



**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 (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 MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/11/21	Appendix:	9/13/23
---	------------	---------	-----------	---------

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/4/21	Appendix:	9/13/23
---	------------	--------	-----------	---------

**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:	Program Administrator
Telephone:	(530) 893-7586	Email:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Analyn Dyer	Title:	CBO
Telephone:	530-868-1281 x8102	Email:	<a href="mailto:adyer@biggs.org">adyer@biggs.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Biggs Unified School District	HIGH SCHOOL:	Biggs High School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 115</b>	<b>PROJECTED FTES: 11.5</b>
---	-----------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Natural Resources/Agri Construction Career, Education, & Life Choices	AET 22	FA23	5	8:00-3:30	M-F	S. Boyes	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	CLP 101	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education, & Life Choices Beginning Auto CAD Drafting	CLP 101	SP24	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	DFT 12	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Multimedia Production Intro to Photography	MSP 74	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	PHO 2	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Digital Video Production	RTVF 40	FA23	1	8:00-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS <input checked="" type="checkbox"/> HS	<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
Beginning Auto CAD Drafting	Online Resources/CAD Program & Solidworks	\$0	None	\$0
Multimedia Production	Online Resources -Adobe/WeVideo/Canva/OnShape	\$0	None	\$0
Intro to Photography	Online Resources -Adobe/WeVideo/Canva/OnShape	\$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	8:00-3:30
BHS	3	M-F	8:00-3:30
BHS	9	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BIGGS UNIFIED SCHOOL DISTRICT		Vendor ID:	3002861	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – BHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$4,600	(11@400=\$4,400 / 2@100=\$200)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>34.00</b>

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

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.

**ATTACHMENT 1**

## 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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

## 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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>34.00</b>

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>
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

Orthographic Construction Problems	8.00
Sectional Views	<b>ATTACHMENT 3.00</b>
Auxiliary Drawings	4.00
Annotation and Pictorial Drawing applications	6.00
Architectural Drawings, Layers and Scales	6.00
<b>Total Hours:</b>	<b>51.00</b>

## 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

**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
<b>Total Hours:</b>	<b>34.00</b>

**Lab**

**Topics**

**Lab Hrs**

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

Developing concepts and brainstorming	2.00
Planning the production	3.00
Producing the project	3.00
Hardware	1.00
Text	1.50
Graphics	3.00
Photography	3.00
Animation	3.00
3D modeling	3.00
Video and Digital Video	3.00
Sound (music and voice)	3.00
Presentation programs	1.50
Using interactive programs	1.50
Authoring and Scripting	3.00
Multimedia authoring environments	3.00
Creating cross-platform projects	3.00
Displaying color graphics	3.00
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
<b>Total Hours:</b>	<b>51.00</b>

## 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



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**

<b>Lecture</b>		
<b>Topics</b>		<b>Lec Hrs</b>
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
	<b>Total Hours:</b>	34.00
<b>Lab</b>		
<b>Topics</b>		<b>Lab Hrs</b>
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
	<b>Total Hours:</b>	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 and digital camera diagram. Use your camera as reference.

## ATTACHMENT 1

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

---

**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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>34.00</b>

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

**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 (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: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/25/21	Appendix: 9/6/23
---	--------------------	------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Erica Smith	Title:	Coordinator of Community Relations
Telephone:	891-3000	Email:	<a href="mailto:ERICA.SMITH@chicousd.org">ERICA.SMITH@chicousd.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	HIGH SCHOOL:	Chico High School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 180</b>	<b>PROJECTED FTES: 18</b>
---	---------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
The Critical Six Soft Skills Computer Networking Fundamentals	ALH 6	FA23	1	8:00-3:30	M-F	T. Taylor	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	CSCI 19	FA23	1	8:00-3:30	M-F	J. Andrew	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Programming Concepts PC's and Peripherals/A+	CSCI 4	FA23	3	8:00-3:30	M-F	J. Andrew	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	CSCI 49	FA23	1	8:00-3:30	M-F	J. Andrew	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Environmental Horticulture Intro to Drone Management	EH 20	FA23	2	8:00-3:30	M-F	E. Enke	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	MSP 55	FA23	3	8:00-3:30	M-F	J. Andrew	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Workplace Communication Literacy for Career Building	OLS 324	SP24	1	8:00-3:30	M-F	N. Ament	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	OLS 325	FA23	1	8:00-3:30	M-F	N. Ament	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Hispanic Short Stories	SPAN 14	FA23	1	8:00-3:30	M-F	J. Fisher	<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
The Critical Six Soft Skills Computer Networking Fundamentals	Job Readiness for Health Professionals	\$0	None	\$0
	Cisco Network Academy	\$0	None	\$0
Intro to Programming Concepts PC's and Peripherals/A+	Foundation of Python Programming/Think Like a Comp Scie	\$0	None	\$0
	Cisco Network Academy	\$0	None	\$0
Intro to Environmental Horticulture Intro to Drone Management	Horticulture Today	\$0	None	\$0
	2023 Remote Pilot Test Prep by ASA Test Prep Board	\$0	None	\$0
Workplace Communication Literacy for Career Building	Conversations for Work/Key Vocab	\$0	None	\$0
	Groundwork for College Reading w/Phonics	\$0	None	\$0
Hispanic Short Stories	Azulejo	\$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	TBA	M-F	8:00-3:30
CHS	TBA	M-F	8:00-3:30
CHS	TBA	M-F	8:00-3:30
CHS	TBA	M-F	8:00-3:30
CHS	TBA	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CHICO UNIFIED SCHOOL DISTRICT		Vendor ID:	3002584	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – CHS 2023/24				
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:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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

---

**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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

**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



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
<b>Total Hours:</b>	<b>34.00</b>

**Lab**

**Topics**

**Lab Hrs**

Computer Network Fundamentals	4.50
The OSI Reference Model	3.50

Network Components	4.00
Ethernet Technology	<b>ATTACHMENT 1</b> 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
<b>Total Hours:</b>	<b>51.00</b>

## 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 4 - Introduction to Programming Concepts and Methodologies**

**Transfer Status:** CSU/UC

**Unit(s):** 3.00

**Contact Hours:** 42.50 Lecture/25.50 Lab

**Out of Class Hours:** 85.00

**Total Course Hours:** 153.00

**Course Description:**

This course introduces students to the fundamental concepts of programming. Students will learn about the software development life-cycle, algorithms, and the design, implementation, and testing of programs using an object-oriented programming language. (C-ID COMP 112).

Objectives

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

1. Describe the software development life-cycle.
2. Describe the principles of structured programming.
3. Describe, design, implement, and test structured programs using currently accepted methodology.
4. Explain what an algorithm is and its importance in computer programming.

Course Content

**Topic Titles / Suggested Time Topic**

<u>Lecture</u>	<u>Lec Hrs</u>
<b>Topics</b>	
Software life-cycle including design, development, styles, documentation, testing and maintenance	2.50
Procedural versus objected oriented programming	
• Survey of current programming languages	2.50
Program design tools and programming environments	2.50
Documentation	2.50
Coding conventions	2.50
Data types, variables, expressions, sequential processing	2.50
Arrays	
• Declaring and allocating arrays	6.25
• Multiple-subscripted arrays	
Control structures	
• Selective structures: if and switch	5.00
• Repetitive structures: loops	
Algorithms including simple sorting and searching	5.00
File Input/Output (I/O)	
• Files and streams	2.50
• Sequential access files	
Error handling	1.25
Passing parameters by value and by reference	5.00
Principles of testing and designing test data	2.50
<b>Total Hours:</b>	<b>42.50</b>

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Program design tools and programming environments	<b>ATTACHMENT 1</b> 1.50
Documentation	1.50
Coding conventions	1.50
Data types, variables, expressions, sequential processing	1.50
Arrays	3.75
Control structures	3.75
Algorithms including simple sorting and searching	3.00
File I/O	1.50
Error handling	0.75
Passing parameters by value and by reference	4.50
Principles of testing and designing test data	2.25
<b>Total Hours:</b>	<b>25.50</b>

## Examples of Assignments

---

### Reading Assignments

1. Read the section in your text on loops. Be prepared to discuss the problem of infinite loops in class.
2. Read the documentation for exception handling for the programming language you are using for your class project. Be prepared to present a short example in class.

### Writing Assignments

1. Write out, in detail, an algorithm for searching for a specific value in an array of integers, and implement your algorithm in a short program.
2. Using the sample program provided by the instructor, correct the formatting to follow the coding convention required in the class, and write documentation for all of the functions in the program. Be sure your documentation includes comments for the parameters and return value if applicable.

### Out-of-Class Assignments

1. Design and fully document a set of test data that would be appropriate for the sample program provided by the instructor. Be prepared to answer the following question in class: would the sample program pass or fail a test against your data?
2. Design and implement a short program that opens a text file and searches for and counts the number of occurrences of a given string. Make sure your program is case-insensitive and ignores punctuation.

