perform within a chamber vocal ensemble. Different literature of sacred and/or secular music from various historical and cultural styles will be studied each semester. This is a non-credit course primarily but not exclusively intended for older adults as a lifelong education that provides opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making.

---

### Content

#### Course Lecture Content

Students study the performance traditions for the chamber vocal ensemble. Repertoire for performance is selected that is representative of the best works for the ensemble and which is appropriate for study at the particular lower-division level. General course content includes the following:

1. Music Reading Techniques
  - a. Rhythm reading
  - b. Intervals
  - c. Sight-singing
2. Art of Choral Singing
  - a. Vocal production
  - b. Breathing technique
  - c. Intonation and blended ensemble sound
  - d. Diction
  - e. Phrasing, style and expression
3. Choral Repertoire (Variety selected from the following)
  - a. Renaissance
  - b. Baroque
  - c. Classical
  - d. Romantic

- e. Contemporary
- f. World Music
- g. Non-classical (folk, jazz, etc.)
- 4. Rehearsals and Performances
  - a. Individual responsibility toward team-work
  - b. Rehearsal and practice techniques
  - c. Sectional rehearsals and development of leadership
  - d. Professionalism
  - e. Outreach to communities and schools

### Course Lab/Activity Content

Apply lecture concepts to own singing and performance.

---

### Objectives

1. Learn a part in choral works and sing independently in harmony with other parts in small vocal ensembles. **\*\*Requires Critical Thinking\*\***
  2. Interpret, prepare and perform choral literature from various periods, styles and cultures. **\*\*Requires Critical Thinking\*\***
  3. Develop music reading skills and relate to one's own singing. **\*\*Requires Critical Thinking\*\***
  4. Demonstrate musical professionalism in terms of preparedness, commitment to the ensemble, observance of rehearsal and performance etiquettes, and personal and social responsibility. **\*\*Requires Critical Thinking\*\***
  5. Perform choral literature in concerts, music festivals, recitals and class.
- 

### Student Learning Outcomes

1. Upon completion of this course, students will perform the selected literature in public with technical efficiency and musical expressivity.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

### Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Sectional rehearsals and performances
- 

### Assignments

#### Other Assignments

Practice pp. 1-5 figuring out the correct pitches and rhythms.

---

### Methods of Evaluation

- **Laboratory Assignments**
  - **Participation**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Public performance
- 

## **Course Materials**

### **Other:**

1. Mainstream choral literature of various styles from different style periods and cultures as assigned by the instructor. Different literature will be studied each semester. Performance attire
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 537  
**Full Course Title:** Indian Music Ensemble  
**Short Title:** Indian Ensemble  
**TOP Code:** -  
**Effective Term:**

---

### Course Standards

**Course Type:** Noncredit  
**Total contact hours in class:** 36.0  
**Lecture hours:** 9.0  
**Lab hours:** 27.0

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
- 

### Course Description

This course provides hands-on musical instruction in North Indian music on instruments such as Tabla, Sitar, Harmonium, and/or vocals. Students are also welcome to bring their own non-Indian instruments (e.g. guitar, violin, flute, etc.) Prior musical experience is helpful but not necessary. The course serves as an introduction to Indian music and culture. This is a non-credit course primarily but not exclusively intended for older adults as a lifelong education that provides opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making.

---

### Content

#### Course Lecture Content

##### Section 1 - Music Theory

###### i. Raga

Learn the note names (Sargam)

###### ii. Tala

Learn the basic cyclic structures (Theka)

##### Section 2 - Learning to Play/sing

###### i. Instrument maintenance

###### ii. Tuning the instruments

###### iii. Singing in tune

###### iv. Beginning ragas and exercises I

##### Section 3 - Cultural Background

###### i. Cultural diversity of India

###### ii. Introduction to history, religion, cosmology and philosophy

### Course Lab/Activity Content

Apply lecture contents to practice and performance.

---

### Objectives

1. Demonstrate an understanding of the fundamental concepts of North Indian music. **\*\*Requires Critical Thinking\*\***
  2. Demonstrate basic knowledge of instrument maintenance, tuning, and playing technique. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, students will demonstrate an understanding of the fundamental concepts of North Indian music theory including raga (melody) and tala (rhythm).
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  2. Upon completion of this course, students will demonstrate basic understanding of rudimentary singing and instrument playing technique.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

### Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

### Assignments

#### Reading Assignments

#### Other Assignments

Practice rendering the raga covered in class.

---

### Methods of Evaluation

- Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Problem Solving Exercises
  - Skills Demonstrations/Performance Exam
  - Other
    - Public performance
- 

### Course Materials



**Textbooks:**

1. Khan, Ali Akbar and Ruckert, George.. *The Classical Music of North India: Volume One, Firts Year's Study*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi,, 1998, ISBN: 978-81-215-0872-8  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** MUSIC 541  
**Full Course Title:** Piano Class  
**Short Title:** Piano Class  
**TOP Code:** -  
**Effective Term:**

---

### Course Standards

**Course Type:** Noncredit  
**Total contact hours in class:** 36.0  
**Lecture hours:** 9.0  
**Lab hours:** 27.0

---

### Minimum Qualifications for Instructors

- Music (Masters Required)
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### Course Description

Class instruction in basic piano technique with an emphasis on keyboard skills, music reading, and musical performance. This is a non-credit course primarily but not exclusively intended for older adults as a lifelong education that provides opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making. Students will be placed with the credit section appropriate for their level. This course may also serve as a remedial course for piano majors who are not ready for applied piano skills level.

