



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Biggs Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
---	--------------------	-----------------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/4/21	Appendix: 8/10/22 & 9/14/22
---	-------------------	-----------------------------

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Donna Cyr	Title:	Administrative Secretary
Telephone:	868-1281	Email:	dcyr@biggs.org

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Biggs Unified School District	HIGH SCHOOL:	Biggs High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 60	TOTAL PROJECTED FTES: 6
--	--------------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Natural Resources/Agri Construction Career, Education, & Life Choices	AET 22	FA22	1	8:20-3:20	M-F	S. Boyes	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	CLP 101	FA22	1	8:20-3:20	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education, & Life Choices Beginning Auto CAD Drafting	CLP 101	SP23	1	8:20-3:20	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	DFT 12	FA22	2	8:20-3:20	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Digital Video Production	RTVF 40	FA22	1	8:20-3:20	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
				8:20-3:20			<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Natural Resources/Agri Construction Career, Education, & Life Choices	Agriculture Mechanics	\$0	None	\$0
	Career Changes and Choices	\$0	None	\$0
Career, Education, & Life Choices Beginning Auto CAD Drafting	Career Changes and Choices	\$0	None	\$0
	Online Resources/CAD Program & Solidworks	\$0	None	\$0
Digital Video Production	Online Resources	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor, and the number of students served.

7. **FACILITIES USE.**

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
BHS	10	M-F	8:20-3:20
BHS	3	M-F	8:20-3:20
BHS	9	M-F	8:20-3:20

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

BIGGS UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Doug Kaelin

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BIGGS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP APPENDIX – BIGGS HIGH 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$2,600	(6@400=\$2,400 / 2@100=\$200)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

AET 22 - Natural Resources and Agri-Construction

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to the selection and use of farm structural and mechanical equipment. It will cover farm wiring, carpentry, concrete, masonry, plumbing, painting and metal work with emphasis on the actual practices used in agricultural construction.

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain terms and nomenclature pertaining to the tools, materials and hardware associated with agricultural construction.
2. Demonstrate the safe and proper usage of basic construction tools, both power and hand.
3. Perform fundamental and proper techniques of construction including concrete, foundations, carpentry, plumbing and electrical.
4. Prepare a simple three dimensional drawing and a cost estimate for a small building.
5. Demonstrate safe work habits.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Tools, safety and operation	3.00
Building plans and cost estimate	3.00
Concrete and masonry	6.00
Plumbing	6.00
Electrical	8.00
Carpentry and construction projects	8.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and orientation to to work areas	3.00
Maintenance and proper use of tools and equipment	3.00
Concrete and masonry	6.00
Plumbing	6.00
Electrical	6.00
Three dimensional drawings and cost estimates	6.00
Carpentry and project construction	21.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read an article on shop safety and be prepared to discuss power tool safety with the class.
2. Read the chapter in your book on preparing concrete forms and be ready for a class discussion.

Writing Assignments

1. Write a 2-3 page paper on basic electrical wiring safety and basic rules when working with electricity.
2. Create a bill of materials for a small building and identify the costs associated with each item.

Out-of-Class Assignments

1. Visit a construction site and observe the workers' safety practices. Be prepared to share your observations with the class.
2. Go to a building supply store and get pricing for the list of electrical items that we will use during our electrical lab.

Recommended Materials of Instruction

Fleming, Eric. (2005). Construction Technology. *Blackwell Publishing, 1st.*

Other Learning Materials

Students will need to provide:

- a. Safety glasses
- b. 16' steel tape (or longer)
- c. Nail apron
- e. Combination square
- f. Carpenter's hammer
- g. Bump hat

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Laboratory Experiments
- C. Lecture
- D. Problem-Solving Sessions
- E. Demonstrations
- F. Group Discussions

Methods of Evaluation

- A. Projects
- B. Exams/Tests
- C. Class participation
- D. Lab Projects
- E. Mid-term and final examinations

Created/Revised by: Enyeart, Bruce

Date: 11/17/2014



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.

2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Class Activities
- E. Group Discussions
- F. Guest Speakers

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

Created/Revised by: Donnelly, Brian

Date: 10/31/2016



Catalog Description

DFT 12 - Beginning AutoCAD Drafting

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to basic drafting concepts using both freehand sketching and AutoCAD, an industry-standard computer-aided drafting (CAD) application. It is intended for drafting majors, engineering majors, interior design majors and pre-architectural students. Topics include line and geometric shape development, freehand sketching, basic AutoCAD commands, text commands, file management, orthographic and pictorial projection, dimensioning, sectioning, auxiliaries, and architectural drawings using sketching and a two-dimensional (2D) drafting application. Document reproduction, printing and plotting will be introduced and practiced.

Objectives

Upon successful completion of this course, the student should be able to:

1. Create representative freehand sketches of objects using lines, curves and circles to create technical shapes using orthographic and pictorial techniques.
2. Properly setup AutoCAD with drafting settings to create, edit and save drawing files.
3. Draw, edit and dimension freehand sketches or technical details, using AutoCAD including the control of software options and creation of paper-based prints.
4. Produce, edit and dimension orthographic projection drawings, pictorial drawings in mechanical and architectural applications using AutoCAD.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Sketching	2.00
Starting AutoCAD	1.00
Drawing Setup and Saving Drawing Files	1.00
Basic Drawing Commands	1.00
Cartesian Coordinate Problems	2.00
Templates and Layers	2.00
Dimensioning	3.00
Mechanical Parts Problems	4.00
Geometric Construction Problems	2.00
Orthographic Construction Problems	4.00
Sectional Views	2.00
Auxiliary Drawings	2.00
Annotation and Pictorial Drawings Applications	4.00
Architectural Drawings, Layers and Scales	4.00
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Sketching	3.00
Drawing Setup and Saving Drawing Files	1.00
Basic Drawing Commands	1.00
Cartesian Coordinate Problems	3.00
Templates and Layers	3.00
Dimensioning	4.00
Mechanical Parts Problems	6.00
Geometric Construction Problems	3.00

Sectional Views	8.00
Auxiliary Drawings	4.00
Annotation and Pictorial Drawing applications	6.00
Architectural Drawings, Layers and Scales	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Please read the section in your text about dimension applications and be prepared to answer questions from the reading at the next class.
2. Please read the chapter on Section Views. Consider the question "Why are section views important to drafting?" and be prepared to discuss at the start of next class.

Writing Assignments

1. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor when complete.
2. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary of the parameters used to prepare your DWG file for submission.

Out-of-Class Assignments

1. Prepare a freehand sketch of the kitchen floorplan provided by the instructor and submit your sketch at the next class meeting.
2. For extra credit, please search the acronym NIST and the term ISO and prepare hand-written definitions for each and turn in at the start of the next class. No late submissions will be accepted.

Recommended Materials of Instruction

Shih, Randy H.. (2011). Principles and Practices: An Integrated Approach to Engineering Graphics. *Schroff Development Corporation, 2011.*

Methods of Instruction

- A. Demonstrations
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Class Activities
- F. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

RTVF 40 - Video Production

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and basic editing. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, post-production, and exhibition/distribution.

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate both the technical and aesthetic aspects of video field production and demonstrate knowledge of basic production techniques.
2. Operate video field recording equipment correctly to acquire quality video and audio products.
3. Conceive and execute appropriate approaches to editing field footage into cohesive projects.
4. Demonstrate the skills needed for successful teamwork in television, film or other media employment.
5. Demonstrate through projects that with the power of a communicator, comes moral and ethical responsibility.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

An overview of the process of pre-production, production and post-production camera operation including recording formats, lens operation, basic filters and tripod use	6.00
Picture composition	6.00
Basic lighting techniques and equipment	5.00
Basic audio including different microphones and mounting techniques, and appropriate sound theory (i.e. balance, presence and perspective)	6.00
General concepts of acting and directing	5.00
Post-production theory (i.e. continuity and dynamic editing) plus basic operation for nonlinear editing including ingest, editing operation and distribution	6.00
Total Hours:	34.00

Lab

Topics

Lab Hrs

Produce recordings using various lenses and filters	8.00
Produce projects using multiple picture compositions	7.00
Use basic lighting techniques and equipment	7.00
Record projects using different microphones and mounting techniques (i.e. balance, presence and perspective)	8.00
Create projects that incorporate acting and directing	8.00
Use post-production to create nonlinear editing projects	7.00
Assemble as a final individual project a live action (or dramatic creation) suitable for review and evaluation during a public showing	6.00
Total Hours:	51.00

Reading Assignments

1. Read the chapter on basic videography; complete the reading assessment quiz and be prepared to apply the chapter information during the videography shooting assignment.
2. Read the chapter on non-linear video editing and write a 200 word minimum summary of the chapter information for a class discussion of video editing.

Writing Assignments

1. View a student video project and write 250 word minimum analysis of its content and presentation in terms of accepted principles of videography and editing.
2. Write a 200 word minimum analysis of how the "Rule of Thirds" is used in a video production to improve composition and direct viewer interest. Be prepared to present your findings during a class discussion of effective video composition.

Out-of-Class Assignments

1. Use an online job search database to identify opportunities for videographers/editors in California and the United States. Write a 200 word minimum report on your findings.
2. Plan and design a storyboard for a video production including details of camera placement, character dialog, camera moves, and composition.

Recommended Materials of Instruction

- Zettl, H. (2014). *TV Production Handbook*. Cengage Learning Publishing, 12th.
- Musberger, R. (2014). *Single Camera Video Production*. Routledge, 6th.
- Compesi, R. (2019). *Video Field Production and Editing*. Routledge, 8th.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Reading Assignments
- E. Demonstrations
- F. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Projects
- C. Homework
- D. Final Examination
- E. Written Assignments
- F. Written Examinations

Created/Revised by: Donnelly, Daniel

Date: 11/09/2020



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Chico Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
---	--------------------	-----------------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/25/21	Appendix: 8/24/22 & 9/21/22
---	--------------------	-----------------------------

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Erica Smith	Title:	Coordinator of Community Relations
Telephone:	891-3000	Email:	ERICA.SMITH@chicousd.org

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Chico Unified School District	HIGH SCHOOL:	Chico High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 245	TOTAL PROJECTED FTES: 24.5
---	-----------------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Environmental Horticulture	EH 20	FA22	2	8:30-3:30	M-F	E. Anderson	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Computer Networking Fundamentals	CSCI 19	FA22	1	8:30-3:30	M-F	J. Andrew	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
PC's and Peripherals/A+	CSCI 49	FA22	1	8:30-3:30	M-F	J. Andrew	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Workplace Communication	OLS 324	FA22	2	8:30-3:30	M-F	S. Chrisco	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Literacy for Career Building	OLS 325	SP23	2	8:30-3:30	M-F	S. Chrisco	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Beginning Auto CAD Drafting	DFT 12	FA22	2	8:30-3:30	M-F	S. Farquhar	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Engineering Graphics I	DFT 2	FA22	1	8:30-3:30	M-F	S. Farquhar	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Architectural Drafting Applications	DFT 24	FA22	2	8:30-3:30	M-F	S. Farquhar	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
The Critical Six Soft Skills in Health	ALH 6	SP23	1	8:30-3:30	M-F	T. Taylor	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Intro to Environmental Horticulture	Horticulture Today	\$0	None	\$0
Computer Networking Fundamentals	Cisco Network Academy	\$0	None	\$0
PC's and Peripherals/A+	Cisco Network Academy	\$0	None	\$0
Workplace Communication	Conversations for Work/Key Vocab	\$0	None	\$0
Literacy for Career Building	Groundwork for College Reading w/Phonics	\$0	None	\$0
Beginning Auto CAD Drafting	www.pltw.org/our-programs/pltw-engineering	\$0	None	\$0
Engineering Graphics I	www.pltw.org/our-programs/pltw-engineering	\$0	None	\$0
Architectural Drafting Applications	www.pltw.org/our-programs/pltw-engineering	\$0	None	\$0
The Critical Six Soft Skills in Health	Job Readiness for Health Professionals	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**

6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
CHS	J121	M-F	8:30-3:30
CHS	IT5	M-F	8:30-3:30
CHS	B7	M-F	8:30-3:30
CHS	IT1	M-F	8:30-3:30
CHS	IT3	M-F	8:30-3:30

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

CHICO UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Kelly Staley

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CHICO UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP APPENDIX – Chico High 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$6,100	(14@\$400=\$5,600 5@100=\$500)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

EH 20 - Introduction to Environmental Horticulture

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to environmental horticulture including nursery operations, landscaping, turf management and arboriculture. Topics include basic botany, cultural practices, propagation, structures and layout, pest management, planting, transplanting, container gardening, houseplants, plant identification, turfgrass installation and care, and a broad survey of the 'Green Industry' and other career opportunities.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify various horticultural occupations and their employment requirements.
2. Identify and safely use common tools and equipment.
3. List and describe the major structures of plants and their functions.
4. Formulate potting mixes and container media.
5. Propagate plants by sexual and asexual methods.
6. Explain the requirements of plant growth including watering needs, fertilizers requirements and pest control.
7. Identify the various types of horticultural structures including shade structures, greenhouses, and cold frames.
8. Describe the basic operations of various environmental horticulture businesses.
9. Plant and care for horticultural crops.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
The 'Green Industry' in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00

Total Hours: 34.00

Lab

Topics

	<u>Lab Hrs</u>
The 'Green Industry' in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

	COURSE OUTLINE ATTACHMENT 1	6.00
Plant Propagation		6.00
Requirements of Plant Growth		3.00
Irrigation and Fertilization		3.00
Pest and Disease Damage Identification		3.00
Horticultural Structures		3.00
Nursery and Greenhouse Crops – Planting and Care		6.00
Plants in the Landscape – Care and Pruning		6.00
Plant Identification and Nomenclature		3.00
Common Turf and Landscape Practices		3.00
Vineyard and Orchard Pruning Practices		3.00
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the text chapter on diagnosing plant disorders and complete the corresponding homework assignment. Be prepared for class discussion on the following: a. Plant disorders caused by cultural practices. b. Plant disorders caused by insect damages. c. Plant disorders caused by diseases.
2. Read the UC-IPM website covering one of each type of plant disorder and be ready to give an oral report to the class on proper care for the affected plant.

Writing Assignments

1. Write a two page essay on current employment trends for Horticulturists. Give regional data for trends and salary ranges.
2. Write a two page essay on a plant of your choice. Give your reasons for choosing this plant, its history of association with humans and its future uses and value to mankind.

Out-of-Class Assignments

1. Visit a local business that is in the ornamental horticulture category and be prepared to give an oral report to the class.
2. Visit a local or regional business in the agricultural or viticultural areas of horticulture and be prepared to give an oral report to your class.

Recommended Materials of Instruction

Laura Williams Rice & Robert P. Rice. (2011). Practical Horticulture. *Prentice-Hall*, 7th. 0130946346.

Other Learning Materials

Materials: three ring binder, pocket knife, pruning shears, water bottle, gloves, shade hat and boots. Warm clothing, when necessary.

Methods of Instruction

- A. Class Activities
- B. Demonstrations
- C. Discussion
- D. Field Trips
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Laboratory Experiments
- G. Lecture
- H. Multimedia Presentations
- I. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Demonstration
- D. Homework
- E. Class participation
- F. Lab Projects
- G. Exams/Tests



Catalog Description

CSCI 19 - Computer Networking Fundamentals

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces the structure, architecture, functions, components and models of the Internet and other computer networks. The course will prepare students to create and maintain data communications networks, and prepare to take the CompTIA's Network+ certification exam. Course topics include: designing, implementing, and maintaining functional communication systems using the OSI (Open Systems Interconnection) and TCP (Transmission Control Protocol) layered models to examine the roles of protocols and services at the application, network, data link and physical layers. A virtualized lab component using NDG NETLabs+ will be included.

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain the purpose of a variety of networking concepts and implement them appropriately
2. Determine and explain the appropriate cabling, device and storage technologies
3. Use best practices to manage the network, determine policies and ensure business continuity
4. Summarize physical security and common attacks while securing the wired and wireless network
5. Explain the network troubleshooting methodology and appropriate tools to support connectivity and performance

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Computer Network Fundamentals	3.00
The OSI Reference Model	2.50
Network Components	2.50
Ethernet Technology	2.50
IPv4 and IPv6 Addressing	3.00
Routing IP Packets	2.50
Wide Area Networks	2.00
Wireless Technologies	2.50
Network Optimization	2.00
Command-Line tools	2.00
Network Management	2.50
Network Security	2.50
Network Policies and Best Practices	2.00
Network Troubleshooting	2.50
Total Hours:	34.00

Lab

Topics

Lab Hrs

Computer Network Fundamentals	4.50
The OSI Reference Model	3.50

	COURSE OUTLINE ATTACHMENT 1	4.00
Network Components		4.00
Ethernet Technology		3.50
IPv4 and IPv6 Addressing		4.00
Routing IP Packets		3.50
Wide Area Networks (WANs)		3.50
Wireless Technologies		4.00
Network Optimization		3.50
Command-Line Tools		3.00
Network Management		3.50
Network Security		4.00
Network Policies and Best Practices		3.50
Network Troubleshooting		3.00
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Research the features of a Cisco Catalyst 2960 24 port switch and a HP Procurve 5820 24 port switch. Be ready to discuss the feature similarities and differences with the class.
2. Read the article provided by the instructor about the Internet of Things and how it will impact networking. Write a one page essay; be prepared to discuss your findings in class.