## Recommended Materials of Instruction

---

Savitch, Walter; Mock, Kenrick. (2017). Problem Solving with C++. *Pearson, 10th*. 978-0134448282. Book is in C-ID Descriptor to use the latest version, which is the 10th edition.

Deitel, Paul; Deitel, Harvey. (2017). C++ How to Program. *Prentice Hall, 10th*. 978-9332585737. The course is CID and this is one of the CID Books.

Al Sweigart. (2019). Automate the Boring Stuff with Python, 2nd Edition: Practical Programming for Total Beginners. *No Starch Press, 2nd*. 978-1593279929.

## Methods of Instruction

---

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

## Methods of Evaluation

---

- A. Quizzes
- B. Homework
- C. Lab Projects
- D. Mid-term and final examinations



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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>42.50</b>

**Lab**

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

Virtualization & Cloud Computing	8.50
Software Troubleshooting	<b>ATTACHMENT 1</b> 8.50
Security	8.50
Operational Procedures	8.00
<b>Total Hours:</b>	<b>76.50</b>

## 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

**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**

	<b><u>Lec Hrs</u></b>
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**

	<b><u>Lab Hrs</u></b>
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

Plant Propagation	6.00
Requirements of Plant Growth	<b>ATTACHMENT 1</b> 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
<b>Total Hours:</b>	<b>51.00</b>

## 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

---

### **MSP 55 - Introduction to Drone Management and Operations**

**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 the operation of drones, Unmanned Aerial Systems (UAS) and current and future developments within industries utilizing these systems. Topics include: ethical and legal issues, industry standards, operating unmanned aerial vehicles, communication, navigation, launch and recovery, control stations, payloads, video and photography and support equipment.

## Objectives

---

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

1. Understand how the National Airspace system is structured
2. Understand pre-flight, mission phase, and post-flight operations theory
3. Demonstrate an understanding of drones and other Unmanned Aerial Systems management
4. Understand legal and ethical issues in operating drones and Unmanned Aerial Systems
5. Identify and use the terminology involved in flying drones and Unmanned Aerial Systems
6. Operate and program multiple drones equipped with a variety of sensors including GPS, video and still photography
7. Demonstrate proficiency in understanding rules, regulations, and procedures specific to drone and Unmanned Aerial Systems certification

## Course Content

---

### **Topic Titles / Suggested Time Topic**

**Lecture**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
Types of drones and unmanned aerial systems	4.00
Safety issues and regulations	6.00
Researching industry standards, equipment and technologies	6.00
Drone flight instruction and operation	2.00
Implmentaton and management of drones in multiple industries	6.00
Repairing, servicing and maintenance	2.00
Preparing for FAA certification	8.00
<b>Total Hours:</b>	<b>34.00</b>

**Topics****Lab Hrs**

Virtual flight training with mobile and desktop applications	10.00
Hands-on flight training with basic and advanced drones	15.00
Digital imaging, capture and post processing	6.00
Way finding, mapping, and pre-flight operations	4.00
First-person flight operations (FPV)	6.00
Mission planning a scripted sequence	4.00
Using mobile applications for flight planning	4.00
Practice testing for FAA Part 107 Remote Pilot certification	2.00
<b>Total Hours:</b>	<b>51.00</b>

**Methods of Instruction**

---

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

**Methods of Evaluation**

---

- A. Exams/Tests
- B. Oral Presentation
- C. Demonstration
- D. Lab Projects
- E. Essays and research papers
- F. Class Discussion

**Examples of Assignments**

---

**Reading Assignments**

1. Read and self-test with the Remote Pilot Test Prep book. Work with other students to quiz each other on questions.
2. Research and read multiple articles relating to recent drone incidents around the globe. Share in an oral report in class.

**Writing Assignments**

1. Develop flight management plans and share them with classmates for critique.
2. Research how drones are used in a specific industry. Write a two-page profile that can be collected into a PDF booklet of profiles to share with class

**Out-of-Class Assignments**

1. Develop flight plans for local areas in and around airports and restricted flight zones.

2. Create a scenario that incorporates the use of a drone for a specific industry, such as seeding or soil management for agriculture, a search & rescue operation, law enforcement or firefighting operation, or other industry that utilizes drones. Share this scenario with the class in an oral report.

## Recommended Materials of Instruction

---

ASA Test Prep Board. (2017). Remote Pilot Test Prep. *Aviation Supplies and Academics, Inc, 2018.* .

---

**Created/Revised by:** Donnelly, Daniel

**Date:**02/04/2019



## 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
<b>Total Hours:</b>	<b>85.00</b>

## 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 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
<b>Total Hours:</b>	<b>85.00</b>

**Examples of Assignments**

---

**Reading Assignments**

1. Read the example cover letter and letter of inquiry provided by the instructor. Compare and determine the differences in an in-class discussion.
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

---

### SPAN 14 - Hispanic Short Stories

**Transfer Status:** CSU/UC

**Prerequisite:** SPAN 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 is an introduction to Hispanic literature through the short story genre. Students will read, discuss and analyze short stories by Latin American and Spanish authors. Emphasis will also be placed on the oral and written practice of Spanish. This course is taught in Spanish and is intended for students who have completed three semesters of college level Spanish or who are native speakers.

## Objectives

---

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

1. comprehend the content of selected short stories in Spanish
2. demonstrate an expanded ability to manipulate grammatical structures in Spanish
3. comprehend and use an increased body of Spanish vocabulary
4. analyze the elements of character, setting, plot, point of view and theme
5. describe the implications and importance of cultural factors in relation to the work studied

## Course Content

---

### Topic Titles / Suggested Time Topic

**Lecture**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
Introduction to the short story	3.00
Literary Terms:	
a. Tone and mood	
b. Literal and non-critical statement	
c. Explicit and implicit statement	6.00
d. Purpose, attitude, meaning	
e. Connotation, irony, satire, sarcasm, humor	
f. Diction, figurative language and symbol and their influences on theme and audience	
The function of the major elements of the short story: character, plot, setting, and point of view	3.00
Historical, political, and cultural realities as they determine theme and meaning	3.00
Reading and analysis of short stories from various Spanish-speaking countries	36.00

## 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. Collaborative Group Work

## Methods of Evaluation

---

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

## Examples of Assignments

---

### Reading Assignments

1. Read “El recado” by Elena Poniatowska, and be prepared to discuss its historical and cultural context.
2. Read “El huésped” by Amparo Dávila and be prepared to discuss her personal experiences and opinions relevant to the story.

### Writing Assignments

1. Analyze the socio-political context of Hispanic short stories, critically evaluating culturally relevant themes.
2. Write a 3-page essay on the topic of revenge in the Colombian culture, as depicted in “Un día de éstos” by Gabriel García Marquez.

### Out-of-Class Assignments

1. Research the Hispanic author Julio Cortázar and explain what aspects of his life are prevalent in his works.
2. Work in a group to collaborate and develop a short story in Spanish with thematic significance relating to the studied literary works in the class.

## Recommended Materials of Instruction

---

Kooreman, T. E. and Kooreman, O.M., Sanchez de la calle, E. (2008). Breves cuentos hispanos. *Pearson, 4th*. .

### Other Learning Materials

Spanish dictionary

---

**Created/Revised by:** Wentzell, Justin

**Date:**03/27/2017



**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 **CORE Butte Charter School** ("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 (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, 2023**, 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: 9/13/23	Appendix: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 9/15/23	Appendix: 9/15/23
---	--------------------	-------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Fawn Ruby	Title:	College/Career Readiness Coordinator
Telephone:	894-3952	Email:	<a href="mailto:fruby@corebutte.org">fruby@corebutte.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	CORE Butte Charter School	HIGH SCHOOL:	CORE Butte High School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 125</b>	<b>PROJECTED FTES: 12.5</b>
---	-----------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Medical Terminology Career, Education & Life Choices	ALH 104	FA23	1	8:00-3:30	M-F	J. Emmons	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	CLP 101	FA23	2	8:00-3:30	M-F	F. Ruby	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Public Speaking Reading – Composition	CMST 2	FA23	1	8:00-3:30	M-F	K. Teixeira	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
	ENGL 2	FA23	1	8:00-3:30	M-F	N. Collins	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Reading – Composition Methods of Argument	ENGL 2	SP24	1	8:00-3:30	M-F	N. Collins	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	PHIL 8	FA23	1	8:00-3:30	M-F	S. Bootman	<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
Medical Terminology Career, Education & Life Choices	Medical Terminology, A Living Language	\$0	None	\$0
	Blueprint for Success in College	\$0	None	\$0
Public Speaking Reading – Composition	N/A – Canvas	\$0	None	\$0
	They Say/I Say	\$0	None	\$0
Reading – Composition Methods of Argument	They Say/I Say	\$0	None	\$0
	Recommended Textbook per Butte College COR	\$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
CBHS	TBA	M-F	8:00-3:30
CBHS	TBA	M-F	8:00-3:30
CBHS	TBA	M-F	8:00-3:30
CBHS	TBA	M-F	8:00-3:30
CBHS	TBA	M-F	8:00-3:30

**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 (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 (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**

**CORE BUTTE CHARTER SCHOOL**

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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CORE BUTTE CHARTER SCHOOL		Vendor ID:	3364069	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – CORE Butte 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$2,800	(6@400=\$2,400 / 4@100=\$400)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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

---

### 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
<b>Total Hours:</b>	<b>51.00</b>

## 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.

2. Read about diagnostic imaging and be prepared to discuss terms regarding X-Ray procedures.

### **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

---

### 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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

## 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

---

**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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

**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.

## ATTACHMENT 1

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 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
- 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
- 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

---

### PHIL 8 - Methods of Argument

**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 is a study of argumentative writing, including traditional topics in logic. The course will emphasize the application of argumentative methods and models to the analysis of contemporary moral, political, economic, and philosophical issues.