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### Content

#### Course Lecture Content

The contents and depth of study will slightly vary depending on the skill level of the student, but will cover the following concepts:

1. Music Notation
2. Five-Finger Patterns, scales and triads
3. Fingering
4. Sight Reading
5. Performance of repertoire appropriate for the level of the student

#### Course Lab/Activity Content

Apply lecture content to practice and performance.

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### Objectives

1. Demonstrate music reading skills, including rhythm, meter, key, pitch, intervals, and chords. **\*\*Requires Critical Thinking\*\***

2. Perform 5-finger patterns, scales, arpeggios, and simple chord progressions at the appropriate level of difficulty.
  3. Demonstrate sight reading ability on the piano at the appropriate level. **\*\*Requires Critical Thinking\*\***
  4. Perform musical work of appropriate difficulty for the level with technical facility and expression.  
**\*\*Requires Critical Thinking\*\***
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## Student Learning Outcomes

1. Upon completion of this course, students will apply basic music reading skills and perform level-appropriate work, demonstrating appropriate techniques and musical expression.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
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## Methods of Instruction

- Laboratory
  - Lecture/Discussion
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## Assignments

### Other Assignments

Practice major 5-finger patterns starting on white notes. Then, practice the Miniature Waltz, making sure to use the correct fingering, rhythms and pitches, and keep a steady tempo.

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## Methods of Evaluation

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

### Textbooks:

1. E.L. Lancaster and Kenon Dr. Renfrow. *Alfred's Group Piano for Adults*, 2nd ed. Alfred Publishing Co., Inc., 2004, ISBN: 978-0739053010  
**Equivalent text is acceptable**
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# MUSIC

## ASSOCIATE IN ARTS

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### Description

The Associate in Arts in Music degree prepares students to build a solid foundation in music theory, musicianship, keyboard skills, and music history, as well as performance skills as a solo and ensemble musician. The degree requirements mostly align with the freshman and sophomore level music study for a Bachelor of Music or Bachelor of Music Education degree at local CSU campuses. As such, this is a high-unit degree and may take longer than 4 semesters to complete. However, students who complete this degree successfully will be better prepared to do well on theory, musicianship and keyboard skills placement exams at the 4-year universities, alleviating the need to take remedial courses at a higher tuition. Students must audition with an instrument of choice or voice to be admitted into the program to take the applied skills course. Students whose applied music skills are at a pre-collegiate level may enroll in remedial course such as Elementary or Intermediate Voice, Piano or Guitar class. Students who have college-level performance and musicianship skills and are interested in pursuing an Bachelor of Arts in General Music can select the Associate in Arts in Music for Transfer, which can be completed in 4-semesters of full-time study.

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### Program Learning Outcomes

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

1. Upon completion of this program, students will analyze a short musical work by applying intermediate-level music theory, including analysis of melody, harmony, rhythm and meter, and form, demonstrating skills and knowledge acquired over 3 semesters of music theory study.
  2. Upon completion of this program, students will aurally identify intervals, rhythms, voice-leading and harmonic progressions by taking dictation and writing appropriate musical notation, and sight read melodies of difficulty level covered in the third semester of Musicianship.
  3. Upon completion of this program, students will publicly perform on their major instrument or voice a solo repertoire appropriate for college sophomores with technical facility and artistry.
  4. Upon completion of this program, students will play or sing in an ensemble with technical ease, blend, and expressive artistry, demonstrating culmination of four semesters of study in improved reading ability, listening skills, and performing skills.
  5. Upon completion of this program, students will demonstrate piano keyboard skills acquired in three semesters of study, including sight reading, scales and arpeggios, and harmonic progressions in various keys and modes.
  6. Upon completion of the program, students will identify various musical styles and genres of the Western art music as well as select styles and genres of non-Western music, and distinguish their cultural and historical context.
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### Program Requirements:

#### Required Courses in Theory and Musicianship:

		Course Block Units: (16 Required)
MUSIC1A	Music Theory I	3
MUSIC1B	Music Theory II	3
MUSIC1C	Musicianship I	1
MUSIC1D	Musicianship II	1
MUSIC2A	Music Theory III	3
MUSIC2B	Music Theory IV	3
MUSIC2C	Musicianship III	1
MUSIC2D	Musicianship IV	1

**Required Emphases Courses:**

MUSIC16	World Music	3
MUSIC41A	Elementary Piano I	1
MUSIC1E	Keyboard Harmony I	1
MUSIC2E	Keyboard Harmony II	1
MUSIC8A	Music History I	3
MUSIC8B	Music History II	3

**Course Block Units: (12 Required)****Ensembles (Choose an appropriate ensemble or combination of ensembles based on educational or career goals. 4 semesters required):**

MUSIC28R	Community Jazz Ensemble	1
MUSIC33R	Chamber Singers	1
MUSIC34R	Concert Choir	1
MUSIC43R	Symphonic Band	1
MUSIC44R	Chamber Ensemble	1
MUSIC47R	Chamber Orchestra	1

**Course Block Units: (4 Required)****Applied Skills Courses (4 semesters of one course required):**

MUSIC30AR	Applied Skills: Woodwinds	1
MUSIC30BR	Applied Skills: Brass	1
MUSIC30DR	Applied Skills: Percussion	1
MUSIC30ER	Applied Skills: Strings	1
MUSIC30GR	Applied Skills: Classical Guitar	1
MUSIC31R	Applied Skills-Piano	1
MUSIC32R	Applied Skills: Voice	1

**Course Block Units: (4 Required)****COMPOSITION MAJORS ONLY (4 semesters required):**

MUSIC30CR	Applied Skills: Composition	1
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**Course Block Units: (0 - 4 Required)****Total: 36.00 - 40.00**

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