Writing Assignments

1. Write a two page report comparing the TCP/IP networking Model with the OSI Model and the benefits of each. Explain the reasoning behind why they divide the layers differently. Submit your work electronically.
2. Write a two page report on an Internet Pioneer, explain what they did, why they did it, and the impact it has had on development. Present what you learned to the class.

Out-of-Class Assignments

1. Visit a local computer retailer. Find out what types of networking equipment they sell and their knowledge of the products. Be prepared to discuss with the class whether that equipment would be adequate for a small or medium size business, and what might be an alternative retailer.
2. Research ISPs in Chico to find pricing, speeds, and availability for Internet access for a small business. Write a paragraph supporting the best service plan.

Recommended Materials of Instruction

Sequeira, A. (2018). CompTIA Network+ N10-007 Cert Guide. *Pearson, 1.*

Other Learning Materials

Access to NDG Netlabs+ online virtualized platform.

Methods of Instruction

- A. Lecture
- B. Multimedia Presentations
- C. Demonstrations
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Oral Presentation
- D. Lab Projects
- E. Essays and research papers



Catalog Description

CSCI 49 - PCs and Peripherals/A+

Transfer Status: CSU

Unit(s): 4.00

Contact Hours: 42.50 Lecture/76.50 Lab

Out of Class Hours: 85.00

Total Course Hours: 204.00

Course Description:

This course provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level Information & Communication Technology (ICT) professionals. The fundamentals of computer hardware and software as well as advanced concepts such as security, networking, cloud computing, and the responsibilities of an ICT professional will be introduced. A special emphasis is placed on software, hardware, and network troubleshooting techniques. This course is intended to help students prepare for the CompTIA A+ certification exams.

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate baseline security skills for IT support professionals.
2. Configure device operating systems, including Windows, Mac, Linux, Chrome OS, Android and iOS and administer client-based as well as cloud-based (SaaS) software.
3. Troubleshoot and problem solve core service and support challenges while applying best practices for documentation, change management, and scripting.
4. Support basic IT infrastructure and networking.
5. Configure and support PC, mobile and IoT device hardware
6. Implement basic data backup and recovery methods and apply data storage and management best practices.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Hardware	4.50
Networking	5.50
Mobile Devices	4.00
Operating Systems	6.00
Hardware and Network troubleshooting	5.50
Virtualization & Cloud Computing	4.00
Software Troubleshooting	4.00
Security	5.00
Operational Procedures	4.00
Total Hours:	42.50

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Hardware	8.50
Networking	9.00
Mobile Devices	8.00
Operating Systems	9.00
Hardware & Network Troubleshooting	8.50

	COURSE OUTLINE ATTACHMENT 1	8.50
Virtualization & Cloud Computing		
Software Troubleshooting		8.50
Security		8.50
Operational Procedures		8.00
	Total Hours:	76.50

Examples of Assignments

Reading Assignments

1. Read the procedure for installing an operating system on a new hard drive. Create a checklist form of the requirements for that installation. Include all of the configuration information. Be prepared to demonstrate the procedure and required steps in class on your lab computer.
2. Read the knowledge base (KB) article on upgrading to windows 11. Be prepared to explain in class the ramifications of that upgrade

Writing Assignments

1. Given a hypothetical office scenario, create a 5 page business proposal to purchase, implement and install the office infrastructure best suited to the business. It should include: a cover letter, detailed equipment list, custom built PCs, software, monitors, network hardware infrastructure, and topology (map), security, backup plan and a detailed invoice.
2. Complete a one page report on the wireless access points (WAP) lab. In your report, be sure to address security issues associated with WAPs, including the types of encryption available.

Out-of-Class Assignments

1. Research the various types of IT careers available locally. Find out what the average pay scale is and what additional skills or education/certifications are required to advance in that career. Be prepared to present your findings to the class.
2. Visit a local retailer of IT products. Survey the types and variety of devices being sold, and speak with a salesperson. Pay particular attention to the level of knowledge of the salesperson you speak with. Be prepared to present what you learn in class.

Recommended Materials of Instruction

Meyers, M. (2019). Mike Meyers' CompTIA A+ Guide to Managing and Troubleshooting PCs. *McGraw-Hill Education, 6th*. 9781260455069.

Other Learning Materials

Required: Access to Cisco Networking Academy on-line content

Methods of Instruction

- A. Lecture
- B. Multimedia Presentations
- C. Demonstrations
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Homework
- B. Lab Projects
- C. Practical Evaluations
- D. Essays and research papers
- E. Exams/Tests

Created/Revised by: Fischer, Linda

Date:05/02/2022



Catalog Description

OLS 324 - Workplace Communication

Transfer Status: NT

Contact Hours: 85.00 Lab

Course Description:

This course provides training for students in the areas of workplace culture and environment. Topics include interpersonal skills development, professional conduct, workplace communication, safety, and problem-solving job readiness skills. Unlimited repeats. Satisfactory/Unsatisfactory only. Open Entry/Open Exit.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify personal strengths and areas for growth.
2. Demonstrate professional conduct aligned with workplace culture.
3. Recognize common safety hazards and effectively communicate them to supervisors.
4. Effectively communicate with coworkers and supervisors.
5. Demonstrate problem-solving skills.

Course Content

Topic Titles / Suggested Time Topic

Lab

Topics

Lab Hrs

Essential attributes - self-advocacy	5.00
Essential attributes - attentive listening	5.00
Differences in relationships - workplace, family, customer	5.00
Personal space, positive behaviors	5.00
Recognizing talents and strengths - Step 1 Discovering talents	5.00
Recognizing talents and strengths - Step 2 Sorting employable skills	5.00
Recognizing talents and strengths - Step 3 Applying talents	5.00
Safety regulations	5.00
Electrical safety	5.00
Being attentive to surroundings	5.00
Workplace conduct - assertive language	5.00
Workplace conduct - non-verbal communication	5.00
Positive vs. negative communication	5.00
Workplace conduct - Team player	5.00
Basic steps to problem solving	5.00
Problem solving to handle anger and frustration	5.00
Worker to supervisor communication	5.00
Total Hours:	85.00

Examples of Assignments

Reading Assignments

1. Read and review a case study involving a safety issue and provide alternative ways to solve the situation for the purpose of a class discussion.
2. Read a newspaper article about a local company and write a short summation to turn in.

Writing Assignments

1. Compose an incident report based on a workplace scenario for a class discussion.
2. Write a script and role play a workplace situation.

Out-of-Class Assignments

1. Not applicable
- 2.

Recommended Materials of Instruction

New Readers Press. (2011). Key Vocabulary for a Safe Workplace. *New Readers Press, 1st.*

New Readers Press. (2011). Conversations for Work. *New Readers Press, 1st.*

Other Learning Materials

James Stanfield Curriculum

OSHA Safety Training Materials

Instructor designed materials

Methods of Instruction

- A. Group Discussions
- B. Guest Speakers
- C. Problem-Solving Sessions
- D. Collaborative Group Work
- E. Demonstrations

Methods of Evaluation

- A. Homework
- B. Class participation
- C. Written Assignments

Created/Revised by: Nuzum, Julie

Date:11/07/2016



Catalog Description

OLS 325 - Literacy for Career Building

Transfer Status: NT

Contact Hours: 85.00 Lab

Course Description:

Vocational and academic language skills development for students seeking employment. Strategies for pre-writing, organization of text, and comprehension skills are emphasized to prepare job applications, cover letters, resumes, and business specific literature. Unlimited repeats. Satisfactory/Unsatisfactory only. Open Entry/Open Exit.

Objectives

Upon successful completion of this course, the student should be able to:

1. Comprehend text and/or illustrations of occupation-specific materials.
2. Use a more advanced level of vocabulary compared to when they entered the class.
3. Apply strategies for organizing written communication.
4. Write an effective cover letter and resume.

Course Content

Topic Titles / Suggested Time Topic

Lab

Topics

Lab Hrs

Comprehension Strategies - bubbling - Locating main ideas vs. specific details - information in business manuals	5.00
Comprehension Strategies - mapping - indicating relationships between tasks within a given occupation	5.00
Comprehension Strategies - timelines - task completion - determining sequential job orientation	5.00
Comprehension Strategies - Diagrams - Extracting information from text in segments for task completion	5.00
Comprehension Strategies - listing/ordering - arrangement of ideas when considering options for alternative completion of job or task	5.00
Comprehension Strategies - outlines - multiple jobs with specific details within an occupation	5.00
Purpose in patterns of organization	5.00
Recognizing patterns for comprehension	5.00
Workplace Vocabulary Attainment	5.00
Comprehension scanning vs. skimming	5.00
Identifying occupation - specific vocabulary	5.00
Reading Occupational Safety and Health Administration (OSHA) standards	5.00
Reading industry trends	5.00
Reading industry standards and regulations	5.00
Writing an inquiry letter vs. cover letter	5.00
Writing and analyzing resumes	5.00
Writing to supervisor/boss	5.00
Total Hours:	85.00

Examples of Assignments

Reading Assignments

1. Read the example cover letter and letter of inquiry provided by the instructor. Compare and determine the differences between the two letters. Discuss.
2. Read and outline an article about an occupation to make a class presentation.

Writing Assignments

1. Write a cover letter, fill out an application, and compile a resume to participate in a mock interview with a classmate.
2. Create an occupational specific vocabulary log with definitions to submit to the instructor.

Out-of-Class Assignments

1. Not applicable.
- 2.

Recommended Materials of Instruction

Broderick, B., Langan, J. (2008). Groundwork for College Reading with Phonics. *Townsend Press, 4th*.
Langan, J. (2011). Ten Steps to Building College Reading. *Townsend Press, 5th*.
New Readers Press. (2011). Filling Out Forms. *New Readers Press, 1st*.

Other Learning Materials

Instructor compiled and designed materials.

Industry specific materials (e.g. brochures, manuals)

Methods of Instruction

- A. Collaborative Group Work
- B. Demonstrations
- C. Group Discussions
- D. Problem-Solving Sessions
- E. Reading Assignments
- F. Class Activities

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments

Created/Revised by: Nuzum, Julie

Date:11/07/2016



Catalog Description

DFT 2 - Engineering Graphics I

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This is a computer-based engineering graphics course that introduces students to graphical design and problem solving using freehand sketching and a solid modeling application. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assemblies development and detail drawing output. Graphics standards including American National Standards Institute (ANSI) Y14.5 and international standards application will be introduced and practiced.

Objectives

Upon successful completion of this course, the student should be able to:

1. Describe the role of technical graphics in the engineering design process.
2. Set up a solid modeling application to develop parts, assemblies and output drawings.
3. Create orthographic and pictorial sketches of mechanical parts and objects using freehand sketching techniques.
4. Create parts with extrudes, sweeps and loft attributes using a solid modeling application.
5. Manipulate and combine parts to produce assemblies from modeled parts using a solid modeling application.
6. Create drawings from parts and assemblies including three view orthographic projection, isometric and exploded pictorial projection using a solids modeling application.
7. Apply relevant areas of graphics standards to document attributes of parts, assemblies and associated drawings.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Technical Graphics Applications	2.00
Engineering Design	3.00
Basic solids modeling operations	3.00
Freehand Sketching and Lettering	2.00
Engineering Geometry and Modeling	3.00
Parts with extrudes, sweeps and lofts	6.00
Assemblies with mates and limits	6.00
Drawings with orthographic and pictorial views	2.00
Dimensioning, annotation and tolerancing	4.00
Graphic Standards	3.00
Total Hours:	34.00

Lab

Topics

Technical Graphics Applications	2.00
Engineering Design	2.00
Basic solids modeling operations	8.00
Freehand Sketching and Lettering	4.00
Engineering Geometry and Modeling	8.00
Parts with extrudes, sweeps and lofts	8.00
Assemblies with mates and limits	6.00
Drawings with orthographic and pictorial views	6.00
Dimensioning, annotation and tolerancing	4.00

Examples of Assignments

Reading Assignments

1. Please read the chapter on the History of Engineering Graphics. Be prepared to discuss at our next scheduled class.
2. Please read the preface and introduction to the ANSI Y14.5 standard provided by the instructor. Be ready to discuss at our next scheduled class.

Writing Assignments

1. After reading the chapter on the History of Engineering Graphics, please complete the questions in the study guide and submit to the instructor.
2. After reading the the preface and introduction to the ANSI Y14.5 standard, please summarize in your own words the scope of application of the standard to engineering graphics and submit to instructor when complete.

Out-of-Class Assignments

1. Please complete the study guide exercises outside of class and be prepared to review your results in groups at the next class.
2. Outside of class, go to YouTube on the web and search the terms "engineering graphics and solidworks" exactly as in the quotes. Find the video entitled: "Create an exploded view with SolidWorks 2011" and watch video. Answer the following question: "How does an exploded view apply to the assembly development process?". Submit written answers to instructor at next class.

Recommended Materials of Instruction

Planchard, P.M. . (2011). Engineering Graphics with Solid Works. *Schroff Development Corporation*,

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Demonstrations
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture
- F. Multimedia Presentations

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation

Created/Revised by: Sathrum, Luke



Catalog Description

DFT 12 - Beginning AutoCAD Drafting

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to basic drafting concepts using both freehand sketching and AutoCAD, an industry-standard computer-aided drafting (CAD) application. It is intended for drafting majors, engineering majors, interior design majors and pre-architectural students. Topics include line and geometric shape development, freehand sketching, basic AutoCAD commands, text commands, file management, orthographic and pictorial projection, dimensioning, sectioning, auxiliaries, and architectural drawings using sketching and a two-dimensional (2D) drafting application. Document reproduction, printing and plotting will be introduced and practiced.

Objectives

Upon successful completion of this course, the student should be able to:

1. Create representative freehand sketches of objects using lines, curves and circles to create technical shapes using orthographic and pictorial techniques.
2. Properly setup AutoCAD with drafting settings to create, edit and save drawing files.
3. Draw, edit and dimension freehand sketches or technical details, using AutoCAD including the control of software options and creation of paper-based prints.
4. Produce, edit and dimension orthographic projection drawings, pictorial drawings in mechanical and architectural applications using AutoCAD.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Sketching	2.00
Starting AutoCAD	1.00
Drawing Setup and Saving Drawing Files	1.00
Basic Drawing Commands	1.00
Cartesian Coordinate Problems	2.00
Templates and Layers	2.00
Dimensioning	3.00
Mechanical Parts Problems	4.00
Geometric Construction Problems	2.00
Orthographic Construction Problems	4.00
Sectional Views	2.00
Auxiliary Drawings	2.00
Annotation and Pictorial Drawings Applications	4.00
Architectural Drawings, Layers and Scales	4.00
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Sketching	3.00
Drawing Setup and Saving Drawing Files	1.00
Basic Drawing Commands	1.00
Cartesian Coordinate Problems	3.00
Templates and Layers	3.00
Dimensioning	4.00
Mechanical Parts Problems	6.00
Geometric Construction Problems	3.00

Sectional Views

3.00

Auxiliary Drawings

4.00

Annotation and Pictorial Drawing applications

6.00

Architectural Drawings, Layers and Scales

6.00

Total Hours:

51.00

Examples of Assignments

Reading Assignments

1. Please read the section in your text about dimension applications and be prepared to answer questions from the reading at the next class.
2. Please read the chapter on Section Views. Consider the question "Why are section views important to drafting?" and be prepared to discuss at the start of next class.

Writing Assignments

1. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor when complete.
2. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary of the parameters used to prepare your DWG file for submission.

Out-of-Class Assignments

1. Prepare a freehand sketch of the kitchen floorplan provided by the instructor and submit your sketch at the next class meeting.
2. For extra credit, please search the acronym NIST and the term ISO and prepare hand-written definitions for each and turn in at the start of the next class. No late submissions will be accepted.