## Objectives

---

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

1. Analyze an argument in terms of traditional logic (definitions, assumptions, premises and conclusion, deduction and induction, and formal and informal fallacies).
2. Identify the difference between subjective and objective claims; belief and knowledge.
3. Apply appropriate standards to the evaluation of judgments of value.
4. Evaluate assumptions, evidence, testimony, and statistics as they are used in argumentative writing.
5. Write an essay that demonstrates the use of generally accepted standards of good argumentation in the identification and use of sources, evidence, and reasons.
6. Articulate viewpoints found in diverse cultural, political, gender, scientific, philosophical, and religious contexts.

## Course Content

---

### Topic Titles / Suggested Time Topic

**Lecture**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
Reading arguments	
a. Examining assumptions (stated and unstated)	6.00
b. Active reading (summarizing and paraphrasing, thesis identification)	
Arguing about issues	
a. Reason vs. rationalization	
b. Definitions, assumptions, premises and conclusion, syllogism, evidence, examples, authoritative testimony, deduction and induction, sound and strong arguments, statistics, emotional appeals and other fallacies	6.00
c. Genre identification (such as satire, sarcasm, polemical work, philosophical essay)	

Writing an argument and the written analysis of arguments	<b>ATTACHMENT 1</b>
a. Analyzing an argument (claims and their support)	6.00
b. Identifying the author's thesis, purpose, methods, persona	
c. Construction an argument (planning, drafting, and revising a paper)	
Using sources	
a. Evaluating print and electronic sources	
b. Quoting from sources; plagiarism	6.00
c. Integrating arguments and sources	
d. Documentation	
Case Studies in Education for Argument Analysis	
a. Compulsory education vs. home schooling	6.00
b. Conservative, progressive, and radical education	
Case Studies in Moral Philosophy for Argument Analysis	
a. Utilitarianism	
b. Duty-based ethics	6.00
c. Virtue ethics	
Case Studies in Personal Ethics for Argument Analysis	
a. Self-deception	6.00
b. Happiness	
Analysis of Philosophical Essays	
a. John Stuart Mill	
b. Immanuel Kant	6.00
c. Aristotle	
Analysis of Book-Length Philosophical Argument	
a. Approaches	
b. Vocabulary	3.00
c. Research	
d. Application	
<b>Total Hours:</b>	<b>51.00</b>

## 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
- F. Writing (minimum 6000 word writing requirement)

## Methods of Evaluation

---

- A. Exams/Tests
- B. Quizzes
- C. Portfolios
- D. Papers
- E. Homework

## Examples of Assignments

---

### Reading Assignments

1. Read "Those Who Walk Away From Omelas" and be prepared to formulate and discuss the implied argument it contains against Jeremy Bentham's form of utilitarianism.
2. Read the chapter on argument types and fallacies and be prepared to pick out arguments from a group of passages.

### Writing Assignments

1. Read "The Apology" by Plato and be prepared in a short essay of at least 500 words to evaluate Socrates' claim that "the unexamined life is not worth living."
2. In a substantive discussion post of at least 300 words, express in your own words and evaluate Paulo Freire's argument against what he calls "the nutritional they of knowledge."

### Out-of-Class Assignments

1. For a week, obey the "moral law" as Immanuel Kant describes it. Keep a reflective journal, and be prepared to discuss the argument Kant makes in support of the "categorical imperative."
2. Over the course of several weeks, determine which small habit needs to be added or eliminated for you to flourish as Aristotle describes in his essay on happiness. Keep a self-reflective journal and be prepared thoughtfully to consider Aristotle's argument that true happiness is objective.

## Recommended Materials of Instruction

---

Barnet, S., Bedau, H. (2023). Current Issues and Enduring Questions. *New York: Bedford/St. Martin's, 13th.* 9781319332068.

Moore, B. N., & Parker, R. (2021). Critical Thinking. *McGraw-Hill, 13th.* 9781319332068.

D. Hacker, D. (2017). A Writer's Reference. *Bedford + Martin, 9th.* .

---

**Created/Revised by:** Barnett, Daniel

**Date:**04/17/2023



**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 (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: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/1//21	Appendix: 9/20/23
---	--------------------	-------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Angela Hale	Title:	District Secretary
Telephone:	895-4675	Email:	<a href="mailto:ahale@durhamunified.org">ahale@durhamunified.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Durham Unified School District	HIGH SCHOOL:	Durham High School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 60</b>	<b>PROJECTED FTES: 6</b>
--	--------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Greenhouse Production	EH 38	FA23	3	8:00-3:30	M-F	M. Luce	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Third Semester Spanish	SPAN 3	FA23	1	8:00-3:30	M-F	H. Carrillo	<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
Greenhouse Production	Greenhouse Operation & Management	\$0	None	\$0
Third Semester Spanish	Realidades, level 3 2014 edition/Somos curriculum	\$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	TBA	M-F	8:00-3:30
DHS	TBA	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	DURHAM UNIFIED SCHOOL DISTRICT		Vendor ID:	3360132	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – DHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$1,800	(4@400=\$1,600 / 2@100=\$200)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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 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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>34.00</b>

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>
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



## Catalog Description

---

### SPAN 3 - Third Semester Spanish

**Transfer Status:** CSU/UC

**Prerequisite:** SPAN 2

**Unit(s):** 4.00

**Contact Hours:** 68.00 Lecture

**Out of Class Hours:** 136.00

**Total Course Hours:** 204.00

**Course Description:**

This course teaches culture and facilitates language acquisition through listening, speaking, reading and writing. Content is expanded beyond "survival" needs of the immediate environment in order to express personal meaning and to apply different strategies and techniques to go beyond casual conversation and express opinions, make suggestions on familiar topics, as well as some abstract issues and plans. Students demonstrate an increased awareness of cultural norms, values, and culturally relevant appropriate customs and events. Accuracy becomes quite high for high frequency structures and vocabulary but more complex discourse is still developing and requires a somewhat sympathetic listener or reader. Students will demonstrate the ability to think critically by analyzing linguistic structures and reflecting on and making cross-cultural comparisons. This course will primarily be taught in Spanish. Students who have completed at least two, but fewer than three years of high school Spanish (or equivalent) with a letter grade of "A" or "B" within one year of the present date, should register for Fourth Semester Spanish. (C-ID SPAN 200).

## Objectives

---

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

1. Speak Spanish at the intermediate level.
2. Write Spanish at the intermediate level.
3. Read Spanish at the intermediate level.
4. Listen and comprehend Spanish at the intermediate level.
5. Compare and contrast cultural nuances of the Hispanic/Latino world.

## Course Content

---

### Topic Titles / Suggested Time Topic

#### Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Introductions and review	2.00
Formal Usted/Ustedes commands	2.00
Present subjunctive	4.00
Relative pronouns	3.00
Subjunctive with verbs of will or influence	3.00

The subjunctive with verbs of emotion	3.00
The subjunctive with verbs of doubt, disbelief or denial	ATTACHMENT 1 3.00
The subjunctive with conjunctions	3.00
The subjunctive with adjective clauses	3.00
Nosotros/Nosotras commands	2.00
Past participles used as adjectives	3.00
The present perfect	3.00
The past perfect	3.00
The present perfect subjunctive	3.00
The future	3.00
The future perfect	3.00
The past subjunctive	3.00
The conditional	3.00
The conditional perfect	3.00
The past perfect subjunctive	3.00
Summary of the uses of the subjunctive	4.00
<b>Si</b> clauses	3.00
Summary of the uses of the subjunctive	3.00
<b>Total Hours:</b>	68.00

## 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. Collaborative Group Work
- F. Discussion
- G. The class will be conducted in Spanish except when English is needed to explain structural elements and to give other important explanations

## Methods of Evaluation

---

- A. Portfolios
- B. Oral Presentation
- C. Homework
- D. Quizzes
- E. Journal
- F. Class participation
- G. Exams, Collaborative Group Work

## Reading Assignments

1. Read and be prepared to discuss the characters and main themes of a short story by Isabel Allende selected by the instructor.
2. Read and be prepared to discuss the characters and main themes of the novel *Marianela* by Benito Pérez Galdós.

## Writing Assignments

1. Write an essay in Spanish on the historical significance of the Inca civilization in the modern Peruvian society.
2. Write 3-5 pages in Spanish, developing the topic of a sustainable future in Latin America while referencing several obstacles different countries face due to pollution, poverty, and violence within an unsteady infrastructure.

## Out-of-Class Assignments

1. Research a country of interest in the Spanish-speaking world, and plan a trip there to present to the class. While describing your planned activities, include various facts related to the country, environment, and culture in that particular area.
2. Interview an immigrant from a Spanish-speaking country and organize an in-class presentation.

## Recommended Materials of Instruction

---

Blanco, José A., Donley, Philip Redwine.. (2016). Blanco, José A., Donley, Philip Redwine. *VISTAS: Introducción a la lengua española. Vista Higher Learning, 5th* . .

---

**Created/Revised by:** Wentzell, Justin

**Date:**03/27/2017



**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 **Gridley 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 (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: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/18/21	Appendix: 9/6/23
---	--------------------	------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Julie McDermid	Title:	Administrative Secretary
Telephone:	846-4721 x8103	Email:	<a href="mailto:jmcdermid@gusd.org">jmcdermid@gusd.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Gridley Unified School District	HIGH SCHOOL:	Gridley High School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 230</b>	<b>PROJECTED FTES: 23</b>
---	---------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Animal Science	AGS 40	FA23	1	8-3:30	M-F	M. Alvarez	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Animal Science	AGS 40	FA23	1	8-3:30	M-F	M. Vaca	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education & Life Choices	CLP 101	FA23	2	8-3:30	M-F	R. Schofield	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Greenhouse Production	EH 38	FA23	2	8-3:30	M-F	M. Vaca	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Computer Literacy for Musicians	MUS 51	FA23	1	8-3:30	M-F	S. Allard	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Digital Video Production	RTVF 40	FA23	1	8-3:30	M-F	S. Allard	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Medical Terminology	ALH 104	SP24	1	8-3:30	M-F	R. Schofield	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Public Health	ALH 3	SP24	2	8-3:30	M-F	R. Schofield	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
The Critical Six Soft Skills in Healthcare	ALH 6	SP24	2	8-3:30	M-F	R. Schofield	<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 Animal Science	Modern Livestock and Poultry Production	\$0	None	\$0
Intro to Animal Science	Modern Livestock and Poultry Production	\$0	None	\$0
Career, Education & Life Choices	Career Choices and Changes	\$0	None	\$0
Greenhouse Production	Introductory Horticulture	\$0	None	\$0
Computer Literacy for Musicians	The Music Mixing Workbook	\$0	None	\$0
Digital Video Production	The Visual Story and Storytelling Techniques	\$0	None	\$0
Medical Terminology	Introducing Medical Terminology	\$0	None	\$0
Intro to Public Health	Introduction to Public Health	\$0	None	\$0
The Critical Six Soft Skills in Healthcare	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
GHS	TBA	M-F	8:00-3:30
GHS	TBA	M-F	8:00-3:30
GHS	TBA	M-F	8:00-3:30
GHS	TBA	M-F	8:00-3:30

**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 (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 (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**

**GRIDLEY 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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	GRIDLEY UNIFIED SCHOOL DISTRICT		Vendor ID:	3003246	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – GHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$5,600	(13@400=\$5,200 / 4@100=\$400)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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

---

**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>
<b>Topics</b>	
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	3.00
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	
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	
	<b>Total Hours:</b> 34.00

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>
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
	<b>Total Hours:</b> 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.

2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.

### **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

---

### 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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

## 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

---

**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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>34.00</b>

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>
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



Catalog Description

MUS 51 - Digital Music Production I

Transfer Status: CSU

Unit(s): 2.00

Contact Hours: 8.50 Lecture/76.50 Lab

Out of Class Hours: 17.00

Total Course Hours: 102.00

Course Description:

This course is an introduction to digital music production beginning with computer system operation and file management techniques. Students will apply practical concepts of modern music composition like programming drums, recording midi instruments, arranging and mixing, as well as post-production techniques including compression, equalization, reverb and other audio post effects.

Objectives

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

1. Apply modern mixing techniques in digital audio.
2. Use standard project and file management techniques (including cloud-based platforms).
3. Implement techniques to manage software and sound libraries.
4. Apply modern music composition techniques in digital audio workstations (DAW).
5. Demonstrate functional understanding of computer operating systems.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Course overview, introduction to the computer operating systems, create and manage file structures on hard drives and cloud based platforms	1.50
How to install audio recording software and sound libraries	1.00
Managing user accounts and network settings, computer music system setup and backup methods	1.00
Digital Audio Workstation introduction. Review current industry DAW's such as Logic Pro, Pro Tools and Studio One	2.00
Windows and signal flow of the DAW	1.00
How to create music with MIDI (Musical Instrument Digital Interface) tools such as software instruments and USB MIDI keyboards	1.00
Bouncing the mix for various platforms like streaming, CD, compressed audio and film/video and delivery methods such as file sharing via cloud technology, and how to publish a song for streaming	1.00
<b>Total Hours:</b>	<b>8.50</b>

Lab

Topics

Lab Hrs

Navigating the computer operating system	2.50
File structure strategies for composition and mix projects	2.00
Setting up the recording interface	2.00
Introduction to the DAW	1.00
Setting up the Cloud storage system	2.00
Fine tuning DAW preferences and audio settings	2.00
Exploring loops section in the DAW	3.00
Installing audio recording software and sound libraries	2.00
Add loops to a project, and create an arrangement	5.00
Balance, Pan, and create a basic mix	5.00

Recording software instruments with Midi	4.00
Editing and arranging Midi recordings	4.00
Mixing MIDI compositions	4.00
Importing files into the DAW	1.00
Apply pan, balance and gain staging techniques to a mix project	5.00
Apply compression, eq, reverb and effects	6.00
Apply automation and Master Bus setup	5.00
Bounce/Export the mix	4.00
Using cloud base file sharing	1.00
Uploading tracks to distribution, online streaming, and sales platforms	2.00
Radio commercial project	6.00
Compose, record, arrange and mix a final song	8.00
<b>Total Hours:</b>	<b>76.50</b>

**ATTACHMENT 1**

## Examples of Assignments

---

### Reading Assignments

1. Create a file management structure on the network and/or cloud based platform.
2. Create a song using Loops in the DAW and share with the class.

### Writing Assignments

1. Compose and record a song using software instruments and MIDI Controllers and share with the class.
2. Mix a song using modern mixing tools inside the DAW.

### Out-of-Class Assignments

1. Research a major electronic music composer or mixer. Study the methods and software used in these compositions, and create a multimedia presentation of what you learned.
2. Schedule an interview with someone in the music field, and record a podcast interview.

## Recommended Materials of Instruction

---

David Nahmani. (2018). Logic Pro X 10.4. *Pearson, Newest*. 9780135245422.

Other Learning Materials

Journal, handouts, and online resources for music application software and related articles

## Methods of Instruction

---

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

## Methods of Evaluation

---

- A. Quizzes
- B. Projects
- C. Homework
- D. Lab Projects
- E. Class Discussion



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**

<b><u>Lecture</u></b>		
<b><u>Topics</u></b>		<b><u>Lec Hrs</u></b>
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
	<b>Total Hours:</b>	<b>34.00</b>
<b><u>Lab</u></b>		
<b><u>Topics</u></b>		<b><u>Lab Hrs</u></b>
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
	<b>Total Hours:</b>	<b>51.00</b>

**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



## 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
<b>Total Hours:</b>	<b>51.00</b>

## 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.

2. Read about diagnostic imaging and be prepared to discuss terms regarding X-Ray procedures.

**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 3 - Introduction to Public Health**

**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 an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics of the discipline include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management. (C-ID PHS 101).