Recommended Materials of Instruction

Shih, Randy H.. (2011). Principles and Practices: An Integrated Approach to Engineering Graphics. *Schroff Development Corporation, 2011.*

Methods of Instruction

- A. Demonstrations
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Class Activities
- F. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

DFT 24 - Architectural Drafting Applications

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This is a computer-based drafting course that introduces the student to architectural drafting applications. Building on basic drafting concepts learned previously, this course will introduce residential design concepts including floor plans, foundation plans and details, elevations, framing and section plans, mechanical, electrical and plumbing plans and engineering site plans. Students will also be introduced to three-dimensional (3D) architectural modeling. Students will prepare a plan set including coversheet, site plan, floor plan, electrical plan, elevations, building section and construction details using AutoCAD.

Objectives

Upon successful completion of this course, the student should be able to:

1. Prepare a residential floor plan within project limits including the consideration of basic building codes, interior design criteria, room relationships, and traffic patterns.
2. List site plan criteria and prepare a plot plan based on project requirements using engineering units.
3. List the common foundation systems used for residential projects and prepare a foundation plan with typical details.
4. List roof types and materials used for residential projects and draw a sample roof plan.
5. Prepare elevation drawings for a residential project.
6. List and describe the major components in supplemental floor plans including electrical, plumbing heating, ventilation and air-conditioning and draw a sample supplemental floor plan (electrical).
7. Demonstrate plotting, printing and assembling completed architectural drawings for a residential project into a finished set of plans.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Residential design	3.00
Construction Procedures and Sketching Applications	3.00
Sustainability and green building design	2.00
Floor plans	3.00
Foundation plans	3.00
Roof plans	5.00
Elevations	5.00
Framing methods and plans	4.00
Electrical, Plumbing and Mechanical plans	3.00
Site Plan Development	2.00
Cover Sheet and General Notes	1.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Residential design	5.00
Construction Procedures and Sketching Applications	2.00
Sustainability and green building design	3.00
Floor plans	6.00
Foundation plans	4.00
Roof plans	4.00

Elevations	COURSE OUTLINE	7.00
	ATTACHMENT 1	
Framing methods and plans		7.00
Supplemental floor plans		5.00
Site plans		5.00
Cover Sheet and General Notes		3.00
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Please read the materials on Professional Careers and Opportunities. Be prepared to discuss the chapter next class.
2. Please read the chapter on Conservation and Environmental Design and Construction for homework and be prepared to discuss the impact that environmental design has on today's construction projects in class.

Writing Assignments

1. From the chapter readings you have been doing, please report out on "sustainable design" by using the "Going Green" sections. Please include a definition of what sustainable design is, how it applies to our work here and why it is important going forward. Please expound to a total of 1 to 2 paragraphs and submit when complete.
2. Please go to www.greenformat.com and select no less than (5) products that you have searched and record the product name, manufacturer and Master Format ID and submit with the questions you are completing in the study guide. Hand documents are acceptable and if you have any questions, please inform your instructor.

Out-of-Class Assignments

1. When assigned to a group, you will take about 20 minutes to discuss and study the following categories: Digitizing and Scanning, CAD Standards, Ergonomics and Networking and Storage. You will provide a consolidated bulleted list of 5 to 8 things that are the most important to remember and comprehend.
2. For homework please develop a sketch for the site plan for your residences based on the MIBRADA LOOP details provided by the instructor.

Recommended Materials of Instruction

Jefferis A., Madsen D.A. and Madsen D.P.. (2011). *Architectural Drafting and Design. Delmar, 6th.* 1401867154.

Methods of Instruction

- A. Demonstrations
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Class Activities
- E. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation

Created/Revised by: Sathrum, Luke



Catalog Description

ALH 6 - The Critical Six Soft Skills in the Professional Healthcare Environment

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course assists in the development of soft skills in the professional healthcare settings. Soft skills can be defined as a cluster of personality traits and behaviors that enhance the relationship between two individuals or an individual and an organization. Proficiency in the practice of soft skills has been identified as an essential characteristic to attain for any individual involved in the professional healthcare setting. Content will include six competency domains which include: Communication, Workplace Ethics and Professionalism, Team Building and Collaboration, Effective Problem Solving, Embracing Diversity and Demonstrating Compassion. Graded only.

Objectives

Upon successful completion of this course, the student should be able to:

1. Compare and contrast interpersonal versus oral communication skills in today's workplace and healthcare environment.
2. Discuss components and workplace ethics and describe methods to enhance professionalism in the healthcare professional setting.
3. Identify approaches to development of a collaborative team in the workplace setting.
4. Utilize critical thinking and sound judgment in effective problem solving in the professional environment.
5. Cultivate diversity in the workplace, and foster cultural professionalism.
6. Describe methods to nurture compassion in the workplace and understand ways to ensure the practice of self-reflection.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics	
Communication	9.00
Workplace Ethics and Professionalism	8.00
Team Building and Collaboration	8.00
Effective Problem Solving	9.00
Embracing Diversity	9.00
Demonstrating Compassion	8.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on body language in your textbook. Be prepared to demonstrate effective body language in class.
2. Read the chapter on problem solving in the workplace in your textbook. Be prepared to participate in a discussion in class.

Writing Assignments

1. Write a 2-3 page paper about a situation that occurred in a job that you have had that dealt with a conflict. Describe how you handled the situation then, and how you would handle it differently now.
2. Write a one page dialogue that illustrates compassion shown for an individual who is struggling with a career choice.

Out-of-Class Assignments

1. Go to a public place (park, shopping mall, grocery store, etc) and observe verbal and non-verbal interactions between individuals. Be prepared to discuss your specific observations in class.
2. Develop an activity that can be used in the workplace to enhance team building and collaboration.

Recommended Materials of Instruction

Elsevier. (2016). Job Readiness for Health Professionals. *Saunders, 2nd* .

Methods of Instruction

- A. Demonstrations
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Reading Assignments
- F. Class Activities

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Demonstration
- D. Written Assignments

Created/Revised by: Craig, Susan

Date:04/02/2018



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Durham Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
---	--------------------	-----------------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/18/21	Appendix: 8/17/22 & 9/21/22
---	--------------------	-----------------------------

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Tina Blenn	Title:	District Secretary
Telephone:	895-4675	Email:	tblenn@durhamunified.org

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Durham Unified School District	HIGH SCHOOL:	Durham High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 120	TOTAL PROJECTED FTES: 12
---	---------------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Career, Education, & Life Choices Plant Science	CLP 101	FA22	3	8-3:05	M-F	K. Coughenour	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	AGS 20	FA22	1	8-3:05	M-F	M. Luce	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Greenhouse Production	EH 38	FA22	3	8-3:05	M-F	M. Luce	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Career, Education, & Life Choices Plant Science	Career Choices and Changes	\$0	None	\$0
	Hartmann's Plant Science	\$0	None	\$0
Greenhouse Production Statistics	Greenhouse Operation & Management	\$0	None	\$0
	Essentials of Statistics	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. **FACILITIES USE.**

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
DHS	108	M-F	8-3:05
DHS	AG	M-F	8-3:05

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

DURHAM UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: John Bohannon

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	DURHAM UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP APPENDIX – Durham High 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$3,000	(7@400=\$2,800, 2@100=\$200)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.
2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Class Activities
- E. Group Discussions
- F. Guest Speakers

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

Created/Revised by: Donnelly, Brian

Date: 10/31/2016



Catalog Description

AGS 20 - Plant Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to plant science including structure, growth processes, propagation, physiology, growth medica, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. (C-ID AG-PS 104).

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify and discuss scientific methods and scientific research.
2. Categorize the roles of higher plants in the living world.
3. Describe the structural components of higher plants.
4. Explain the standard plant propagation methods.
5. Describe sexual and asexual reproduction in higher plants.
6. Explain photosynthesis, respiration, and translocation in higher plants.
7. Describe the physical and chemical properties of soils and how they affect soil erosion problems.
8. Describe the climatic influences on plant growth and development.
9. Categorize the biological competitors of higher plants.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

The role of higher plants in the living world

A. Fossil fuels

B. Food chains

C. Industrial products

D. Lower forms of plant life

2.00

Structure of higher plants

A. The life cycle of a plant

B. The cell

C. Cell structure

D. The plant body

4.00

Naming and classifying plants

A. Climate

B. Botanical names

C. Botanical classifications

D. Plant taxonomy

1.00

Origin, domestication, and improvement of cultivated plants

A. Origin of cultivated plants

B. Domestication of plants

C. Crop plants

D. Germplasm

E. Genetic concepts in plant improvement

2.00

Propagation of plants	
A. Propagation methods	
B. Sexual propagation	2.00
C. Vegetative propagation	
Vegetative and reproductive growth and development	
A. Vegetative growth and development	
B. Reproductive growth and development	3.00
C. Plant growth regulators	
Photosynthesis, respiration, and translocation	
A. Photosynthesis	
B. Plant respiration	
C. Electron transport system	8.00
D. Assimilation	
Soil and soil water	
A. Factors involved in soil formation	
B. Physical properties of soil	
C. Chemical properties of soil	
D. Soil organisms	3.00
E. Soil organic matter	
F. Soil water	
G. Water quality	
Soil and water management and mineral nutrition	
A. Land preparation	
B. Irrigation	
C. Mineral nutrition	3.00
D. Soil conservation	
Climatic influences on crop production	
A. Climatic factors affecting plant growth	
B. Climatic requirements of some crop plants	
C. Weather and climate	2.00
D. Climatic influences on plant diseases and pests	
Biological competitors of useful plants	
A. Weeds	
B. Plant diseases	
C. Plant pests	2.00
D. Nematodes	
E. Rodents	
F. Pesticide impacts on the environment	
The scientific method	
A. Developing a hypothesis	
B. Scientific design	2.00
C. Application to plant/soil problems	

Total Hours: 34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Structure of higher plants	6.00
Naming and classifying plants	3.00
Propagation of plants	6.00
Vegetative and reproductive growth	6.00
Soil and soil water	6.00
Fertilizers and plant nutrient needs	3.00
Biological competitors of useful plants	3.00
Application of the scientific method	6.00
Appropriate technology skills used in Plant Science	6.00
Genetics and Plant Reproduction	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on flower and fruit formation in your text. Be prepared to discuss a particular fruit type in class.
2. Read an article from a plant journal about the scientific method. Be prepared to discuss the parts of the journal article in class.

Writing Assignments

1. Write a 3-4 page lab report on tissue culture.
2. Write a short paper (2-3 pages) on the importance of genetics to the selection process of plants.

Out-of-Class Assignments

1. Observe a local agricultural crop and describe in a short paper the production methods in use.
2. Visit the horticulture department greenhouses observing the wide variety of plants and describe in a short paper your personal experience.

Recommended Materials of Instruction

McMahon, M.E . (2010). Hartmann's Plant Science: Growth, Development, and Utilization of Cultivated Plants . *Prentice Hall, 4th*.

Methods of Instruction

- A. Discussion
- B. Field Trips
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Laboratory Experiments
- E. Lecture

Methods of Evaluation

- A. Quizzes
- B. Class participation
- C. Written Assignments
- D. Mid-term and final examinations

Created/Revised by: Charles-Tollerup, Jennifer



Catalog Description

EH 38 - Greenhouse Production

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is a survey of the greenhouse industry. Emphasis will be placed on analysis, description, and operation of greenhouses and other forcing structures. The relationship of light, temperature, moisture, aeration, and humidity to plant growth will be described. Emphasis will be placed on potted plants grown for foliage or flowers, cut flowers and bedding plant production.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify the key types and components of a greenhouse.
2. Recognize and describe the environmental conditions effecting greenhouse crops.
3. Demonstrate practical, hands-on greenhouse production skills.
4. Compute agrichemical volumes, rates, and other application inputs.
5. Identify common horticulture crops, weeds, insects, and other pests and beneficial organisms.
6. Develop a bill of materials for a horticulture crop production schedule.
7. Identify greenhouse production supplies, materials, equipment and their suppliers.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Survey of Floriculture Industry	2.00
Greenhouse Design	3.00
Greenhouse Heating and Cooling	4.00
Cut Flowers	2.00
Tropical Plants	2.00
Flowering Plants	2.00
Bedding Plants	2.00
Root Media, Soils and the Greenhouse Environment	8.00
Fertilization	4.00
Insect and Disease Management	3.00
Marketing and Business Management	2.00
Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Introduction to Greenhouse Structures and Equipment	1.50
Survey of Floriculture Industry	3.00
Greenhouse Design	4.50
Greenhouse Heating and Cooling	3.00
Tropical Plants	6.00
Flowering Plants	9.00
Bedding Plants	9.00
Root Media, Soils and the Greenhouse Environment	3.00
Fertilization	3.00
Insect and Disease Management	3.00

Examples of Assignments

Reading Assignments

1. Read the textbook chapter on photoperiod and supplemental crop lighting. Explain how the lighting for a chrysanthemum crop grown for Mother's Day needs to be manipulated to flower for that date.
2. Read the textbook chapter on pH and EC in media testing. Prepare a list of the major methods of soilless media testing and contrast these methods.

Writing Assignments

1. Write out, in detail (3-5 pages), what is meant by mode of action in pesticides, using insecticides as an example. Develop a mode of action rotation schedule using a minimum of four insecticides for the crops specified by your instructor.
2. List the steps that are required to properly sow seeds for a flowering plug tray, and explain in detail in 3-5 pages the purpose of each step and why it is necessary.

Out-of-Class Assignments

1. Develop a poinsettia crop schedule with spreadsheet software. Include all production dates from cuttings receipt to final sales date.
2. Complete the fertilizer calculations homework problems. Solutions will be discussed in small groups in class.

Recommended Materials of Instruction

Nelson. (2011). Greenhouse Operation and Management. *Pearson Higher Ed Publishing, 7th.*

Other Learning Materials

Handouts

Physical and plant materials

Tools, equipment and structures utilized in floral production

Methods of Instruction

- A. Class Activities
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture

Methods of Evaluation

- A. Quizzes
- B. Homework
- C. Written Assignments
- D. Class Discussion
- E. Exams/Tests

Created/Revised by: Monlux, Carrie

Date:09/29/2014



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Oroville Union High School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
---	--------------------	-----------------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 7/28/21	Appendix: 8/17/22 & 9/21/22
---	--------------------	-----------------------------

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Paula Blaney	Title:	Executive Assistant
Telephone:	538-2300	Email:	pblaney@ouhsd.net

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Las Plumas High

TOTAL NUMBER OF STUDENTS TO BE SERVED: 250	TOTAL PROJECTED FTES: 25
---	---------------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Music Appreciation	MUS 1	FA22	1	8:30-3:30	M-F	M. Paim	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Music Appreciation	MUS 1	SP23	1	8:30-3:30	M-F	M. Paim	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Automotive Technology	AUT 1	FA22	3	8:30-3:30	M-F	W. Upton	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Animal Science	AGS 40	FA22	1	8:30-3:30	M-F	L. LaFayette	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Careers in Agriculture, ES, NR	AB 20	SP23	1	8:30-3:30	M-F	L. Lafayette	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Agriculture Business	AB 26	SP23	1	8:30-3:30	M-F	L. Lafayette	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Color Photography	PHO 4	FA22	3	8:30-3:30	M-F	J. Tooker	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education & Life Choices	CLP 101	SP23	2	8:30-3:30	M-F	A. Grundy	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Beginning Ceramics	ART 50	FA22	1	8:30-3:30	M-F	J. Tooker	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Beginning Ceramics	ART 50	FA22	3	8:30-3:30	M-F	T. Allen	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Music Appreciation	Music: An Appreciation	\$0	None	\$0
Music Appreciation	Music: An Appreciation	\$0	None	\$0
Intro to Automotive Technology	Modern Automotive Technology	\$0	None	\$0
Intro to Animal Science	Veterinary Assisting: Fundamentals & Applications	\$0	None	\$0
Careers in Agriculture, ES, NR	Online Resources	\$0	None	\$0
Intro to Agriculture Business	Principles of Agribusiness Management	\$0	None	\$0
Color Photography	Photo & Digital Editing	\$0	None	\$0
Career, Education & Life Choices	Career Choices & Changes	\$0	None	\$0
Beginning Ceramics	Experience Clay	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **100.00 per instructor.**

6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
LPHS	BR	M-F	8:30 – 3:30
LPHS	2001	M-F	8:30 – 3:30
LPHS	623	M-F	8:30 – 3:30
LPHS	1500	M-F	8:30 – 3:30
LPHS	1010	M-F	8:30 – 3:30
LPHS	1102	M-F	8:30 – 3:30
LPHS	1504	M-F	8:30 – 3:30

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

OROVILLE UNION HIGH SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Corey Willenberg

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT	Vendor ID:			
PO Description (Max. 25 characters):	CCAP APPENDIX – Las Plumas High 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$7,300	(17@400=\$6,800 6@100=\$500)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

MUS 1 - Music Appreciation

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is a study of the music of western culture from antiquity to the present for understanding through informed listening, analysis, evaluation, and discernment of musical elements, forms, styles, repertoire and the role of music and musicians in the western world. (C-ID MUS 100).

Objectives

Upon successful completion of this course, the student should be able to:

1. Use appropriate musical terminology to describe the elements of music.
2. Recognize and describe the various forms employed in Western music.
3. Recognize and describe the major style periods of Western music and be able to classify a given piece of music within its specific style group.
4. Identify major composers of the various style groups.
5. Identify musical instruments and ensembles.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction and Terminology	3.00
Identification of Musical Instruments	3.00
Evaluation of Live Performances	3.00
Medieval Period/Renaissance	3.00
Early Baroque Period	3.00
Vivaldi, Scarlatti, Handel, Bach	3.00
Classical Forms	3.00
Classical Genre; Haydn, Mozart	3.00
Beethoven	6.00
Early Romantic Period	3.00
Romantic Opera, Nationalism	6.00
Late Romanticism	3.00
20th Century Art Music	3.00
20th Century American Popular Music	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read a biography of a composer of your choice and write a short outline on the composer's life and work. Be prepared to share with the class.
2. Pick a course appropriate musical instrument and read the article on that instrument in Grove's Encyclopedia of Music. Be prepared to discuss in class.

Writing Assignments

1. Listen to an example of music from each of the assigned eras and prepare a 2 page critical analysis of the music. Be prepared to discuss your findings in class.
2. Attend a concert of appropriate music for the class, and prepare a written analysis of the music and performance.

Out-of-Class Assignments

1. Form a small percussion ensemble and using music supplied by the instructor prepare the piece for performance in class.
2. Working in small groups, select and research an era of music and prepare an in-class presentation. In your presentation focus on the evolution of forms and the use of musical instruments.

Recommended Materials of Instruction

Wright, C. (2013). Listening to Music. *Cengage Learning, 7th*.

Charles Hofer. (2015). Music Listening Today. *Schirmer, 6th*.

Jan Swafford. (1992). The Vintage Guide to Classical Music. *Random House, 1st*.

Other Learning Materials

Reading/handouts

Recordings/Video

Reference books in library

Methods of Instruction

A. Instructor Demonstrations

B. Lecture

C. Reading Assignments

D. Collaborative Group Work

E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

A. Exams/Tests

B. Research Projects

C. Class participation

D. Final Examination

E. Written Assignments

F. Class Discussion

Created/Revised by: Heimlich, Ryan

Date: 11/05/2018



Catalog Description

AUT 1 - Introduction to Automotive Technology

Transfer Status: CSU

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

This course introduces students to the automotive field and the electrical/mechanical systems found in today's automobile. This course will cover safety related practices, the principles of operation and system service procedures for all systems found on today's cars.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify and describe the function of various parts in a 4-cycle gas engine.
2. Identify and describe the function of various parts related to automatic transmissions/transaxles.
3. Identify and describe the function of various parts related to suspension and steering systems.
4. Identify and describe the function of various parts related to the brake system.
5. Identify and describe the function of various parts in the electrical/electronic system.
6. Identify and describe the function of various parts in the heating and air conditioning system.
7. Identify and describe the function of various parts related to engine performance.
8. Identify and describe the personal protective equipment used in the automotive industry.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Automotive industry, safety procedures and automotive history	2.00
Tools, tool usage and safety; Fasteners and identification of fasteners	2.00
Engine repair and operation	8.00
Automatic transmission/transaxle theory, operation and repair	8.00
Manual drive train and axles theory, operation and repair	8.00
Suspension and steering theory, operation and repair	8.00
Brake system theory, operation and repair	8.00
Electrical/Electronics systems theory, operation and repair	8.00
Heating and air conditioning system theory, operation and repair	8.00
Engine performance systems theory, operation and repair	8.00
Total Hours:	68.00

Examples of Assignments

Reading Assignments

1. In the "Classroom Manual", read the chapter on the 4-cycle process. Answer the end of chapter questions.
2. Using the assigned vehicle locate and read the procedure for replacing the front brake pads. Be prepared to demonstrate the procedure on the mock-up in class.

Writing Assignments

1. In the "Key Notes" work book answer the questions and fill in the blanks about the heat exchange process in air conditioning systems.
2. After completing the required assignment on bedding brake pads, summarize the procedure in your work book.

Out-of-Class Assignments

1. Use All Data to look up the fill capacities and fluid requirements for your personal vehicle. Be prepared to share your findings with the instructor.
2. Complete this week's quiz and assigned reading and submit to the instructor.

Recommended Materials of Instruction

Hadfield, Chris. (2014). Today's Technician, Basic Automotive Service and Systems. *Cengage Learning, 5th.* 9781418021.

Other Learning Materials

Safety Glasses

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Discussion
- D. Field Trips
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Lecture
- G. Multimedia Presentations
- H. Reading Assignments

Methods of Evaluation

- A. Exams/Tests
- B. Research Projects
- C. Oral Presentation
- D. Group Participation
- E. Class participation
- F. Mid-term and final examinations

Created/Revised by: Kielb, Craig

Date:11/02/2015



Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered. (C-ID AG-AS 104).

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify animal contributions to the development of human civilizations.
2. Describe economically significant breeds of animals and their unique adaptations.
3. Describe the function of the major body systems.
4. Identify reproductive cycles and biotechnological principles of animal reproduction.
5. Analyze genetic change through artificial/natural selection.
6. Discuss nutritional needs for various body functions.
7. Describe animal behavior as it relates to animal domestication, health and performance.
8. Explain basic strategies for disease control, prevention and management.
9. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
10. Identify and discuss current issues affecting animal agriculture.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics	
Introduction to animal agriculture	
a. Career opportunities	
b. Importance of domestic animals to the world and to the United States	
c. Economic importance of animal agriculture	4.00
d. Animal contributions to human needs	
e. Ethnic and cultural contributions to animal domestication	
Unique adaptations of various species	
a. Natural selection vs artificial selection	
b. Meat animal use and production	
c. Fiber production	4.00
d. Dairy production	
e. Recreational and companionship use of animals	
Anatomy and physiology	
a. Identification of external anatomy for various species	
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	3.00
Animal reproduction	
a. Animal breeding systems	
b. Reproductive management and technology	3.00
c. Fertility assessment	

**COURSE OUTLINE
ATTACHMENT 1**

Genetics	
a. Introduction and review of genetic principles	
b. Gene modification and genetic interactions	3.00
c. Genetic improvement and variation	
d. Inheritance and population genetics	
Nutrition	
a. Classes of nutrients	
b. Feed identification and composition	3.00
c. Livestock feeding management practices	
Animal behavior (ethology)	
a. Behavioral characteristics	
b. Animal handling and safety	3.00
c. Conditioning	
Animal health	
a. Biosecurity	
b. Vital Signs	3.00
c. Indications of health vs disease	
d. Common diseases	
The scientific method	
a. Research in animal agriculture	
b. Developing a research model	3.00
c. Humane treatment of research animals	
Issues affecting animal agriculture	
a. Animal welfare issues	
b. Advances in biotechnology	
c. Governmental and environmental concerns	5.00
d. Food safety	
e. Public policy and consumer awareness	

Total Hours: 34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Beef and Dairy	3.00
Sheep and Swine	3.00
Meats lab, safety and processes	3.00
Grocery store - meat, cheese, butter, ice cream	3.00
Purebred Beef - Expected Progeny Differences (EPD)	3.00
Commerical cattle operation - weaning, castration	3.00
Dairy farm - production cycle	3.00
Milk processing - cheese plant	3.00
Sheep - lambing and handling	3.00
Purebred Sheep - production cyle	3.00
Swine - vaccination, selection, management	3.00
Poultry - quality of carcasses and eggs	3.00
Horse - production cycle	3.00
Selection workshop	3.00
Biotechnology and environmental workshop	3.00
North Valley Livestock Tour	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on genetic change through selection and be prepared to share your findings with the class.

Writing Assignments

1. Read the chapter on animal behavior and and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.

Out-of-Class Assignments

1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

Recommended Materials of Instruction

Taylor, R. (2012). Scientific Farm Animal Production. *Prentice Hall, 10th*.

Knights, Marlon. (2014). Animal Science Lab Manual. *Kendall Hunt Publishing, 1st*.

Other Learning Materials

Materials: 3 ring notebook, proper clothing for labs

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Problem-Solving Sessions
- D. Class Activities
- E. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Class participation
- C. Written Examinations
- D. Practical Evaluations
- E. Mid-term and final examinations

Created/Revised by: Adams, Denise

Date:02/25/2019



Catalog Description

AB 20 - Careers in Agriculture, Environmental Science and Natural Resources

Transfer Status: CSU

Unit(s): 1.00

Contact Hours: 17.00 Lecture

Out of Class Hours: 34.00

Total Course Hours: 51.00

Course Description:

This course is a study of the agriculture, environmental science and natural resources industries with a focus on career opportunities, self evaluation, and skills necessary for successful job procurement. Topics include job trends, resumes and cover letters, interviewing skills, and the types of careers available in agriculture, environmental science, and natural resources.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify career opportunities in agriculture, environmental science, and natural resources.
2. Define their career goals and create an educational plan to achieve these goals.
3. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics	
Introduction	1.00
Employment Trends	1.00
Establishing Goals	1.00
Sources of Employment Information	3.00
Placement and Interest Testing	2.00
Personal Inventory	1.00
Personal Education Plan	1.00
Resumes, Cover Letters	3.00
Job Interviews	2.00
Career Options	1.00
Self Evaluation	1.00
Total Hours:	17.00

Examples of Assignments

Reading Assignments

1. Read the examples of effective cover letters provided by the instructor. Identify the three primary components of an effective cover letter. Be prepared to discuss in class.
2. Read the examples of effective resumes provided by the instructor. Identify the five primary sections and their sequence in an effective resume. Be prepared to discuss in class.

Writing Assignments

1. Prepare a professional resume. Highlight your employment objective(s), academic qualifications, and work history.

Out-of-Class Assignments

1. Visit the Butte College Career Development Center. Take the "career assessment" activity to identify potential career fields that correspond to your interests. Be prepared to share what you learned in class.
2. Use the Eureka computer database in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you.

Recommended Materials of Instruction

Yena, D.. (2020). Career Directions: New Paths to Your Ideal Career. *McGraw-Hill Education, Seventh* . 9781259712371.

Methods of Instruction

- A. Lecture
- B. Demonstrations
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Quizzes
- B. Portfolios
- C. Papers
- D. Homework
- E. Mid-term and final examinations
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date: 12/06/2021



Catalog Description

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course provides students with a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process. (C-ID AG-AB 104).

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain how economic principles relate to commodity marketing sub sectors in agriculture.
2. Recognize and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives. Identify and explain the four functions of management and how they relate to the agribusiness organization.
3. Develop an awareness of the basic laws, regulations, and regulatory agencies that interact with the agriculture community.
4. Describe various styles of leadership.
5. Identify the role of the agricultural manager.
6. Recognize, evaluate, and propose solutions to problems in personnel, ethics and communication.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

The role and organization of the agribusiness	
a. The place of agribusiness in California, United States, and the global economy	
b. Types of agribusiness	
c. The organization of an agribusiness	8.50
d. Types of business structure	
e. Managing the agribusiness	
Management	
a. Planning	
b. Leading	8.50
c. Organizing	
d. Controlling	
Managerial Problem Solving in Agriculture	
a. Diagnosis of the situation	
b. Generating alternative	
c. Evaluating alternatives	8.50
d. Selecting the best alternative	
e. Implementing the alternative	
f. Evaluation of results	
Financial Management and Control of Agribusiness	
a. General business economics	8.50
b. Overview of financial statements	

Human Resource Management

- a. The role of the agriculture manager
- b. Agriculture employee motivation
- c. Team and team building
- d. Labor relations

8.50

Business Land and Ethics in Agriculture

- a. Agriculture values
- b. Agriculture business ethnics
- c. Personal values
- d. Agricultural Law and the regulatory environment

8.50

Total Hours: 51.00

Examples of Assignments

Reading Assignments

- 1. Read and interpret an article pertaining to current events in agriculture, posted on the class portal. Be prepared to discuss the issues and take a pro/con position.
- 2. Read the case study in your text dealing with "Going Broke While Making a Profit". Identify how this happened and how it could have been avoided.

Writing Assignments

- 1. Write a 7-10 page Business Plan for an agricultural endeavor of your choice. The Business Plan should include a description of the business, a marketing plan, and financial statements.
- 2. Write a two-three research page paper covering the management style of the Simplot Corporation. Identify the companies approach to hiring, advancement, and outlook on the future.

Out-of-Class Assignments

- 1. Locate two examples of advertising for an agricultural commodity. One should be commodity based and the other product specific. Be prepared to discuss in class.
- 2. Interview an individual currently working in your proposed field of employment. Write a two page paper discussing the nature of the work, the best and worst parts of the job, and the employment outlook. Be prepared to discuss in class.

Recommended Materials of Instruction

Barnard, F., Foltz, J., Yeager, E., Brewer, B.. (2020). Agribusiness Management. *Routledge, Sixth*. 9780367341947.

Methods of Instruction

- A. Group Discussions
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Projects
- D. Homework
- E. Short papers
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021



Catalog Description

PHO 4 - Beginning Digital Photography

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

An introductory digital course presenting the origins and history of photography, camera and lens use, exposure, metering, printing procedures, print presentations, composition and standards of quality. Emphasis is placed on print quality along with content, composition and personal expression.

Objectives

Upon successful completion of this course, the student should be able to:

1. Execute the camera techniques necessary for using digital photography as a creative tool.
2. Analyze and discuss the concept of digital photography as an art form.
3. Critique contemporary digital photography.
4. Effectively apply professional image editing software and proper digital workflow to create quality digital prints.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00

Total Hours: 34.00

Lab

Topics

Lab Hrs

Introduction to the Lightroom Workspace	3.00
---	------

	COURSE OUTLINE ATTACHMENT 1	5.00
Image Capture and Import to Lightroom		5.00
Introduction to Lightroom Workflow		3.00
Developing Photos in Lightroom		12.00
Digital File Management		5.00
Other Lightroom Tools		5.00
Exporting Images		2.00
Print Presentation		3.00
Printing		2.00
Assignment Critique		8.00
Final Critique		3.00
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on the digital darkroom and be prepared to demonstrate proper workflow procedures during an in-class assignment.
2. Read the chapter on color photography from the class text and be prepared to discuss color theory.

Writing Assignments

1. Review the artist monographs and websites on the instructor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a 5-10 minute oral presentation in class with at least 3 images from each artist that relate to your final portfolio.
2. Write a 100-200 word statement about your final portfolio. Include influences and motivation for your work.

Out-of-Class Assignments

1. Research a beginning Lightroom tutorial on the Internet. Demonstrate the technique to the class.
2. Read the chapter in the textbook about light and color temperature. Create four color images using four different light sources to demonstrate the differences in color temperature depending on the light source.

Recommended Materials of Instruction

London, B. and Stone, J. (2018). *A Short Course in Digital Photography. Prentice Hall, 4th.*

Hirsh, R. (2015). *Exploring Color Photography. Routledge, 6th.*

Methods of Instruction

- A. Discussion
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Reading Assignments
- F. Demonstrations

Methods of Evaluation

- A. Exams/Tests
- B. Portfolios
- C. Projects
- D. Homework
- E. Class participation
- F. Performance Examinations

Created/Revised by: Donnelly, Daniel

Date: 12/07/2020



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and de
2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Class Activities
- E. Group Discussions
- F. Guest Speakers

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

Created/Revised by: Donnelly, Brian

Date: 10/31/2016



Catalog Description

ART 50 - Beginning Ceramics

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 25.50 Lecture/76.50 Lab

Out of Class Hours: 51.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to ceramics materials, concepts, and processes, including basic design principles, creative development, hand-building, throwing (potter's wheel), glaze techniques, firing and ceramic terminology. Students will experiment with a variety of forms, glazes, and other surface treatments, and will be introduced to historical as well as contemporary ceramic artworks.