**Objectives**

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

1. Define important foundational concepts in community/public health.
2. Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
3. Describe the historical development of public health including the most important achievements of public health.
4. Distinguish the difference between personal and public health.
5. Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
6. Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.
7. Outline strategies for prevention, detection and control of infectious and chronic disease.
8. Outline the process of community organizing, building and health promotion programming.
9. Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
10. Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
11. Describe the organization, financing and delivery of various medical and population-based services in the U.S. healthcare system.
12. Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

**Course Content**

**Topic Titles / Suggested Time Topic**

<u>Lecture</u>	<u>Lec Hrs</u>
<b>Topics</b>	
Definition of Public Health	
a. Distinction between personal and public health	
b. History and accomplishments of public health officials and agencies	7.00
c. Core functions of public health professions and institutions	
Analytical Methods of Public Health	
a. Epidemiology: the basic science of public health	
b. Principles, methods and limitations	7.50
c. Statistics: making sense of uncertainty	
d. The role of data in public health	
The Biomedical Basis of Public Health	
a. The conquest of infectious disease	
b. New infectious disease	7.50
c. Chronic disease	
d. Genetic disease	

## Social and Behavioral Factors in Public Health

- a. Health inequities among ethnic and minority groups
- b. Education and socioeconomic status and health
- c. Community concerns: including, but not limited to addiction, obesity, and violence
- d. Maternal, infant and child, adolescent, adulthood and elder health

7.50

## Environmental Issues in Public Health

- a. Clean air
- b. Clean water
- c. Garbage
- d. Food and drug safety
- e. Population control
- f. Injury prevention
- g. Emergency Preparedness

7.50

## Medical Care and Public Health

7.00

**Total Hours:**

51.00

## Examples of Assignments

**Reading Assignments**

1. Read the text chapter regarding Epidemiology: The Study of Disease, Injury, and Death in the Community. Be prepared to identify and discuss the diseases and their resultant injury and deaths.
2. Read the text chapter regarding Health Care Delivery in the United States. Be prepared to discuss how health care options have changed over the past century and what current options people have in the United States.

**Writing Assignments**

1. After completing the assigned reading and classroom presentations on Community and Public Health and the Environment, write a three page narrative on how our environment impacts public health care concerns, policy and medical decisions.
2. After completing the assigned reading and classroom presentations on Community and Public Health and the Environment, answer each item under the In-Text questions as listed at the end of this chapter.

**Out-of-Class Assignments**

1. Read the text chapter on Communicable and Non-communicable Diseases: Prevention and Control of Diseases and Health Conditions. Prepare a group presentation on the area agencies that test and serve those with communicable diseases in the greater Butte County area.
2. Read the text chapter on Community Organizing/ Building and Health Promotion Programming. Prepare a plan to develop and promote a program that will help with a local health care issue.

## Recommended Materials of Instruction

McKenzie, James and Pinger, Robert. (2016). An Introduction to Community Health. *Jones & Bartlett Learning, 9th.*

Schneider, Mary-Jane. (2013). Introduction To Public Health. *Jones & Bartlett Learning, 4th.*

Reigelman, Richard and Kirkwood, Brenda. (2014). Public Health 101: Healthy People/Healthy Populations. *Jones & Bartlett Learning, 2nd.*

## Methods of Instruction

- A. Lecture
- B. Multimedia Presentations
- C. Discussion
- 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. Projects
- D. Written Assignments



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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

**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 **Inspire School of Arts** ("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 (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, 2022**, 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: 8/10/22	Appendix: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/24/22	Appendix: 9/11/23
---	--------------------	-------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Becky Brown	Title:	Principal/Superintendent
Telephone:	230-7758	Email:	<a href="mailto:bbrown@inspirechico.org">bbrown@inspirechico.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Inspire School of Arts & Sciences	HIGH SCHOOL:	Inspire School of Arts & Sciences

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 40</b>	<b>PROJECTED FTES: 4</b>
--	--------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Guitar I	MUS 20	SP24	1	8-3:30	M-F	J. White	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Computer Literacy for Musicians	MUS 51	FA23	1	8-3:30	M-F	J. White	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Recording Techniques	MUS 52	FA23	1	8-3:30	M-F	J. White	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Theory & Musicianship I	MUS 80	FA23	1	8-3:30	M-F	J. White	<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
Guitar I	Hal Leonard Guitar/A Modern Method for Guitar	\$0	None	\$0
Computer Literacy for Musicians	Apple Training Series: iLife 11/Online Resources	\$0	None	\$0
Intro to Recording Techniques	The Recording Engineer/Mixing Engineer Handbook	\$0	None	\$0
Theory & Musicianship I	Tonal Harmony & Theory/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
ISA	TBA	M-F	8:00-3:30
ISA	TBA	M-F	8:00-3:30

**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 (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 (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**

**INSPIRE SCHOOL OF ARTS & SCIENCES**

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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	INSPIRE SCHOOL OF ARTS & SCIENCES		Vendor ID:	3469281	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – Inspire 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$1,700	(4@400=\$1,600 / 1@100=\$100)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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.



**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 (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 MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/11/21	Appendix:	9/13/23
---	------------	---------	-----------	---------

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	7/28/21	Appendix:	9/20/23
---	------------	---------	-----------	---------

**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:	Program Administrator
Telephone:	(530) 893-7586	Email:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Paula Blaney	Title:	Executive Assistant
Telephone:	538-2300	Email:	<a href="mailto:pblaney@ouhsd.net">pblaney@ouhsd.net</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Las Plumas High

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 205</b>	<b>PROJECTED FTES: 20.5</b>
---	-----------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Agriculture Business	AB 26	SP24	1	8:00-3:30	M-F	A Earley	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Animal Science	AGS 40	FA23	2	8:00-3:30	M-F	L. LaFayette	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Beginning Ceramics	ART 50	FA23	4	8:00-3:30	M-F	T. Allen	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Automotive Technology	AUT 1	FA23	3	8:00-3:30	M-F	W. Upton	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Statistics	MATH 18	SP24	1	8:00-3:30	M-F	S. Giannini	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Music Appreciation	MUS 1	SP24	1	8:00-3:30	M-F	M. Paim	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Beginning Digital Photography	PHO 4	FA23	2	8:00-3:30	M-F	J. Tooker	<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 Agriculture Business	Principles of Agribusiness Management Career	\$0	None	\$0
Intro to Animal Science	Veterinary Assisting: Fundamentals & Applications	\$0	None	\$0
Beginning Ceramics	Experience Clay	\$0	None	\$0
Intro to Automotive Technology	Modern Automotive Technology	\$0	None	\$0
Statistics	Not Needed – Instructor Uses Canvas	\$0	None	\$0
Music Appreciation	Music: An Appreciation	\$0	None	\$0
Beginning Digital Photography	Photo & Digital Editing	\$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	TBA	M-F	8:00-3:30
LPHS	TBA	M-F	8:00-3:30
LPHS	TBA	M-F	8:00-3:30
LPHS	TBA	M-F	8:00-3:30
LPHS	TBA	M-F	8:00-3:30
LPHS	TBA	M-F	8:00-3:30
LPHS	TBA	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT	Vendor ID:	3003217		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – LPHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$5,800	(13@400=\$5,200 / 6@100=\$600)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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**

<u>Lecture</u>	<u>Lec Hrs</u>
<b>Topics</b>	
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	
<b>Management</b>	
a. Planning	
b. Leading	8.50
c. Organizing	
d. Controlling	
<b>Managerial Problem Solving in Agriculture</b>	
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	
<b>Financial Management and Control of Agribusiness</b>	
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

ATTACHMENT 1 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

**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>
<b>Topics</b>	
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	3.00
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	
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	ATTACHMENT 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	
	<b>Total Hours:</b> 34.00

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>
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
	<b>Total Hours:</b> 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.

2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.

### 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

---

### 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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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
	ATTACHMENT 1
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
<b>Total Hours:</b>	<b>25.50</b>

## 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
<b>Total Hours:</b>	<b>76.50</b>

## 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



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
<b>Total Hours:</b>	<b>68.00</b>

**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.

ATTACHMENT 1

## 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

---

### MATH 18 - Introduction to Statistics

**Transfer Status:** CSU/UC

**Prerequisite:** Intermediate Algebra or equivalent

**Unit(s):** 4.00

**Contact Hours:** 68.00 Lecture

**Out of Class Hours:** 136.00

**Total Course Hours:** 204.00

**Course Description:**

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. (C-ID MATH 110).

## Objectives

---

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

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

## Course Content

---

### Topic Titles / Suggested Time Topic

**Lecture**

**Topics**

**Lec Hrs**

Summarizing data graphically and numerically	4.00
Descriptive statistics: measures of central tendency, variation, relative position, and levels/scales of measurement	4.00
Sample spaces and probability	4.00
Random variables and expected value	4.00
Sampling and sampling distributions	4.00
Discrete distributions – Binomial	4.00
Continuous distributions – Normal	5.00
The Central Limit Theorem	4.00

Estimation and confidence intervals	6.00
Hypothesis Testing and inference, including t-tests for one and two populations, and Chi-square test	ATTACHMENT 4.00
Correlation and linear regression and analysis of variance (ANOVA)	6.00
Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education	4.00
Statistical analysis using technology such as SPSS, EXCEL, Minitab, or graphing calculators	5.00
<b>Total Hours:</b>	<b>68.00</b>

## Examples of Assignments

---

### Reading Assignments

1. Read the section in the textbook on measures of variation and be able to describe the range, variance, and standard deviation for a data set.
2. Read the section in the textbook on sampling distributions and be able to describe a sampling distribution of sample means and state the Central Limit Theorem.