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate knowledge of various types of clays, glazes, firing techniques, and elements of kiln design.
2. Design and build clay forms using a variety of forming techniques, such as coil, slab, pinch, wheel-thrown, and combination methods.
3. Utilize simple glaze formulation and techniques of application to successfully achieve finished surfaces with desired colors, textures, and design elements.
4. Demonstrate knowledge of historical, as well as contemporary uses of the ceramic medium for sculpture and pottery.
5. Create a body of finished work that is responsive to assigned projects, and demonstrates technical proficiency, creative problem-solving, and self-expression.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Clay types and their relative advantages and limitations.	2.00
The elements of art and ceramic terminology.	2.00
Surface and firing techniques appropriate to an introductory study in ceramics, which may include but are not limited to slips, engobe, terra sigillata, glaze, burnishing, in various firing atmospheres and temperatures.	4.50
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	2.00

Techniques and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.	6.00
Overview of ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft.	6.00
Critical evaluation and critique of class projects using correct terminology in oral or written formats.	1.00
Studio, equipment, and material use and safety.	2.00
Total Hours:	25.50

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	6.50
Studio projects that explore the elements and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, modeling, carving, and wheel work.	40.00
Development of skills and processes using a variety of surface and firing techniques appropriate to an introductory study in ceramics, which may include but are not limited to slips, engobe, terra sigilata, glaze, burnishing, in various firing atmospheres and temperatures.	20.00
Critical evaluation and critique of class projects.	10.00
Total Hours:	76.50

Examples of Assignments

Reading Assignments

1. Read chapter 1 in the textbook "Hands In Clay". Come to class prepared to discuss the types of clay and earliest uses by people living in small-scale societies.
2. Read Chapter 9 in the textbook "Hands in Clay". Pick an artwork pictured in this Chapter that you regard as particularly creative or skillfully done, and be prepared to discuss its superior originality and/or craftsmanship.

Writing Assignments

1. Write journal entries in which you describe the evolution of form and concept of a clay project you are creating in response to an assignment.
2. Pick a ceramic artist whose work you find especially intriguing. Write a one to two page paper describing, interpreting, and evaluating one of the artists' best works.

Out-of-Class Assignments

1. In relation to an assigned project, research similar works by professional ceramic artists to generate ideas for your own. For example, if an assignment calls for a sculptural teapot that also functions well, look online or in books to see how other ceramic artists have interpreted these types of forms.
2. Attend a local or regional art show or art museum to get ideas for sculptural forms. Take photographs (where permitted) or make sketches of forms you are interested in for future reference.

Recommended Materials of Instruction

Speight, Charlotte; Toki, John. (2003). Hands in Clay : An Introduction to Ceramics. *McGraw-Hill Humanities/Social Sciences/Languages, 5th.*

Methods of Instruction

- A. Class Activities
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Instructor Demonstrations
- D. Lecture
- E. Multimedia Presentations
- F. Reading Assignments

Methods of Evaluation

- A. Exams/Tests
- B. Portfolios
- C. Projects
- D. Class participation
- E. Lab Projects
- F. Practical Evaluations

Created/Revised by: Cooper, David

Date: 10/29/2012



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Orland Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
---	--------------------	-----------------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/19/21	Appendix: 8/18/22 & 9/15/22
---	--------------------	-----------------------------

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Natalia Lopez	Title:	Executive Assistant
Telephone:	865-1200	Email:	nlopez@orlandusd.net

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Orland Unified School District	HIGH SCHOOL:	Orland High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 125	TOTAL PROJECTED FTES: 12.5
---	-----------------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Workplace Communication	OLS 324	FA22	1	8-3:30	M-F	B. Thomas	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Literacy for Career Building	OLS 325	SP23	1	8-3:30	M-F	B. Thomas	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education & Life Choices	CLP 101	SP23	6	8-3:30	M-F	E. Lloyd	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education & Life Choices	CLP 101	SP23	1	8-3:30	M-F	J. Ovitz	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Workplace Communication	Conversations for Work/Key Vocab	\$0	None	\$0
Literacy for Career Building	Groundwork for College Reading w/Phonics	\$0	None	\$0
Career, Education & Life Choices	Career Choices & Changes	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College’s Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. **FACILITIES USE.**

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

7.3.

BUILDING	CLASSROOM	DAYS	HOURS
ORLN	101	M-F	8-3:30
ORLN	101	M-F	8-3:30
ORLN	206	M-F	8-3:30

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

ORLAND UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Victor Perry

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	ORLAND UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP APPENDIX – Orland High 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$3,900	(9@400=\$3,600, 3@100=\$300)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

OLS 324 - Workplace Communication

Transfer Status: NT

Contact Hours: 85.00 Lab

Course Description:

This course provides training for students in the areas of workplace culture and environment. Topics include interpersonal skills development, professional conduct, workplace communication, safety, and problem-solving job readiness skills. Unlimited repeats. Satisfactory/Unsatisfactory only. Open Entry/Open Exit.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify personal strengths and areas for growth.
2. Demonstrate professional conduct aligned with workplace culture.
3. Recognize common safety hazards and effectively communicate them to supervisors.
4. Effectively communicate with coworkers and supervisors.
5. Demonstrate problem-solving skills.

Course Content

Topic Titles / Suggested Time Topic

Lab

Topics

Lab Hrs

Essential attributes - self-advocacy	5.00
Essential attributes - attentive listening	5.00
Differences in relationships - workplace, family, customer	5.00
Personal space, positive behaviors	5.00
Recognizing talents and strengths - Step 1 Discovering talents	5.00
Recognizing talents and strengths - Step 2 Sorting employable skills	5.00
Recognizing talents and strengths - Step 3 Applying talents	5.00
Safety regulations	5.00
Electrical safety	5.00
Being attentive to surroundings	5.00
Workplace conduct - assertive language	5.00
Workplace conduct - non-verbal communication	5.00
Positive vs. negative communication	5.00
Workplace conduct - Team player	5.00
Basic steps to problem solving	5.00
Problem solving to handle anger and frustration	5.00
Worker to supervisor communication	5.00
Total Hours:	85.00

Examples of Assignments

Reading Assignments

1. Read and review a case study involving a safety issue and provide alternative ways to solve the situation for the purpose of a class discussion.
2. Read a newspaper article about a local company and write a short summation to turn in.

Writing Assignments

1. Compose an incident report based on a workplace scenario for a class discussion.
2. Write a script and role play a workplace situation.

Out-of-Class Assignments

1. Not applicable
- 2.

Recommended Materials of Instruction

New Readers Press. (2011). Key Vocabulary for a Safe Workplace. *New Readers Press, 1st.*

New Readers Press. (2011). Conversations for Work. *New Readers Press, 1st.*

Other Learning Materials

James Stanfield Curriculum

OSHA Safety Training Materials

Instructor designed materials

Methods of Instruction

- A. Group Discussions
- B. Guest Speakers
- C. Problem-Solving Sessions
- D. Collaborative Group Work
- E. Demonstrations

Methods of Evaluation

- A. Homework
- B. Class participation
- C. Written Assignments

Created/Revised by: Nuzum, Julie

Date:11/07/2016



Catalog Description

OLS 325 - Literacy for Career Building

Transfer Status: NT

Contact Hours: 85.00 Lab

Course Description:

Vocational and academic language skills development for students seeking employment. Strategies for pre-writing, organization of text, and comprehension skills are emphasized to prepare job applications, cover letters, resumes, and business specific literature. Unlimited repeats. Satisfactory/Unsatisfactory only. Open Entry/Open Exit.

Objectives

Upon successful completion of this course, the student should be able to:

1. Comprehend text and/or illustrations of occupation-specific materials.
2. Use a more advanced level of vocabulary compared to when they entered the class.
3. Apply strategies for organizing written communication.
4. Write an effective cover letter and resume.

Course Content

Topic Titles / Suggested Time Topic

Lab

Topics

Lab Hrs

Comprehension Strategies - bubbling - Locating main ideas vs. specific details - information in business manuals	5.00
Comprehension Strategies - mapping - indicating relationships between tasks within a given occupation	5.00
Comprehension Strategies - timelines - task completion - determining sequential job orientation	5.00
Comprehension Strategies - Diagrams - Extracting information from text in segments for task completion	5.00
Comprehension Strategies - listing/ordering - arrangement of ideas when considering options for alternative completion of job or task	5.00
Comprehension Strategies - outlines - multiple jobs with specific details within an occupation	5.00
Purpose in patterns of organization	5.00
Recognizing patterns for comprehension	5.00
Workplace Vocabulary Attainment	5.00
Comprehension scanning vs. skimming	5.00
Identifying occupation - specific vocabulary	5.00
Reading Occupational Safety and Health Administration (OSHA) standards	5.00
Reading industry trends	5.00
Reading industry standards and regulations	5.00
Writing an inquiry letter vs. cover letter	5.00
Writing and analyzing resumes	5.00
Writing to supervisor/boss	5.00
Total Hours:	85.00

Examples of Assignments

Reading Assignments

1. Read the example cover letter and letter of inquiry provided by the instructor. Compare and determine the differences between the two letters.
2. Read and outline an article about an occupation to make a class presentation.

Writing Assignments

1. Write a cover letter, fill out an application, and compile a resume to participate in a mock interview with a classmate.
2. Create an occupational specific vocabulary log with definitions to submit to the instructor.

Out-of-Class Assignments

1. Not applicable.
- 2.

Recommended Materials of Instruction

Broderick, B., Langan, J. (2008). Groundwork for College Reading with Phonics. *Townsend Press, 4th.*
Langan, J. (2011). Ten Steps to Building College Reading. *Townsend Press, 5th.*
New Readers Press. (2011). Filling Out Forms. *New Readers Press, 1st.*

Other Learning Materials

Instructor compiled and designed materials.

Industry specific materials (e.g. brochures, manuals)

Methods of Instruction

- A. Collaborative Group Work
- B. Demonstrations
- C. Group Discussions
- D. Problem-Solving Sessions
- E. Reading Assignments
- F. Class Activities

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments

Created/Revised by: Nuzum, Julie

Date:11/07/2016



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and de
2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Class Activities
- E. Group Discussions
- F. Guest Speakers

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

Created/Revised by: Donnelly, Brian

Date: 10/31/2016



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Oroville Union High School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
---	--------------------	-----------------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 7/28/21	Appendix: 8/17/22 & 9/21/22
---	--------------------	-----------------------------

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Paula Blaney	Title:	Executive Assistant
Telephone:	538-2300	Email:	pblaney@ouhsd.net

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Oroville High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 135	TOTAL PROJECTED FTES: 13.5
---	-----------------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Reading – Composition	ENGL 2	FA22	1	8:30-3:30	M-F	M. Shaffer	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Photography	PHO 2	FA22	2	8:30-3:30	M-F	K. Anderson	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Music Appreciation	MUS 1	FA22	1	8:30-3:30	M-F	M. Paim	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Beginning Ceramics	ART 50	FA22	3	8:30-3:30	M-F	S. Muntifering	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Reading and Composition	Literature and Composition	\$0	None	\$0
Intro to Photography	Focus on Photography/Online Resources	\$0	None	\$0
Music Appreciation	Music: An Appreciation	\$0	None	\$0
Statistics	Free: Statistics Using Technology	\$0	None	\$0
Beginning Ceramics	Experience Clay	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College’s Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. **FACILITIES USE.**

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

7.3.

BUILDING	CLASSROOM	DAYS	HOURS
OHS	M7	M-F	8:30 – 3:30
OHS	A1	M-F	8:30 – 3:30
OHS	BR	M-F	8:30 – 3:30
OHS	A3	M-F	8:30 – 3:30

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

OROVILLE UNION HIGH SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Corey Willenberg

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT	Vendor ID:			
PO Description (Max. 25 characters):	CCAP APPENDIX – OROVILLE HIGH 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$3,200	(7@400=\$2,800 3@100=\$400)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

ENGL 2 - Reading and Composition

Transfer Status: CSU/UC

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Students will critically read expository, argumentative, and fictional texts and develop expository, persuasive, and argumentative academic writing. Essays will demonstrate reading comprehension, analysis, critique, academic research, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

Upon successful completion of this course, the student should be able to:

1. Read, analyze, and evaluate a variety of primarily non-fiction, diverse texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. A minimum of 5000 words of formal writing will be required.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, and punctuation do not impede clarity.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Critical and analytical reading of college-level texts

A. Reading scholarly sources

B. Annotating texts

C. Identifying key points, drawing inferences, and understanding broader implications

D. Critically evaluating arguments

17.00

Audience and purpose

A. Identifying target audiences

B. Anticipating reader response and addressing opposing or differing perspectives

C. Identifying and following conventions that meet the needs of particular audiences

D. Understanding the various influences that shape perspectives, values, language and identities

E. Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

8.00

The writing process

A. Methods for pre-writing and drafting

B. Strategies for global revision

C. Proofreading and editing strategies, including using research and grammar handbooks and/or other sources to edit papers

D. Recognizing and using appropriate grammar, punctuation, and spelling, as well as effective syntax

E. Analyze stylistic choices in their own writing and the writing of others

15.00

Research strategies and documentation methods	
A. Strategies for focusing searches and finding strong sources	
B. Methods for organizing research	
C. Understanding discipline-specific conventions for documenting research	15.00
D. Using research handbooks to identify the necessary format for documenting individual sources	
Evaluating and integrating sources into a research essay	
A. Identifying scholarly versus non-scholarly sources	
B. Navigating a variety of popular and scholarly sources of information whether in print, media, or online	13.00
C. Methods for evaluating popular media, online, and print sources	
D. Strategies for synthesizing points from source materials into more complex, college-level arguments	
Total Hours:	68.00

Examples of Assignments

Reading Assignments

1. Read the essay assigned by the instructor. As you read, note the author's claim and supporting evidence as well as his or her focus on audience, tone, and rhetorical strategies.
2. Carefully read the essay assigned by the instructor. Note the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader.

Writing Assignments

1. Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 to 5 pages.
2. Construct a well-developed essay in which you critique an author's support for a claim, focusing on the quantity and quality of evidence as well as on the use of logic and fallacies. Minimum of 3 to 5 pages.

Out-of-Class Assignments

1. Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles to the next class.
2. Find a scholarly and a popular source that both address the same aspect of the issue you are writing about for your inquiry project. Note similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th.

Graff, G., Birkenstein, C.. (2021). *They Say/I Say*. W.W. Norton, 5th. .

Wangler, S. & Ulrich, T.. (2019). *88 Open Essays: A Reader For Students Of Composition & Rhetoric*. Creative Commons,

Guptil, A.. (2016). *Writing in College: From Competence to Excellence*. Open SUNY Textbooks,

Other Learning Materials

Film, video and other electronic sources

The Purdue Online Writing Lab (OWL)

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments
- E. Essays and research papers
- F. Class Discussion



Catalog Description

PHO 2 - Introduction to Photography

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to the processes, principles, and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, and contemporary trends in photography.

Objectives

Upon successful completion of this course, the student should be able to:

1. Safely handle and maintain photographic equipment and materials.
2. Apply the elements and principles of design in finished photographs.
3. Create a portfolio of work demonstrating formal, conceptual, and technical development.
4. Produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, printing, and presentation.
5. Examine and describe historical and contemporary trends, language, aesthetics and emerging media in photography.
6. Analyze and describe the role of photography in contemporary culture and media.
7. Evaluate and critique photographic images utilizing relevant terminology and concepts.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Safe handling, maintenance, and appropriate use of photography equipment and materials	4.00
Elements and principles of design as they relate to photography	6.00
Concept development and project based approaches to photography	6.00
Photographic tools, materials and processes, including camera controls, image exposure, image manipulation, processing, and printing	7.00
Historical and contemporary trends, language, aesthetics and emerging media as they relate to film and digital photography	6.00
Group and individual critiques of photographic images utilizing relevant terminology and concepts	5.00
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Lab policies and procedures	1.00
Wet-lab film development and darkroom printmaking, and/or digital management, editing, software, and printing techniques	17.00
Assignment covering photographic tools, materials and processes, compositional techniques and principles, camera controls, and image exposure	17.00
Group and individual critiques	16.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on the camera and complete the "Parts of the Camera" worksheet by correctly labeling the 35mm SLR camera diagram. Use your camera as reference.
2. Read handout on the "Brief History of Photography" and select one photographer of interest to research. Write a short objective essay describing the photographer's historical and personal context, and how this influenced the photographer's work.

Writing Assignments

1. Read about the philosophical questions concerning the nature of photography in your class text. In 2-3 pages discuss the difference between a static black and white image on paper (the photograph) and real life experience.
2. Listen to a student's critique of your work and in 100-200 words write a response to the comments they made. Explain what you think about what was said and why.

Out-of-Class Assignments

1. Shoot three rolls of film of simple abstractions from everyday objects. Photograph a single plane using maximum depth-of-field. Do not record motion. Be prepared to give an oral critique of five of your best images based on the criteria in the class handout.
2. Select a digital or analog work to create a digital negative for cyanotype printing. Write a 2-3 page paper answering these questions: Will you use multi-media i.e. handcoloring or sculptural elements to enhance your cyanotype photograph? What is the expressive content of your work? How do your choices of image and materials convey meaning?

Recommended Materials of Instruction

London, B. and Stone, J. (2018). Short Course in Photography: Digital. *Pearson Publishing, 4th.*

Barnbaum, B. (2017). The Art of Photography: An Approach to Personal Expression. *Rocky Nook Publishers, 2nd.*

Methods of Instruction

- A. Discussion
- B. Field Trips
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Reading Assignments

Methods of Evaluation

- A. Portfolios
- B. Homework
- C. Class participation
- D. Lab Projects
- E. Written Assignments
- F. Examinations

Created/Revised by: Donnelly, Daniel

Date: 12/07/2020



Catalog Description

MUS 1 - Music Appreciation

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is a study of the music of western culture from antiquity to the present for understanding through informed listening, analysis, evaluation, and discernment of musical elements, forms, styles, repertoire and the role of music and musicians in the western world. (C-ID MUS 100).

Objectives

Upon successful completion of this course, the student should be able to:

1. Use appropriate musical terminology to describe the elements of music.
2. Recognize and describe the various forms employed in Western music.
3. Recognize and describe the major style periods of Western music and be able to classify a given piece of music within its specific style group.
4. Identify major composers of the various style groups.
5. Identify musical instruments and ensembles.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Introduction and Terminology	3.00
Identification of Musical Instruments	3.00
Evaluation of Live Performances	3.00
Medieval Period/Renaissance	3.00
Early Baroque Period	3.00
Vivaldi, Scarlatti, Handel, Bach	3.00
Classical Forms	3.00
Classical Genre; Haydn, Mozart	3.00
Beethoven	6.00
Early Romantic Period	3.00
Romantic Opera, Nationalism	6.00
Late Romanticism	3.00
20th Century Art Music	3.00
20th Century American Popular Music	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read a biography of a composer of your choice and write a short outline on the composer's life and work. Be prepared to share with the class.
2. Pick a course appropriate musical instrument and read the article on that instrument in Grove's Encyclopedia of Music. Be prepared to discuss in class.

Writing Assignments

1. Listen to an example of music from each of the assigned eras and prepare a 2 page critical analysis of the music. Be prepared to discuss your findings in class.
2. Attend a concert of appropriate music for the class, and prepare a written analysis of the music and performance.

Out-of-Class Assignments

1. Form a small percussion ensemble and using music supplied by the instructor prepare the piece for performance in class.
2. Working in small groups, select and research an era of music and prepare an in-class presentation. In your presentation focus on the evolution of forms and the use of musical instruments.

Recommended Materials of Instruction

Wright, C. (2013). Listening to Music. *Cengage Learning, 7th*.

Charles Hofer. (2015). Music Listening Today. *Schirmer, 6th*.

Jan Swafford. (1992). The Vintage Guide to Classical Music. *Random House, 1st*.

Other Learning Materials

Reading/handouts

Recordings/Video

Reference books in library

Methods of Instruction

A. Instructor Demonstrations

B. Lecture

C. Reading Assignments

D. Collaborative Group Work

E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

A. Exams/Tests

B. Research Projects

C. Class participation

D. Final Examination

E. Written Assignments

F. Class Discussion

Created/Revised by: Heimlich, Ryan

Date: 11/05/2018



Catalog Description

ART 50 - Beginning Ceramics

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 25.50 Lecture/76.50 Lab

Out of Class Hours: 51.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to ceramics materials, concepts, and processes, including basic design principles, creative development, hand-building, throwing (potter's wheel), glaze techniques, firing and ceramic terminology. Students will experiment with a variety of forms, glazes, and other surface treatments, and will be introduced to historical as well as contemporary ceramic artworks.

Objectives

Upon successful completion of this course, the student should be able to:

1. Demonstrate knowledge of various types of clays, glazes, firing techniques, and elements of kiln design.
2. Design and build clay forms using a variety of forming techniques, such as coil, slab, pinch, wheel-thrown, and combination methods.
3. Utilize simple glaze formulation and techniques of application to successfully achieve finished surfaces with desired colors, textures, and design elements.
4. Demonstrate knowledge of historical, as well as contemporary uses of the ceramic medium for sculpture and pottery.
5. Create a body of finished work that is responsive to assigned projects, and demonstrates technical proficiency, creative problem-solving, and self-expression.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Clay types and their relative advantages and limitations.	2.00
The elements of art and ceramic terminology.	2.00
Surface and firing techniques appropriate to an introductory study in ceramics, which may include but are not limited to slips, engobe, terra sigillata, glaze, burnishing, in various firing atmospheres and temperatures.	4.50
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	2.00

Techniques and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.	6.00
Overview of ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft.	6.00
Critical evaluation and critique of class projects using correct terminology in oral or written formats.	1.00
Studio, equipment, and material use and safety.	2.00
Total Hours:	25.50

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	6.50
Studio projects that explore the elements and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, modeling, carving, and wheel work.	40.00
Development of skills and processes using a variety of surface and firing techniques appropriate to an introductory study in ceramics, which may include but are not limited to slips, engobe, terra sigilata, glaze, burnishing, in various firing atmospheres and temperatures.	20.00
Critical evaluation and critique of class projects.	10.00
Total Hours:	76.50

Examples of Assignments

Reading Assignments

1. Read chapter 1 in the textbook "Hands In Clay". Come to class prepared to discuss the types of clay and earliest uses by people living in small-scale societies.
2. Read Chapter 9 in the textbook "Hands in Clay". Pick an artwork pictured in this Chapter that you regard as particularly creative or skillfully done, and be prepared to discuss its superior originality and/or craftsmanship.

Writing Assignments

1. Write journal entries in which you describe the evolution of form and concept of a clay project you are creating in response to an assignment.
2. Pick a ceramic artist whose work you find especially intriguing. Write a one to two page paper describing, interpreting, and evaluating one of the artists' best works.

Out-of-Class Assignments

1. In relation to an assigned project, research similar works by professional ceramic artists to generate ideas for your own. For example, if an assignment calls for a sculptural teapot that also functions well, look online or in books to see how other ceramic artists have interpreted these types of forms.
2. Attend a local or regional art show or art museum to get ideas for sculptural forms. Take photographs (where permitted) or make sketches of forms you are interested in for future reference.

Recommended Materials of Instruction

Speight, Charlotte; Toki, John. (2003). Hands in Clay : An Introduction to Ceramics. *McGraw-Hill Humanities/Social Sciences/Languages, 5th.*

Methods of Instruction

- A. Class Activities
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Instructor Demonstrations
- D. Lecture
- E. Multimedia Presentations
- F. Reading Assignments

Methods of Evaluation

- A. Exams/Tests
- B. Portfolios
- C. Projects
- D. Class participation
- E. Lab Projects
- F. Practical Evaluations

Created/Revised by: Cooper, David

Date:10/29/2012



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Paradise Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
---	--------------------	-----------------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/17/21	Appendix: 8/16/22 & 9/20/22
---	--------------------	-----------------------------

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Sheila Craft	Title:	Executive Assistant
Telephone:	872-6400	Email:	scraft@pusdk12.org

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Paradise Unified School District	HIGH SCHOOL:	Paradise High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 20	TOTAL PROJECTED FTES: 2
--	--------------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Photography Multimedia Production I	PHO 2	FA22	1	8:30-3:30	M-F	J. Murphy	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	MSP 74	FA22	1	8:30-3:30	M-F	D. Carroll	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Intro to Photography Multimedia Production I	Online Resources	\$0	None	\$0
	Online Resources/tutorials/multimedia presentations	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. **FACILITIES USE.**

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
PHS	120	M-F	8:30-3:30
PHS	121	M-F	8:30-3:30

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

PARADISE UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Tom Taylor

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	PARADISE UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP APPENDIX – Paradise High 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$1,000	(2@400=\$800, 2@100=\$200)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

PHO 2 - Introduction to Photography

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to the processes, principles, and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, and contemporary trends in photography.

Objectives

Upon successful completion of this course, the student should be able to:

1. Safely handle and maintain photographic equipment and materials.
2. Apply the elements and principles of design in finished photographs.
3. Create a portfolio of work demonstrating formal, conceptual, and technical development.
4. Produce photographs skillfully utilizing photographic tools, materials, and processes, including camera controls, image exposure, image processing, printing, and presentation.
5. Examine and describe historical and contemporary trends, language, aesthetics and emerging media in photography.
6. Analyze and describe the role of photography in contemporary culture and media.
7. Evaluate and critique photographic images utilizing relevant terminology and concepts.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Safe handling, maintenance, and appropriate use of photography equipment and materials	4.00
Elements and principles of design as they relate to photography	6.00
Concept development and project based approaches to photography	6.00
Photographic tools, materials and processes, including camera controls, image exposure, image manipulation, processing, and printing	7.00
Historical and contemporary trends, language, aesthetics and emerging media as they relate to film and digital photography	6.00
Group and individual critiques of photographic images utilizing relevant terminology and concepts	5.00
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Lab policies and procedures	1.00
Wet-lab film development and darkroom printmaking, and/or digital management, editing, software, and printing techniques	17.00
Assignment covering photographic tools, materials and processes, compositional techniques and principles, camera controls, and image exposure	17.00
Group and individual critiques	16.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on the camera and complete the "Parts of the Camera" worksheet by correctly labeling the 35mm SLR camera diagram. Use your camera as reference.
2. Read handout on the "Brief History of Photography" and select one photographer of interest to research. Write a short objective essay describing the photographer's historical and personal context, and how this influenced the photographer's work.

Writing Assignments

1. Read about the philosophical questions concerning the nature of photography in your class text. In 2-3 pages discuss the difference between a static black and white image on paper (the photograph) and real life experience.
2. Listen to a student's critique of your work and in 100-200 words write a response to the comments they made. Explain what you think about what was said and why.

Out-of-Class Assignments

1. Shoot three rolls of film of simple abstractions from everyday objects. Photograph a single plane using maximum depth-of-field. Do not record motion. Be prepared to give an oral critique of five of your best images based on the criteria in the class handout.
2. Select a digital or analog work to create a digital negative for cyanotype printing. Write a 2-3 page paper answering these questions: Will you use multi-media i.e. handcoloring or sculptural elements to enhance your cyanotype photograph? What is the expressive content of your work? How do your choices of image and materials convey meaning?

Recommended Materials of Instruction

London, B. and Stone, J. (2018). Short Course in Photography: Digital. *Pearson Publishing, 4th.*

Barnbaum, B. (2017). The Art of Photography: An Approach to Personal Expression. *Rocky Nook Publishers, 2nd.*

Methods of Instruction

- A. Discussion
- B. Field Trips
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Reading Assignments

Methods of Evaluation

- A. Portfolios
- B. Homework
- C. Class participation
- D. Lab Projects
- E. Written Assignments
- F. Examinations

Created/Revised by: Donnelly, Daniel

Date: 12/07/2020



Catalog Description

MSP 74 - Multimedia Production I

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course introduces students to skills and techniques used to produce computer generated multimedia presentations. Areas of study will include the development of multimedia projects and the study of multimedia tools, the selection of hardware, use of text, photography, graphics, animation, digital video and audio.

Objectives

Upon successful completion of this course, the student should be able to:

1. Create basic multimedia and graphic presentations.
2. Use multimedia software applications to create interactive projects.
3. Develop audio and visual communications for interactive projects.
4. Formulate and execute ideas for basic multimedia projects.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Defining Multimedia	1.00
How to develop multimedia projects	1.00
Preparing materials for project development	1.00
Developing concepts and brainstorming	1.00
Defining the user demographic	1.00
Planning the production	1.00
Producing the project	2.00
Hardware	1.00
Text	1.00
Graphics	2.00
Photography	2.00
Animation	2.00
3D modeling	2.00
Video and Digital Video	2.00
Sound (music and voice)	1.00
Presentation programs	1.00
Using interactive programs	1.00
Authoring and Scripting	1.00
Multimedia authoring environments	1.00
Creating cross-platform projects	1.00
Displaying color graphics	1.00
Add the background, fields, buttons	1.00
Adding the Content-Text	1.00
Adding Photos and Graphics	2.00
Adding Sound and Video	3.00
Total Hours:	34.00

Lab

Topics

Lab Hrs

Preparing materials for project development	1.50
---	------

	COURSE OUTLINE ATTACHMENT 1	2.00
Developing concepts and brainstorming		3.00
Planning the production		3.00
Producing the project		1.00
Hardware		1.50
Text		3.00
Graphics		3.00
Photography		3.00
Animation		3.00
3D modeling		3.00
Video and Digital Video		3.00
Sound (music and voice)		1.50
Presentation programs		1.50
Using interactive programs		3.00
Authoring and Scripting		3.00
Multimedia authoring environments		3.00
Creating cross-platform projects		3.00
Displaying color graphics		1.50
Add the background, fields, buttons		1.50
Adding the Content-Text		1.50
Adding Photos and Graphics		1.50
Adding Sound and Video		1.50
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Research and read about a multimedia company or freelance multimedia designer. Be prepared to discuss and share this project with the class.
2. Research and read an interview with a multimedia industry professional. Find three projects created by the designer and share with class.

Writing Assignments

1. Develop a multimedia storyboard and write a description of the processes and techniques needed to produce the project.
2. Research a multimedia professional and write a one page paper on the background of this individual. Share with the class.

Out-of-Class Assignments

1. View the list of multimedia interview videos supplied by the instructor. Research one of the multimedia designers interviewed and showcase the individuals work with the class.
2. Research new software and technology used in multimedia products. Find an example where the software or technology has been implemented in a real project and share the project with the class.

Recommended Materials of Instruction

Other Learning Materials

Handouts
Periodicals
Instructional DVDs
Tutorials

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Multimedia Presentations

Methods of Evaluation

- A. Quizzes
- B. Final Examination



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Willows Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
---	--------------------	-----------------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/5/21	Appendix: 8/4/22 & 9/1/22
---	-------------------	---------------------------

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Julie Soeth	Title:	Administrative Assistant
Telephone:	937-6600	Email:	jsoeth@willowsunified.org

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 305	TOTAL PROJECTED FTES: 30.5
---	-----------------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Agriculture Business	AB 26	FA22	1	8:30-3:30	M-F	S. Alves	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Animal Science	AGS 40	FA22	1	8:30-3:30	M-F	K. Jones	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Careers in Agriculture, ES, NR	AB 20	SP23	3	8:30-3:30	M-F	S. Alves	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Medical Terminology	ALH 104	SP23	1	8:30-3:30	M-F	T. Torres	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Critical Six Soft Skills in Healthcare	ALH 6	SP23	1	8:30-3:30	M-F	D. Keolanui	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education & Life Choices	CLP 101	SP23	4	8:30-3:30	M-F	V. Prickett	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Cultural Anthropology	ANTH 4	FA22	1	8:30-3:30	M-F	S. Frawley	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Reading & Composition	ENGL 2	FA22	1	8:30-3:30	M-F	H. Patience	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Reading & Composition	ENGL 2	FA22	1	8:30-3:30	M-F	Z. Vincent	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Magic, Witchcraft, Religion	ANTH 13	SP23	1	8:30-3:30	M-F	S. Frawley	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Public Speaking	CMST 2	SP23	1	8:30-3:30	M-F	A. Oelrichs	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Intro to Literature	ENGL 4	SP23	1	8:30-3:30	M-F	H. Patience	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Intro to Literature	ENGL 4	SP23	1	8:30-3:30	M-F	Z. Vincent	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Intro to Agriculture Business	Online Curriculum	\$0	None	\$0
Intro to Animal Science	Modern Livestock & Poultry Production	\$0	None	\$0
Careers in Agriculture, ES, NR	Online Education	\$0	None	\$0
Medical Terminology	Intro to Medical Terminology	\$0	None	\$0
Critical Six Soft Skills in Healthcare	Health Careers Today	\$0	None	\$0
Career, Education & Life Choices	Career Choices and Changes	\$0	None	\$0
Cultural Anthropology	No textbook needed	\$0	None	\$0
Reading & Composition	No textbook needed	\$0	None	\$0
Reading & Composition	Novel: There, There by Tommy Orange	\$0	None	\$0
Magic, Witchcraft, Religion	No textbook needed	\$0	None	\$0
Public Speaking	No textbook needed	\$0	None	\$0
Intro to Literature	No textbook needed	\$0	None	\$0
Intro to Literature	Novel: The Nickel Boys by Colson Whitehead	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College’s Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
WHS	7	M-F	8:30-3:30
WHS	601	M-F	8:30-3:30
WHS	303	M-F	8:30-3:30
WHS	304	M-F	8:30-3:30
WHS	201	M-F	8:30-3:30
WHS	601	M-F	8:30-3:30
WHS	303	M-F	8:30-3:30

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

WILLOWS UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Emmett Koerperich

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	WILLOWS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP APPENDIX – Chico High 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$4,900	(11@400=\$4,400, 5@100=\$500)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course provides students with a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process. (C-ID AG-AB 104).