### Writing Assignments

1. Write a paragraph explaining how to find a deviation of an entry in a data set and how you find the standard deviation for the data set.
2. After applying the Central Limit Theorem to find the probability of a sample mean, write a sentence interpreting your results.

### Out-of-Class Assignments

1. Review the section on measures of central tendency and solve the problems in the exercises assigned by the instructor.
2. Review the section on sampling distributions and solve the problems in the exercises assigned by the instructor.

## Recommended Materials of Instruction

---

Triola, M.F.. (2023). Essentials of Statistics. *Pearson, 7th*. 9780137466030.

Other Learning Materials

MyMathLab, a computer web-based learning system

Graphing calculator with statistical capabilities

## 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. Exams/Tests
- B. Quizzes

**Created/Revised by:** Bartsch, Kimberly

**Date:**04/18/2022



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
<b>Total Hours:</b>	<b>51.00</b>

**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. ATTACHMENT 1
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

---

### 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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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	ATTACHMENT 1 1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
<b>Total Hours:</b>	<b>34.00</b>

### **Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>
Introduction to the Lightroom Workspace	3.00
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
<b>Total Hours:</b>	<b>51.00</b>

### 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

### 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. ATTACHMENT 1
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.* .

---

**Created/Revised by:** Donnelly, Daniel

**Date:**12/07/2020



**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 **Long Valley Charter School** ("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 (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: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/17/21	Appendix: 9/14/23
---	--------------------	-------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Sherri Morgan	Title:	Executive Assistant
Telephone:	827-2395	Email:	<a href="mailto:smorgan@longvalleycs.org">smorgan@longvalleycs.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Long Valley Charter School	HIGH SCHOOL:	Long Valley Charter School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 10</b>	<b>PROJECTED FTES: 1</b>
--	--------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Industrial Trades	ITEC 55	FA23	1	8:00-3:30	M-F	J. Morgan	<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 Industrial Trades	NCCER CORE: Intro to Basic Construction Skills	\$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
LVCS	TBA	M-F	8:00-3:30

**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 (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 (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**

**LONG VALLEY CHARTER SCHOOL**

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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	LONG VALLEY CHARTER SCHOOL	Vendor ID:	3504748		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – LVCS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$500	(1@400=\$400 / 1@100=\$100)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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.



# Course Outline

## Catalog Description

---

### **ITEC 55 - Introduction to Industrial Trades**

**Transfer Status:** CSU

**Unit(s):** 2.00

**Contact Hours:** 17.00 Lecture/51.00 Lab

**Out of Class Hours:** 34.00

**Total Course Hours:** 102.00

**Course Description:**

This course is designed to provide pre-employment training for industrial trades. Emphasis will be placed on developing basic safety skills, tool identification, basic rigging and material handling skills, with soft skills training. These areas of instruction will be reinforced by hands-on application in several performance lab exercises. This course is part of the National Center For Construction Education and Research (NCCER) core curriculum qualification.

## Objectives

---

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

1. Demonstrate the use and care of appropriate personal protective equipment (PPE).
2. Practice safety skills that are required on job-sites.
3. Add, subtract, multiply, and divide whole numbers, with and without a calculator.
4. Convert fractions to decimals and decimals to fractions.
5. Identify and properly use hand and power tools.
6. Interpret and use drawing dimensions.
7. Interpret information and instructions presented in both verbal and written form.
8. Demonstrate proper use of American National Standards Institute (ANSI) hand signals.
9. Choose appropriate materials-handling techniques.
10. Demonstrate critical thinking skills and the ability to solve problems using those skills.

## Course Content

---

### **Topic Titles / Suggested Time Topic**

**Lecture****Topics****Lec Hrs**

Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00
Basic Electricity	1.00
Basic Communication Skills	1.50
Basic Employability Skills	1.00
Introduction to Material Handling	1.50
Industrial Technology Trade Careers	2.00
<b>Total Hours:</b>	<b>17.00</b>

**Lab****Topics****Lab Hrs**

Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
<b>Total Hours:</b>	<b>51.00</b>

## Methods of Instruction

---

- A. Field Trips
- B. Group Discussions
- C. Guest Speakers
- D. Laboratory Experiments

E. Demonstrations

F. 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. Homework

D. Papers

E. Projects

F. Written Assignments

## Examples of Assignments

---

### Reading Assignments

1. Read assigned trade journal article and be prepared to discuss in class.
2. Read the selection on basic electricity and be prepared to discuss in class.

### Writing Assignments

1. Write an order of operations for rigging setup for lifting materials.
2. Write a two-page essay, explaining how the trade journal article can be implemented in workplace safety and how it relates to the class.

### Out-of-Class Assignments

1. Research online the proper process for setting up an electrical circuit using manufactures publications and be prepared to discuss in class.
2. Research OSHA publications for the use and safety of power tools properly and write a one-page essay. Read NCCER module 6 and then answer the review questions at the end of the module.

## Recommended Materials of Instruction

---

National Center for Construction Education and Research (NCCER). (2021). CORE: Introduction to Basic Construction Skills. *Pearson Education INC, 6th Edition*. 9780137483341.

Other Learning Materials

All tools listed in the Butte College Core Program Guide

---

**Created/Revised by:** Peacock, Miles

**Date:**03/21/2022



**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 (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 MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/11/21	Appendix:	9/13/23
---	------------	---------	-----------	---------

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	7/28/21	Appendix:	9/20/23
---	------------	---------	-----------	---------

**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:	Program Administrator
Telephone:	(530) 893-7586	Email:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Paula Blaney	Title:	Executive Assistant
Telephone:	538-2300	Email:	<a href="mailto:pblaney@ouhsd.net">pblaney@ouhsd.net</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Oroville High

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 175</b>	<b>PROJECTED FTES: 17.5</b>
---	-----------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Beginning Ceramics Reading- Composition	ART 50	FA23	4	8:00-3:30	M-F	S. Muntiferung	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	ENGL 2	FA23	2	8:00-3:30	M-F	M. Shaffer	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Literature Music Appreciation	ENGL 4	SP24	1	8:00-3:30	M-F	M. Shaffer	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	MUS 1	SP24	1	8:00-3:30	M-F	M. Paim	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Photography Third Semester Spanish	PHO 2	FA23	2	8:00-3:30	M-F	K. Anderson	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	SPAN 3	FA23	1	8:00-3:30	M-F	D. Castillo	<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
Beginning Ceramics Reading- Composition	Experience Clay	\$0	None	\$0
	Literature and Composition	\$0	None	\$0
Intro to Literature Music Appreciation	Bedford Literature and Composition	\$0	None	\$0
	Music: An Appreciation	\$0	None	\$0
Intro to Photography Third Semester Spanish	Focus on Photography/Online Resources	\$0	None	\$0
	Prentice Hall 3 Realidades/Temas AP Spanish	\$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
OHS	TBA	M-F	8:00-3:30
OHS	TBA	M-F	8:00-3:30
OHS	TBA	M-F	8:00-3:30
OHS	TBA	M-F	8:00-3:30
OHS	TBA	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT	Vendor ID:	3003217		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – OHS 2023/24				
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:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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

---

### 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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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
	ATTACHMENT 1
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
<b>Total Hours:</b>	<b>25.50</b>

## 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
<b>Total Hours:</b>	<b>76.50</b>

## 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



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

Table with 2 columns: Topic and Lec Hrs. Topics include Lecture, Critical and analytical reading of college-level texts (17.00), Audience and purpose (8.00), and The writing process (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
- D. Using research handbooks to identify the necessary format for documenting individual sources

ATTACHMENT 1 15.00

## 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

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.
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
B. The art of writing
1.00

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.
C. Using MLA style.
D. How to search library catalogues and databases and identify useful sources
2.00

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

Literary Terms

- 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

**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



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
<b>Total Hours:</b>	<b>51.00</b>

**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. ATTACHMENT 1
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

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

Topics

Table with 2 columns: Topic, Lec Hrs. Rows include: 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

Topics

Table with 2 columns: Topic, Lab Hrs. Rows include: 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 and digital camera diagram. Use your camera as reference.

## ATTACHMENT 1

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

---

### SPAN 3 - Third Semester Spanish

**Transfer Status:** CSU/UC

**Prerequisite:** SPAN 2

**Unit(s):** 4.00

**Contact Hours:** 68.00 Lecture

**Out of Class Hours:** 136.00

**Total Course Hours:** 204.00

**Course Description:**

This course teaches culture and facilitates language acquisition through listening, speaking, reading and writing. Content is expanded beyond "survival" needs of the immediate environment in order to express personal meaning and to apply different strategies and techniques to go beyond casual conversation and express opinions, make suggestions on familiar topics, as well as some abstract issues and plans. Students demonstrate an increased awareness of cultural norms, values, and culturally relevant appropriate customs and events. Accuracy becomes quite high for high frequency structures and vocabulary but more complex discourse is still developing and requires a somewhat sympathetic listener or reader. Students will demonstrate the ability to think critically by analyzing linguistic structures and reflecting on and making cross-cultural comparisons. This course will primarily be taught in Spanish. Students who have completed at least two, but fewer than three years of high school Spanish (or equivalent) with a letter grade of "A" or "B" within one year of the present date, should register for Fourth Semester Spanish. (C-ID SPAN 200).

## Objectives

---

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

1. Speak Spanish at the intermediate level.
2. Write Spanish at the intermediate level.
3. Read Spanish at the intermediate level.
4. Listen and comprehend Spanish at the intermediate level.
5. Compare and contrast cultural nuances of the Hispanic/Latino world.

## Course Content

---

### Topic Titles / Suggested Time Topic

**Lecture**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
Introductions and review	2.00
Formal Usted/Ustedes commands	2.00
Present subjunctive	4.00
Relative pronouns	3.00
Subjunctive with verbs of will or influence	3.00

The subjunctive with verbs of emotion		3.00
The subjunctive with verbs of doubt, disbelief or denial	ATTACHMENT 1	3.00
The subjunctive with conjunctions		3.00
The subjunctive with adjective clauses		3.00
Nosotros/Nosotras commands		2.00
Past participles used as adjectives		3.00
The present perfect		3.00
The past perfect		3.00
The present perfect subjunctive		3.00
The future		3.00
The future perfect		3.00
The past subjunctive		3.00
The conditional		3.00
The conditional perfect		3.00
The past perfect subjunctive		3.00
Summary of the uses of the subjunctive		4.00
<b>Si</b> clauses		3.00
Summary of the uses of the subjunctive		3.00
	<b>Total Hours:</b>	68.00

## 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. Collaborative Group Work
- F. Discussion
- G. The class will be conducted in Spanish except when English is needed to explain structural elements and to give other important explanations

## Methods of Evaluation

---

- A. Portfolios
- B. Oral Presentation
- C. Homework
- D. Quizzes
- E. Journal
- F. Class participation
- G. Exams, Collaborative Group Work

## Reading Assignments

1. Read and be prepared to discuss the characters and main themes of a short story by Isabel Allende selected by the instructor.
2. Read and be prepared to discuss the characters and main themes of the novel *Marianela* by Benito Pérez Galdós.

## Writing Assignments

1. Write an essay in Spanish on the historical significance of the Inca civilization in the modern Peruvian society.
2. Write 3-5 pages in Spanish, developing the topic of a sustainable future in Latin America while referencing several obstacles different countries face due to pollution, poverty, and violence within an unsteady infrastructure.

## Out-of-Class Assignments

1. Research a country of interest in the Spanish-speaking world, and plan a trip there to present to the class. While describing your planned activities, include various facts related to the country, environment, and culture in that particular area.
2. Interview an immigrant from a Spanish-speaking country and organize an in-class presentation.

## Recommended Materials of Instruction

---

Blanco, José A., Donley, Philip Redwine.. (2016). Blanco, José A., Donley, Philip Redwine. *VISTAS: Introducción a la lengua española. Vista Higher Learning, 5th* . .

---

**Created/Revised by:** Wentzell, Justin

**Date:**03/27/2017



**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 (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 MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/11/21	Appendix:	9/13/23
---	------------	---------	-----------	---------

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/19/21	Appendix:	9/21/23
---	------------	---------	-----------	---------

**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:	Program Administrator
Telephone:	(530) 893-7586	Email:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Natalia Lopez	Title:	Executive Assistant
Telephone:	865-1200	Email:	<a href="mailto:nlopez@orlandusd.net">nlopez@orlandusd.net</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Orland Unified School District	HIGH SCHOOL:	Orland High

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 80</b>	<b>PROJECTED FTES: 8</b>
--	--------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Agriculture Business	AB 26	SP24	1	8:00-3:30	M-F	J. Lloyd	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Animal Science	AGS 40	FA23	1	8:00-3:30	M-F	B. Close	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Environmental Horticulture	EH 20	FA23	1	8:00-3:30	M-F	S. Bright	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Industrial Trades	ITEC 55	FA23	1	8:00-3:30	M-F	A. Weatherby	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Work Place Communication	OLS 324	FA23	1	8:00-3:30	M-F	A. Lopez	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Literacy for Career Building	OLS 325	SP24	1	8:00-3:30	M-F	A. Lopez	<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 Agriculture Business	Principles of Agribusiness & Management	\$0	None	\$0
Intro to Animal Science	Modern Livestock and Poultry Production	\$0	None	\$0
Intro to Environmental Horticulture	Introductory Horticulture	\$0	None	\$0
Intro to Industrial Trades	Wood Technology & Processes	\$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

**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
OHS	TBA	M-F	8:00-3:30
OHS	TBA	M-F	8:00-3:30
OHS	TBA	M-F	8:00-3:30
OHS	TBA	M-F	8:00-3:30
OHS	TBA	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	ORLAND UNIFIED SCHOOL DISTRICT	Vendor ID:	3001550		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – OHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$2,900	(6@400=\$2,400 / 5@100=\$500)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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**

<u>Lecture</u>	<u>Lec Hrs</u>
<b>Topics</b>	
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	
<b>Management</b>	
a. Planning	
b. Leading	8.50
c. Organizing	
d. Controlling	
<b>Managerial Problem Solving in Agriculture</b>	
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	
<b>Financial Management and Control of Agribusiness</b>	
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

ATTACHMENT 1 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

**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>
<b>Topics</b>	
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	3.00
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	
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	ATTACHMENT 1	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		
	<b>Total Hours:</b>	34.00

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>	
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	
	<b>Total Hours:</b>	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.

2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.

## ATTACHMENT 1

### Writing Assignments

1. Read the chapter on animal behavior 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

**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**

**Lec Hrs**

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**

**Lab Hrs**

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

Plant Propagation		6.00
Requirements of Plant Growth		3.00
Irrigation and Fertilization	ATTACHMENT 1	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
	<b>Total Hours:</b>	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



# Course Outline

## Catalog Description

---

### **ITEC 55 - Introduction to Industrial Trades**

**Transfer Status:** CSU

**Unit(s):** 2.00

**Contact Hours:** 17.00 Lecture/51.00 Lab

**Out of Class Hours:** 34.00

**Total Course Hours:** 102.00

**Course Description:**

This course is designed to provide pre-employment training for industrial trades. Emphasis will be placed on developing basic safety skills, tool identification, basic rigging and material handling skills, with soft skills training. These areas of instruction will be reinforced by hands-on application in several performance lab exercises. This course is part of the National Center For Construction Education and Research (NCCER) core curriculum qualification.

## Objectives

---

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

1. Demonstrate the use and care of appropriate personal protective equipment (PPE).
2. Practice safety skills that are required on job-sites.
3. Add, subtract, multiply, and divide whole numbers, with and without a calculator.
4. Convert fractions to decimals and decimals to fractions.
5. Identify and properly use hand and power tools.
6. Interpret and use drawing dimensions.
7. Interpret information and instructions presented in both verbal and written form.
8. Demonstrate proper use of American National Standards Institute (ANSI) hand signals.
9. Choose appropriate materials-handling techniques.
10. Demonstrate critical thinking skills and the ability to solve problems using those skills.

## Course Content

---

### **Topic Titles / Suggested Time Topic**

**Lecture****Topics****Lec Hrs**

Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00
Basic Electricity	1.00
Basic Communication Skills	1.50
Basic Employability Skills	1.00
Introduction to Material Handling	1.50
Industrial Technology Trade Careers	2.00
<b>Total Hours:</b>	<b>17.00</b>

**Lab****Topics****Lab Hrs**

Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
<b>Total Hours:</b>	<b>51.00</b>

## Methods of Instruction

---

- A. Field Trips
- B. Group Discussions
- C. Guest Speakers
- D. Laboratory Experiments

E. Demonstrations

F. 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. Homework

D. Papers

E. Projects

F. Written Assignments

## Examples of Assignments

---

### Reading Assignments

1. Read assigned trade journal article and be prepared to discuss in class.
2. Read the selection on basic electricity and be prepared to discuss in class.

### Writing Assignments

1. Write an order of operations for rigging setup for lifting materials.
2. Write a two-page essay, explaining how the trade journal article can be implemented in workplace safety and how it relates to the class.

### Out-of-Class Assignments

1. Research online the proper process for setting up an electrical circuit using manufactures publications and be prepared to discuss in class.
2. Research OSHA publications for the use and safety of power tools properly and write a one-page essay. Read NCCER module 6 and then answer the review questions at the end of the module.

## Recommended Materials of Instruction

---

National Center for Construction Education and Research (NCCER). (2021). CORE: Introduction to Basic Construction Skills. *Pearson Education INC, 6th Edition*. 9780137483341.