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain how economic principles relate to commodity marketing sub sectors in agriculture.
2. Recognize and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives. Identify and explain the four functions of management and how they relate to the agribusiness organization.
3. Develop an awareness of the basic laws, regulations, and regulatory agencies that interact with the agriculture community.
4. Describe various styles of leadership.
5. Identify the role of the agricultural manager.
6. Recognize, evaluate, and propose solutions to problems in personnel, ethics and communication.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

The role and organization of the agribusiness	
a. The place of agribusiness in California, United States, and the global economy	
b. Types of agribusiness	
c. The organization of an agribusiness	8.50
d. Types of business structure	
e. Managing the agribusiness	
Management	
a. Planning	
b. Leading	8.50
c. Organizing	
d. Controlling	
Managerial Problem Solving in Agriculture	
a. Diagnosis of the situation	
b. Generating alternative	
c. Evaluating alternatives	8.50
d. Selecting the best alternative	
e. Implementing the alternative	
f. Evaluation of results	
Financial Management and Control of Agribusiness	
a. General business economics	8.50
b. Overview of financial statements	

- Human Resource Management
a. The role of the agriculture manager
b. Agriculture employee motivation
c. Team and team building
d. Labor relations

Business Land and Ethics in Agriculture

- a. Agriculture values
b. Agriculture business ethnics
c. Personal values
d. Agricultural Law and the regulatory environment

8.50

Total Hours: 51.00

Examples of Assignments

Reading Assignments

1. Read and interpret an article pertaining to current events in agriculture, posted on the class portal. Be prepared to discuss the issues and take a pro/con position.
2. Read the case study in your text dealing with "Going Broke While Making a Profit". Identify how this happened and how it could have been avoided.

Writing Assignments

1. Write a 7-10 page Business Plan for an agricultural endeavor of your choice. The Business Plan should include a description of the business, a marketing plan, and financial statements.
2. Write a two-three research page paper covering the management style of the Simplot Corporation. Identify the companies approach to hiring, advancement, and outlook on the future.

Out-of-Class Assignments

1. Locate two examples of advertising for an agricultural commodity. One should be commodity based and the other product specific. Be prepared to discuss in class.
2. Interview an individual currently working in your proposed field of employment. Write a two page paper discussing the nature of the work, the best and worst parts of the job, and the employment outlook. Be prepared to discuss in class.

Recommended Materials of Instruction

Barnard, F., Foltz, J., Yeager, E., Brewer, B.. (2020). Agribusiness Management. *Routledge, Sixth*. 9780367341947.

Methods of Instruction

- A. Group Discussions
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Projects
- D. Homework
- E. Short papers
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021



Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered. (C-ID AG-AS 104).

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify animal contributions to the development of human civilizations.
2. Describe economically significant breeds of animals and their unique adaptations.
3. Describe the function of the major body systems.
4. Identify reproductive cycles and biotechnological principles of animal reproduction.
5. Analyze genetic change through artificial/natural selection.
6. Discuss nutritional needs for various body functions.
7. Describe animal behavior as it relates to animal domestication, health and performance.
8. Explain basic strategies for disease control, prevention and management.
9. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
10. Identify and discuss current issues affecting animal agriculture.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to animal agriculture	4.00
a. Career opportunities	
b. Importance of domestic animals to the world and to the United States	
c. Economic importance of animal agriculture	
d. Animal contributions to human needs	
e. Ethnic and cultural contributions to animal domestication	
Unique adaptations of various species	
a. Natural selection vs artificial selection	
b. Meat animal use and production	
c. Fiber production	4.00
d. Dairy production	
e. Recreational and companionship use of animals	
Anatomy and physiology	
a. Identification of external anatomy for various species	
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	3.00
Animal reproduction	
a. Animal breeding systems	
b. Reproductive management and technology	3.00
c. Fertility assessment	

Genetics	
a. Introduction and review of genetic principles	
b. Gene modification and genetic interactions	
c. Genetic improvement and variation	
d. Inheritance and population genetics	
Nutrition	
a. Classes of nutrients	
b. Feed identification and composition	3.00
c. Livestock feeding management practices	
Animal behavior (ethology)	
a. Behavioral characteristics	
b. Animal handling and safety	3.00
c. Conditioning	
Animal health	
a. Biosecurity	
b. Vital Signs	3.00
c. Indications of health vs disease	
d. Common diseases	
The scientific method	
a. Research in animal agriculture	
b. Developing a research model	3.00
c. Humane treatment of research animals	
Issues affecting animal agriculture	
a. Animal welfare issues	
b. Advances in biotechnology	
c. Governmental and environmental concerns	5.00
d. Food safety	
e. Public policy and consumer awareness	
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Beef and Dairy	3.00
Sheep and Swine	3.00
Meats lab, safety and processes	3.00
Grocery store - meat, cheese, butter, ice cream	3.00
Purebred Beef - Expected Progeny Differences (EPD)	3.00
Commerical cattle operation - weaning, castration	3.00
Dairy farm - production cycle	3.00
Milk processing - cheese plant	3.00
Sheep - lambing and handling	3.00
Purebred Sheep - production cyle	3.00
Swine - vaccination, selection, management	3.00
Poultry - quality of carcasses and eggs	3.00
Horse - production cycle	3.00
Selection workshop	3.00
Biotechnology and environmental workshop	3.00
North Valley Livestock Tour	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on genetic change through selection and be prepared to share your findings with the class.

Writing Assignments

1. Read the chapter on animal behavior and and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.

Out-of-Class Assignments

1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

Recommended Materials of Instruction

Taylor, R. (2012). Scientific Farm Animal Production. *Prentice Hall, 10th*.

Knights, Marlon. (2014). Animal Science Lab Manual. *Kendall Hunt Publishing, 1st*.

Other Learning Materials

Materials: 3 ring notebook, proper clothing for labs

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Problem-Solving Sessions
- D. Class Activities
- E. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Class participation
- C. Written Examinations
- D. Practical Evaluations
- E. Mid-term and final examinations

Created/Revised by: Adams, Denise

Date:02/25/2019



Catalog Description

AB 20 - Careers in Agriculture, Environmental Science and Natural Resources

Transfer Status: CSU

Unit(s): 1.00

Contact Hours: 17.00 Lecture

Out of Class Hours: 34.00

Total Course Hours: 51.00

Course Description:

This course is a study of the agriculture, environmental science and natural resources industries with a focus on career opportunities, self evaluation, and skills necessary for successful job procurement. Topics include job trends, resumes and cover letters, interviewing skills, and the types of careers available in agriculture, environmental science, and natural resources.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify career opportunities in agriculture, environmental science, and natural resources.
2. Define their career goals and create an educational plan to achieve these goals.
3. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Introduction	1.00
Employment Trends	1.00
Establishing Goals	1.00
Sources of Employment Information	3.00
Placement and Interest Testing	2.00
Personal Inventory	1.00
Personal Education Plan	1.00
Resumes, Cover Letters	3.00
Job Interviews	2.00
Career Options	1.00
Self Evaluation	1.00
Total Hours:	17.00

Examples of Assignments

Reading Assignments

1. Read the examples of effective cover letters provided by the instructor. Identify the three primary components of an effective cover letter. Be prepared to discuss in class.
2. Read the examples of effective resumes provided by the instructor. Identify the five primary sections and their sequence in an effective resume. Be prepared to discuss in class.

Writing Assignments

1. Prepare a professional resume. Highlight your employment objective(s), academic qualifications, and work history.

Out-of-Class Assignments

1. Visit the Butte College Career Development Center. Take the "career assessment" activity to identify potential career fields that correspond to your interests. Be prepared to share what you learned in class.
2. Use the Eureka computer database in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you.

Recommended Materials of Instruction

Yena, D.. (2020). Career Directions: New Paths to Your Ideal Career. *McGraw-Hill Education, Seventh* . 9781259712371.

Methods of Instruction

- A. Lecture
- B. Demonstrations
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Quizzes
- B. Portfolios
- C. Papers
- D. Homework
- E. Mid-term and final examinations
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date: 12/06/2021



Catalog Description

ALH 104 - Medical Terminology

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course explores the specialized language used within the medical profession. Emphasis is placed on the definition, pronunciation and spelling of medical terms with focus on building medical words using prefixes, word roots, suffixes and combining forms. To further advance a working knowledge of these terms, vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems.

Objectives

Upon successful completion of this course, the student should be able to:

1. Interpret the meaning of medical terms by analyzing the basic elements of the terms.
2. Classify medical terms in relation to basic anatomy, physiology, and pathology of body systems.
3. Identify medical terms correctly.
4. Pronounce medical terms correctly.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction of Medical Terminology	5.00
Body Structure	3.00
Integumentary (Skin and associated structures) System	3.00
Muscular System	2.00
Skeletal System	2.00
Cardiovascular System	4.00
Blood, Lymphatic and Immune Systems	4.00
Respiratory System	4.00
Digestive System	3.00
Urinary System	3.00
Reproductive System	3.00
Endocrine System	4.00
Nervous System	4.00
Special Senses	3.00
Pharmacology, Diagnostic Imaging, Surgery, Oncology	4.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter about the respiratory system and be prepared to discuss root words and combining forms regarding the respiratory system.

Writing Assignments

1. Write a one page paper about heart disease, incorporating at least 15 medical terms introduced in the cardiovascular chapter.
2. Write a one page paper about the anatomy of the respiratory system to include at least ten medical terms from the respiratory system chapter.

Out-of-Class Assignments

1. Find a media advertisement about a pharmaceutical product research its usage and be prepared to interpret medical terms within the ad.
2. Read the medical record analysis at the end of the musculoskeletal chapter and be prepared to interpret the underlined terms.

Recommended Materials of Instruction

Fremgen, Bonnie. (2015). Medical Terminology, A Living Language. *Prentice Hall, 6th*.

Other Learning Materials

Visual aids, some provided by Butte College Allied Health Department.

Methods of Instruction

- A. Lecture
- B. Multimedia Presentations
- C. Reading Assignments
- D. Discussion
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Homework
- D. Short papers

Created/Revised by: Smith, Michael

Date:04/04/2016



Catalog Description

ALH 6 - The Critical Six Soft Skills in the Professional Healthcare Environment

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course assists in the development of soft skills in the professional healthcare settings. Soft skills can be defined as a cluster of personality traits and behaviors that enhance the relationship between two individuals or an individual and an organization. Proficiency in the practice of soft skills has been identified as an essential characteristic to attain for any individual involved in the professional healthcare setting. Content will include six competency domains which include: Communication, Workplace Ethics and Professionalism, Team Building and Collaboration, Effective Problem Solving, Embracing Diversity and Demonstrating Compassion. Graded only.

Objectives

Upon successful completion of this course, the student should be able to:

1. Compare and contrast interpersonal versus oral communication skills in today's workplace and healthcare environment.
2. Discuss components and workplace ethics and describe methods to enhance professionalism in the healthcare professional setting.
3. Identify approaches to development of a collaborative team in the workplace setting.
4. Utilize critical thinking and sound judgment in effective problem solving in the professional environment.
5. Cultivate diversity in the workplace, and foster cultural professionalism.
6. Describe methods to nurture compassion in the workplace and understand ways to ensure the practice of self-reflection.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Communication	9.00
Workplace Ethics and Professionalism	8.00
Team Building and Collaboration	8.00
Effective Problem Solving	9.00
Embracing Diversity	9.00
Demonstrating Compassion	8.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on body language in your textbook. Be prepared to demonstrate effective body language in class.
2. Read the chapter on problem solving in the workplace in your textbook. Be prepared to participate in a discussion in class.

Writing Assignments

1. Write a 2-3 page paper about a situation that occurred in a job that you have had that dealt with a conflict. Describe how you handled the situation then, and how you would handle it differently now.
2. Write a one page dialogue that illustrates compassion shown for an individual who is struggling with a career choice.

Out-of-Class Assignments

2. Develop an activity that can be used in the workplace to enhance team building and collaboration.

Recommended Materials of Instruction

Elsevier. (2016). Job Readiness for Health Professionals. *Saunders, 2nd* .

Methods of Instruction

- A. Demonstrations
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Reading Assignments
- F. Class Activities

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Demonstration
- D. Written Assignments

Created/Revised by: Craig, Susan

Date:04/02/2018



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

Upon successful completion of this course, the student should be able to:

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.

2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Class Activities
- E. Group Discussions
- F. Guest Speakers

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

Created/Revised by: Donnelly, Brian

Date: 10/31/2016



Catalog Description

ANTH 4 - Cultural Anthropology

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. (C-ID ANTH 120).

Objectives

Upon successful completion of this course, the student should be able to:

1. Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.
2. Recognize the methods, theories and perspectives used to study and understand human cultures.
3. Explain the importance of the ethnographic method in the study of culture.
4. Employ the relativist perspective while discussing cultural variation.
5. Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
6. Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
7. Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Anthropological theories, methods and perspectives	4.00
Anthropological study of human cultures in comparative perspective	4.00
Subsistence patterns	4.00
Social, political and economic organizations	4.00
Language and communication	3.50
Family and kinship	3.50
Belief systems	3.50
Art and expressive culture	3.50
Ethnicity and race	3.50
Gender and sexuality	3.50
Social inequality and colonialism	3.50
Globalization and culture change	3.50
Professional ethics	3.50

Examples of Assignments

Reading Assignments

1. Read the article from Conformity and Conflict that focuses on anthropological definitions of culture. Be prepared to discuss why the concept of culture is so important to an understanding of human behavior—and why, to a significant degree, “culture” is deemphasized or left out in human behavior modeling in so many social and behavioral sciences.
2. Read the article from Conformity and Conflict that deals with the foundations of cultural relativism. Note, for purposes of discussion how cultural relativism has changed over the years; compare and contrast these views through contrasting Franz Boas with Marvin Harris.

Writing Assignments

1. Write a three page essay based on your social organization article. Compare and contrast at least two of the societies described in the article.
2. Write a five page essay on the history of anthropological thought focusing on Bronislaw Malinowski’s concept of culture as integrated. Contrast his concept with Gregory Bateson’s concept of the “holistic fallacy.”

Out-of-Class Assignments

1. Attend the American Association of Anthropology’s national meeting. Attend the session dealing with food production in Sub-Saharan Africa. Current attempts by international organizations have failed to assist people living in this region. Why? What insights can applied anthropologist offer that might make assistance programs more successful with regard to food production and distribution in this region?
2. Attend a session of the Anthropology Forum at the local University (CSU Chico). This week’s forum is a panel discussion (made up of some members of the anthropology department at CSU Chico) on reflexivity in ethnographic research. Note how various panel discussants handled issues of “observer obtrusive” and “non-obtrusive” descriptive data as a problem for field work.

Recommended Materials of Instruction

Ember, Carol and Melvin. (2010). Cultural Anthropology . *Prentice Hall* , 12th.
Bailey, Garrick and Peoples, James. (2011). Essentials of Cultural Anthropology. *Wadsworth* ,
Rotating editors. (2009). Annual Editions: Cultural Anthropology. *Dushkin*,

Methods of Instruction

- A. Discussion
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Multimedia Presentations
- G. Problem-Solving Sessions
- H. Reading Assignments
- I. Class Activities

Methods of Evaluation

- A. Quizzes
- B. Written Assignments
- C. Written Examinations
- D. Essays and research papers

Created/Revised by: Findlay, Michael

Date:03/04/2013



Catalog Description

ENGL 2 - Reading and Composition

Transfer Status: CSU/UC

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Students will critically read expository, argumentative, and fictional texts and develop expository, persuasive, and argumentative academic writing. Essays will demonstrate reading comprehension, analysis, critique, academic research, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

Upon successful completion of this course, the student should be able to:

1. Read, analyze, and evaluate a variety of primarily non-fiction, diverse texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. A minimum of 5000 words of formal writing will be required.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, and punctuation do not impede clarity.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics	
Critical and analytical reading of college-level texts	
A. Reading scholarly sources	
B. Annotating texts	
C. Identifying key points, drawing inferences, and understanding broader implications	
D. Critically evaluating arguments	
Audience and purpose	
A. Identifying target audiences	
B. Anticipating reader response and addressing opposing or differing perspectives	
C. Identifying and following conventions that meet the needs of particular audiences	8.00
D. Understanding the various influences that shape perspectives, values, language and identities	
E. Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each	
The writing process	
A. Methods for pre-writing and drafting	
B. Strategies for global revision	
C. Proofreading and editing strategies, including using research and grammar handbooks and/or other sources to edit papers	15.00
D. Recognizing and using appropriate grammar, punctuation, and spelling, as well as effective syntax	
E. Analyze stylistic choices in their own writing and the writing of others	

Evaluating and integrating sources into a research essay

A. Identifying scholarly versus non-scholarly sources

B. Navigating a variety of popular and scholarly sources of information whether in print, media, or online

C. Methods for evaluating popular media, online, and print sources

D. Strategies for synthesizing points from source materials into more complex, college-level arguments

13.00

Total Hours:

68.00

Examples of Assignments

Reading Assignments

1. Read the essay assigned by the instructor. As you read, note the author's claim and supporting evidence as well as his or her focus on audience, tone, and rhetorical strategies.
2. Carefully read the essay assigned by the instructor. Note the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader.