Other Learning Materials

All tools listed in the Butte College Core Program Guide

---

**Created/Revised by:** Peacock, Miles

**Date:**03/21/2022



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
<b>Total Hours:</b>	<b>85.00</b>

**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 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
<b>Total Hours:</b>	<b>85.00</b>

**Examples of Assignments**

---

**Reading Assignments**

1. Read the example cover letter and letter of inquiry provided by the instructor. Compare and determine the differences in an in-class discussion.
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



**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 (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: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/17/21	Appendix: 9/19/23
---	--------------------	-------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Sheila Craft	Title:	Executive Assistant
Telephone:	872-6400	Email:	<a href="mailto:scraft@pusdk12.org">scraft@pusdk12.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Paradise Unified School District	HIGH SCHOOL:	Paradise High School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 40</b>	<b>PROJECTED FTES: 4</b>
--	--------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Beginning Digital Photography Multimedia Production I	PHO 4	FA23	2	8:00-3:30	M-F	J. Murphy	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
	MSP 74	FA23	1	8:00-3:30	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
Beginning Digital 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	TBA	M-F	8:00-3:30
PHS	TBA	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	PARADISE UNIFIED SCHOOL DISTRICT	Vendor ID:	3002716		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – PHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$1,400	(3@400=\$1,200 / 2@100=\$200)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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 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**

<b><u>Topics</u></b>	<b><u>Lec Hrs</u></b>
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	ATTACHMENT 1	1.00
Print Presentation		1.00
Other Lightroom Tools		2.00
Assignment Introduction		4.00
Final Portfolio Introduction		1.00
	<b>Total Hours:</b>	34.00

### **Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>	
Introduction to the Lightroom Workspace	3.00	
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	
	<b>Total Hours:</b>	51.00

### 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

### 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.* .

---

**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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>34.00</b>

**Lab**

**Topics**

	<b><u>Lab Hrs</u></b>
Preparing materials for project development	1.50

Developing concepts and brainstorming		2.00
Planning the production		3.00
Producing the project	ATTACHMENT 1	3.00
Hardware		1.00
Text		1.50
Graphics		3.00
Photography		3.00
Animation		3.00
3D modeling		3.00
Video and Digital Video		3.00
Sound (music and voice)		3.00
Presentation programs		1.50
Using interactive programs		1.50
Authoring and Scripting		3.00
Multimedia authoring environments		3.00
Creating cross-platform projects		3.00
Displaying color graphics		3.00
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
	<b>Total Hours:</b>	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 **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 (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: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/25/21	Appendix: 9/6/23
---	--------------------	------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Erica Smith	Title:	Coordinator of Community Relations
Telephone:	891-3000	Email:	<a href="mailto:ERICA.SMITH@chicousd.org">ERICA.SMITH@chicousd.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	HIGH SCHOOL:	Pleasant Valley High School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 80</b>	<b>PROJECTED FTES: 8</b>
--	--------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Medical Terminology	ALH 104	FA23	2	8:00-3:30	M-F	M. Castillo	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Critical Six Soft Skills in Healthcare	ALH 6	FA23	1	8:00-3:30	M-F	M. Castillo	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Digital Video Production	RTVF 40	FA23	1	8:00-3:30	M-F	M. Peck	<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
Medical Terminology	Medical Terminology, A Living Language	\$0	None	\$0
Critical Six Soft Skills in Healthcare	Job Readiness for Health Professionals	\$0	None	\$0
Digital Video Production	iCEV/Video: Digital Communication & Production	\$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
PVHS	TBA	M-F	8:00-3:30
PVHS	TBA	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CHICO UNIFIED SCHOOL DISTRICT		Vendor ID:	3002584	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – PVHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$1,800	(4@400=\$1,600 / 2@100=\$200)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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

---

**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**

<u>Lecture</u>	<u>Lec Hrs</u>
<b>Topics</b>	
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
<b>Total Hours:</b>	<b>34.00</b>
 <b>Lab</b>	
<b>Topics</b>	<b>Lab Hrs</b>
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
<b>Total Hours:</b>	<b>51.00</b>

**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



## 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
<b>Total Hours:</b>	<b>51.00</b>

## 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.

2. Read about diagnostic imaging and be prepared to discuss terms regarding X-Ray procedures.

**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**

<u>Lecture</u>	<u>Lec Hrs</u>
<b>Topics</b>	
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
<b>Total Hours:</b>	<b>51.00</b>

**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 **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 (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: 9/13/23
---	--------------------	-------------------

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/5/21	Appendix: 9/7/23
---	-------------------	------------------

**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Erin Taylor	Title:	Administrative Assistant
Telephone:	937-6600	Email:	<a href="mailto:etaylor@willowsunified.org">etaylor@willowsunified.org</a>

**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:	2023/24	EDUCATIONAL PROGRAM:	College Career Access Pathways
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows High School

<b>PROJECTED NUMBER OF STUDENTS TO BE SERVED: 275</b>	<b>PROJECTED FTES: 27.5</b>
---	-----------------------------

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Agriculture Business	AB 26	FA23	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	FA23	1	8:30-3:30	M-F	B. McCorkle	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Careers in Agriculture, ES, NR	AB 20	SP24	3	8:30-3:30	M-F	S. Alves	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Medical Terminology	ALH 104	FA23	1	8:30-3:30	M-F	D. Keolanui	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Critical Six Soft Skills in Healthcare	ALH 6	FA23	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	FA23	4	8:30-3:30	M-F	V. Prickett	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Environmental Horticulture	EH 20	FA23	2	8:30-3:30	M-F	K. Jones	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Cultural Anthropology	ANTH 4	FA23	1	8:30-3:30	M-F	S. Frawley	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Magic, Witchcraft, Religion	ANTH 13	SP24	1	8:30-3:30	M-F	S. Frawley	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Reading & Composition	ENGL 2	FA23	1	8:30-3:30	M-F	K. Wasche	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Intro to Literature	ENGL 4	SP24	1	8:30-3:30	M-F	T. Hayes	<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
Intro to Environmental Horticulture	Intro to Plant Science	\$0	None	\$0
Cultural Anthropology	No textbook needed	\$0	None	\$0
Magic, Witchcraft, Religion	Novel: There, There by Tommy Orange	\$0	None	\$0
Reading & Composition	No textbook needed	\$0	None	\$0
Intro to Literature	No textbook needed	\$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	TBA	M-F	8:00-3:30
WHS	TBA	M-F	8:00-3:30
WHS	TBA	M-F	8:00-3:30
WHS	TBA	M-F	8:00-3:30
WHS	TBA	M-F	8:00-3:30
WHS	TBA	M-F	8:00-3:30
WHS	TBA	M-F	8:00-3:30

**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 (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 (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: \_\_\_\_\_

Title: Assistant Superintendent/Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

Course Descriptions

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	WILLOWS UNIFIED SCHOOL DISTRICT	Vendor ID:	3000175		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – WHS 2023/24				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$5,700	13(@400=\$/ 5@100=\$500)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

**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

Table with 2 columns: Topics and Lec Hrs. Topics include: The role and organization of the agribusiness, Management, Managerial Problem Solving in Agriculture, and Financial Management and Control of Agribusiness.

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

**ATTACHMENT 1**  
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

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

Table with 2 columns: Topics and Lec Hrs. Topics include: Introduction to animal agriculture (4.00), Unique adaptations of various species (4.00), Anatomy and physiology (3.00), and Animal reproduction (3.00).

		<b>ATTACHMENT 1</b>
Genetics		
a. Introduction and review of genetic principles		3.00
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		
<b>Total Hours:</b>		<b>34.00</b>

**Lab**

<b><u>Topics</u></b>	<b><u>Lab Hrs</u></b>	
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	
<b>Total Hours:</b>		<b>51.00</b>

**Examples of Assignments**

**Reading Assignments**

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

2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.

### **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**

**Lec Hrs**

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
<b>Total Hours:</b>	<b>17.00</b>

**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.

2. Prepare a professional quality cover letter. Be sure to establish in your letter the purpose of the letter, your key qualifications, and a request for an interview.

### 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
<b>Total Hours:</b>	<b>51.00</b>

## 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.

2. Read about diagnostic imaging and be prepared to discuss terms regarding X-Ray procedures.

### 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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

## 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



## 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**

	<b><u>Lec Hrs</u></b>
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
<b>Total Hours:</b>	<b>51.00</b>

## 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.

**ATTACHMENT 1**

### **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

**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**

	<b><u>Lec Hrs</u></b>
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**

	<b><u>Lab Hrs</u></b>
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

Plant Propagation	6.00
Requirements of Plant Growth	<b>ATTACHMENT 3.00</b>
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
<b>Total Hours:</b>	<b>51.00</b>

## 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

**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**

	<b><u>Lec Hrs</u></b>
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

Table with 2 columns: Topic and Lec Hrs. Topics include Lecture, Topics (Critical and analytical reading of college-level texts), Audience and purpose, and The writing process.

## 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
- 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
- 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

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

Lec Hrs

Table with 2 columns: Topics and Lec Hrs. Rows include: 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

---

**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

Literary Terms

- 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

---

**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