Writing Assignments

1. Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 to 5 pages.
2. Construct a well-developed essay in which you critique an author's support for a claim, focusing on the quantity and quality of evidence as well as on the use of logic and fallacies. Minimum of 3 to 5 pages.

Out-of-Class Assignments

1. Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles to the next class.
2. Find a scholarly and a popular source that both address the same aspect of the issue you are writing about for your inquiry project. Note similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th.

Graff, G., Birkenstein, C.. (2021). *They Say/I Say*. W.W. Norton, 5th. .

Wangler, S. & Ulrich, T.. (2019). *88 Open Essays: A Reader For Students Of Composition & Rhetoric*. Creative Commons,

Guptil, A.. (2016). *Writing in College: From Competence to Excellence*. Open SUNY Textbooks,

Other Learning Materials

Film, video and other electronic sources

The Purdue Online Writing Lab (OWL)

Methods of Instruction

A. Collaborative Group Work

B. Discussion

C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

D. Lecture

Methods of Evaluation

A. Quizzes

B. Oral Presentation

C. Class participation

D. Written Assignments

E. Essays and research papers

F. Class Discussion

Created/Revised by: Bearden, Kenneth

Date:05/02/2022



Catalog Description

ANTH 13 - Magic, Witchcraft and Religion

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is a cross-cultural study of the forms and functions of supernatural beliefs and rituals in contemporary and historical societies. The course focuses on non-western societies and their religious systems. Descriptive anthropological methods (ethnography and ethnology) are discussed as important aspects of the study of belief systems cross-culturally. Moreover, various theoretical models are employed to inform the study of beliefs and practices associated with both nonwestern and western societies. An integrated view of religion is taken to demonstrate how belief in supernatural forces reflects other cultural patterns of behavior and thinking. For example, religion is integrated with such areas of basic human concern as subsistence practices, social organization, and culture changes that arise in contact situations.

Objectives

Upon successful completion of this course, the student should be able to:

1. define and describe the basic anthropological approaches (method and theory) to the cross-cultural study of religion.(e.g. belief systems).
2. name and appraise the work of important anthropologists who have studied religious belief systems from an anthropological perspective.
3. recognize certain theoretical explanations that can be applied to a functional understanding of religious behavior and thinking and apply these models to contemporary life.
4. recognize and describe various religious functionaries as they are found across a variety of societies and cultural circumstances.
5. recognize the integrated nature of belief in terms of how rituals and religious themes often reflect recurring patterns of subsistence cycles, social organization, and psychological imperatives.
6. compare and contrast non western belief systems with those typically predominate in the west.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Introduction: The Anthropology of Religion	6.00
The Historic Development of Anthropological Approaches to Understanding Religious Belief and Practice: Myth, Rituals, and Taboos	4.00
Forms and Functions: Theoretical Approaches and Concepts of Culture	5.00
Shamans, Priests, and Prophets: Religious Practitioners from a Crosscultural Perspective	4.00
Subsistence, Social Organization, and Other Aspects of Culture: Integration with religious Beliefs and Practices	12.00
Religion and Healing: Traditional Healers as Religious Practitioners	4.00
Witches, Ghosts, Demons and other Miscellaneous Beliefs	4.00
Revitalization Movements	4.00
Religion and Culture Contact	4.00
Belief and Practice in a New Age Context	4.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the article from your supplemental text that deals with "syncretism." This concept is often confused with "acculturation" and "cultural blending." Be prepared to discuss in class what syncretism is and provide a few ethnographic examples (e.g. Maya , Tarajumaran, and Kayapo syncretism).
2. Read the article from your supplemental text that deals with anthropological definitions of religion and belief. Be able to discuss why anthropological approaches to belief systems have allowed for significant insights into the religious beliefs and practices of hunter-gatherer societies found in different parts of the world (e.g. in Australia, the Kalahari Desert and the more remote areas of the Amazon Basin).

Writing Assignments

1. Write a three page essay focusing on animism. What is animism? How does an animistic world view influence perceptions of other aspects of life (e.g. subsistence, social organization, and ritual life).
2. Write a three page summary outlining the basic characteristics of shamanism. Focus on shamanic practices in Peru. Include references to Brujos and Brujas. How do these specialists retain aspects of traditional shamanism?

Out-of-Class Assignments

1. Search on the internet, find information on local shamanism. Be prepared to share with class.
2. Several Native American traditional healers will be visiting campus this week. Attend their panel discussion and report your observations and comments to class. Did these participants seem to have knowledge of traditional medicine that derived from older more traditional sources or were there ideas and practices more in line with New Age beliefs. Go back over the articles on traditional shamanism vs. New Age healing.

Recommended Materials of Instruction

- Lehmann, Myers and Moro, eds.. (2010). *Magic, Witchcraft, and Religion*. McGraw Hill, 9th. 0073405213.
- Hicks, David ed.. (2008). *Ritual and Belief: Readings in the Anthropology of Religion*. McGraw Hill, 4th. 0072414898.
- Crapo, Richley. (2002). *Anthropology of Religion: The Unity and Diversity of Religion*. McGraw Hill. , 1st. 0072387238.
- Spradley, James and McCurdy, David. (2006). *Conformity and Conflict: Readings in Cultural Anthropology*. Allyn and Bacon, 12th.

Methods of Instruction

- A. Discussion
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Problem-Solving Sessions
- F. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Essays and research papers

Created/Revised by: Findlay, Michael

Date:02/25/2013



Catalog Description

CMST 2 - Public Speaking

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is the study of the fundamentals of public speaking with an emphasis on extemporaneous style delivery. Focus is placed on critical thinking including: the organization of ideas, the use of research, the development of critical analysis in the construction and consumption of messages and the practice of ethical and mindful communication. (C-ID COMM 110).

Objectives

Upon successful completion of this course, the student should be able to:

1. Explain the basic principles of human communication.
2. Analyze their communication situation, audience, occasion, and purpose; and selection of subject matter.
3. Formulate through research, analysis, and organization of material; presentation of the message including management of communication apprehension; and evaluation of the effectiveness of their communication.
4. Demonstrate that they are careful and critical thinkers and communicators, both as speakers and as listeners.
5. Explain their relationship and ethical responsibilities to others involved in the communication transaction.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Introduction to the principles of human communication	3.00
Theory and techniques of public speaking in society	6.00
Critical analysis of public discourse	6.00
Types of public speaking	6.00
Listening skills	3.00
Elements of effective public speaking, including analysis of communication situation, ethics, and diversity, audience, occasion, purpose, selection of subject matter, research, evidence evaluation, organization, presentation skills, and evaluation of communication effectiveness.	27.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Using the Butte College online database "CQ Researcher," locate and read the pro and con side of a current controversial issue. Come prepared to discuss the article and its value as a possible source for a persuasive speech.
2. Read the chapter on using evidence and come to class with at least two examples of each type of evidence listed. (Examples, testimony, and statistics). Bring your APA style guide and be prepared to complete source citations and referencing in class.

Writing Assignments

1. Based on the information and examples provided in class and in the textbook chapter on Outlining, prepare a formal, full-sentence preparation outline including minimum of 4 sources 2 of which are from academic journal articles, with corresponding references per APA guidelines, for a 5-7 minute informative speech.
2. View your own videotaped performances and/or review peer and faculty feedback sheets and prepare a 3-4 page critical analysis self reflection paper of your growth and development as a public speaker. Support your analysis with at least 3 citations from your textbook. Cite and reference using current APA style guidelines.

Out-of-Class Assignments

1. Attend a public speaking event (or watch a pre approved video performance) and prepare a 2-3 page evaluation of the presentation from an audience perspective. Did the presentation work? Why or why not? Be sure to support your analysis with details from the actual presentation and connect your findings to textbook terms and recommendations. Cite using APA current guidelines.
2. You and your partner(s) will need to identify and understand the Transactional Communication Model. You will/may need your textbook and possibly a little research. You will then bring to class, for display throughout the semester, your creation of the Model. You may build or create this artifact as you choose so long as you include all of the parts of the Model and have them clearly labeled or illustrated in some way. Draw a picture, use crayons, use clay, use cardboard, design an activity for use in class, invent a game and/or use technology. Whatever approach you decide is fine as long as we can “display” it in the classroom for the entire semester. Have fun! Be colorful! Be creative! Work together.

Recommended Materials of Instruction

Rothwell, J.D. (2017). *Practically Speaking*. Oxford University Press, 2nd.

Other Learning Materials

currently exploring an Open Education Resource for this class.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Reading Assignments
- E. Class Activities
- F. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Class participation
- D. Written Assignments

Created/Revised by: Rapozo-Davis, Laura

Date:04/02/2018



Catalog Description

ENGL 4 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: ENGL 2 or ENGL 3

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course concentrates on introducing students to a wealth of representative literary works from the major genres. Additionally, the course develops the basic skills necessary in literary analysis, namely critical reading, analytical writing, and research methods. Emphasis is placed on investigating and appreciating the cultural, historical, and aesthetic aspects of literary works chosen from at least four of the five literary genres. Graded only. (C-ID ENGL 120).

Objectives

Upon successful completion of this course, the student should be able to:

1. Analyze themes within course texts and compare them to the ways these themes are treated in other course texts.
2. Synthesize analyses of specific details in particular works of literature in support of a clear, overall point or thesis.
3. Identify, employ and evaluate different frameworks for analyzing and interpreting literature. These frameworks may include political, socioeconomic, geographical, ethnic, cultural, ecological, psychoanalytical, historical, gender, sexuality, and genre development.
4. Interpret and discuss how various literary works both reflect and influence various aspects of culture.
5. Identify key elements of major genres and define and apply relevant literary terms in the analysis of specific works.
6. Utilize standard methods of essay development in the written analysis of literary works.
7. Employ appropriate research and documentation methodologies.
8. Utilize proper English syntax and mechanics in her/his own writing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Brief review of subjects discussed in English 2

- | | |
|-----------------------------------|------|
| A. Reading and writing critically | 1.00 |
| B. The art of writing | |

The research paper, use of the library, and investigative techniques

- | | |
|---|------|
| A. How to generate our own ideas. | |
| B. How to use the ideas of other scholars. | 2.00 |
| C. Using MLA style. | |
| D. How to search library catalogues and databases and identify useful sources | |

Reflecting human diversity: The literary achievements of minorities and women all over the world.

- | | |
|--|------|
| A. The literary canon: Diversity and Controversy | |
| B. The Western Canon and the shift to literature as world literature, emphasizing cultural diversity within each culture, the work of women authors and of ethnic, religious, and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) minorities in those cultures | 2.00 |

- A. Tone and mood
- B. Literal and non-critical statement
- C. Explicit and implicit statement 2.00
- D. Purpose, attitude, meaning
- E. Connotation, irony, satire, sarcasm, humor
- F. Diction, figurative language and symbol and their influences on theme and audience

Critical approaches to literature

- A. Political and socio-economic approaches
- B. Feminist and Queer
- C. Geographical
- D. Ethnic and Cultural
- E. Historical
- F. Ecological
- G. Psychoanalytical 2.00
- H. Postcolonial
- I. Biographical
- J. Mythological
- K. Structuralist and Poststructuralist

The above topics will be discussed within the first weeks of the course and integrated throughout the semester as appropriate.

Short Story

- A. History of the short story
- B. Elements of the short story
- C. Themes and context 9.00

Major Writers and Works: Alice Walker's "Roselily," William Faulkner's "A Rose for Emily," Herman Melville's "Bartleby the Scrivener," Sherman Alexie's "Class," Jamaica Kincaid's "Girl," Hayashi Mariko's "Wine," Naguib Mahfouz's "The Answer is No," Chimamanda Adichie's "The Arrangers of Marriage," Lu Xun's "Diary of a Madman" and others.

Drama

- A. History of drama
- B. Elements and context
- C. Themes and context 9.00

Major Writers and Works: Sophocles' *Antigone*, Susan Graspell's *Trifles*, William Shakespeare's *The Tempest*, Henrik Ibsen's *A Doll House*, D. H. Hwang's *M. Butterfly*, August Wilson's *Fences*, and others.

The Novel

- A. History of the novel
- B. The elements of the novel
- C. Themes and context 9.00

Major Writers and Works: Henry James's *Daisy Miller*, Toni Morrison's *Beloved*, Chinua Achebe's *Things Fall Apart*, Stephen Galloway's *The Cellist of Sarajevo*, and others.

Poetry

- A. History of poetry
- B. The elements of poetry
- C. Themes and context 9.00

Major Writers and Works: Gwendolyn Brooks' "We Real Cool," Elizabeth Bishop's "The Fish," Matsuo Basho's "Under Cherry Trees," William Shakespeare's Sonnet 116, Gary Soto's "Mexicans Begin Jogging," Emily Dickinson's "Success is Counted Sweetest," Brian Turner's "2000 lbs.," Muriel Rukeyser's "Waiting for Icarus," and others.

Film

- A. History of film
- B. The elements of film
- C. Terms and technology 6.00
- D. Themes and context

Major Filmmakers and Works: Akira Kurosawa's "Samurai Series," Franco Zeffirelli's "Romeo and Juliet," Alan Ball's "American Beauty," Roman Polanski's "The Pianist," Deepa Mehta's "Water," and others.

Total Hours: 51.00

Examples of Assignments

Reading Assignments

1. Read James Wright's "Saint Judas" and evaluate his use of allusion and the sonnet form.
2. Read Toni Morrison's *Beloved*, and find as many possible symbols as you can. Choose the three uses of symbol that you found most compelling, and try to interpret them in multiple ways, relating each interpretation back to what you've identified as a major theme in the novel. Bring these notes on the symbols and possible interpretations to our next class.

Writing Assignments

1. In a short essay (4-6 pages) compare at least two of the assigned poems. Your paper should define, discuss, and analyze the basis for comparison (form/style, motifs/theme, figurative language), the relevance of the comparison, and the insight we gain by seeing these poems in relation to one another rather than separately.
2. Read Lu Xun's "Preface to a Call to Arms" and "Diary of a Madman" and write a Blackboard discussion post that identifies at least two major uses of irony in each text. Begin by formulating Lu Xun's broader purpose in both pieces for your reader, then analyze the possible functions of two different examples and explain how these ironies relate to his broader purpose. Once you've completed your post, choose one of your classmates' posts, and, using specific examples from that post, analyze and evaluate your classmate's arguments.

Out-of-Class Assignments

1. Attend one of the suggested literary events (a reading or performance) and write a short response (1-2 pages) that critiques the work(s) presented using appropriate literary terminology.
2. Choose one novel from the list of suggested novels, and choose one of the critical frameworks we've discussed. Find an example of an analysis of some aspect of this novel that uses this same framework. This example should give you an idea of how that writer defines the scope of her/his project. Then decide on the limits of your scope, your own topic, and use your chosen framework to write an analysis of your novel that you will present to the class on your assigned day. Be sure that your topic is not the same as the topic in the example that you found, and you must submit both your written analysis and a copy of your example on the day of your presentation.

Recommended Materials of Instruction

Meyer, Michael. (2015). *The Bedford Introduction to Literature. Bedford/St. Martin's, 11th.*

David Damrosch. (2009). *The Longman Anthology of World Literature Volume F. Pearson/Longman, 2nd.*

Other Learning Materials

Additional literary works chosen by the instructor that reflect human diversity.

Methods of Instruction

- A. Lecture
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments
- E. Examinations

Created/Revised by: Koenig, Kiara

Date:09/09/2019