



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and between the Butte-Glenn Community College District on behalf of Butte Community College ("College") and the **Anderson Union High School District** ("School District") pursuant to the enacted Assembly Bill 288 College and Career Access Pathways Act ("AB 288") and California Education Code § 76004.

WHEREAS, Education Code § 76004 enables the governing board of a community college district to enter into a College and Career Access Pathways ("CCAP") partnership with the governing board of a public school district or a county office of education that is governed by a CCAP partnership agreement approved by the governing boards of both partners (Ed. Code § 76004 (a)-(b)); and

WHEREAS, School District is a public school district serving grades 9-12 located in Butte County or Glenn County and within the regional service area of the College, unless otherwise specified and agreed to as specified in California Education Code § 76004 (e); and

WHEREAS, College and School District desire to enter into this CCAP Agreement, consistent with the provisions of Education Code § 76004, for the purpose of offering or expanding dual enrollment opportunities for high school students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. For purposes of this CCAP partnership, "high school" includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates. (Ed. Code § 76004 (a)).

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

1. TERM OF AGREEMENT

- 1.1. The term of this CCAP Agreement shall be for Three (3) years beginning on **July 1, 2025**, and ending on **June 30, 2028**, unless terminated earlier in accordance with this CCAP Agreement.

2. CCAP AGREEMENT APPENDIX

This CCAP Agreement outlines the terms of the CCAP partnership between the College and School District. The CCAP Agreement Appendix shall specify additional detail regarding, but not limited to:

- 2.1. The total number of high school students projected to be served;
- 2.2. The total number of full-time equivalent students projected to be claimed by the College for those students;
- 2.3. The scope, nature, time, location and listing of community college courses to be offered;
- 2.4. The criteria to assess the ability of pupils to benefit from those courses; (Ed. Code § 76004 (c)(1));
- 2.5. A point of contact for the College and School District (Ed. Code, § 76004 (c)(2)); and
- 2.6. Specify which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education (Ed. Code § 76004 (m)(1)).

3. STUDENT ELIGIBILITY, ADMISSION, REGISTRATION AND ENROLLMENT

- 3.1. Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. (Ed. Code § 76004 (a))
- 3.2. The School District and College understand and agree that successful College admission and registration requires that each high school student complete the College's application for admission and Dual Enrollment Approval Form.
- 3.3. Admission, registration, and withdrawal procedures for students participating in this CCAP Agreement shall be governed by the College and shall be in compliance with College's admissions, registration, and withdrawal guidelines set forth in applicable law and College policy. The College policy on open enrollment must be published in the College catalog, schedule of classes, and any addenda to the schedule of classes.
- 3.4. The College will provide the necessary admission, registration, and withdrawal forms and procedures, and will be responsible for processing student applications.
- 3.5. The School District agrees to assist College in the admission, registration, and withdrawal of School District students as may be necessary and requested by College.
- 3.6. The College and School District will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 3.7. Enrollment in College courses offered as part of this CCAP Agreement shall be open to School District students who:
 - 3.7.1. are high school students enrolled in the School District;
 - 3.7.2. have been admitted to the College;
 - 3.7.3. meet all applicable prerequisite requirements as established by the College and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement;
 - 3.7.4. have a written parental consent form and principal recommendation for the duration of the student's enrollment in College courses offered as part of this CCAP Agreement. (Ed. Code § 76004 (c)(1))
- 3.8. Students seeking to enroll in College courses offered as part of this CCAP Agreement may enroll in up to a maximum of 15 units per term if the all of the following circumstances are satisfied:
 - 3.8.1. The units constitute no more than four community college courses per term.
 - 3.8.2. The units are part of an academic program that is part of this CCAP Agreement.
 - 3.8.3. The units are part of an academic program that is designed to award students with both a high school diploma and an associate degree or certificate or a credential. (Ed. Code § 76004, (p)(1)(2)(3))

4. PARTICIPATING STUDENTS

- 4.1. Students enrolled in College courses offered as part of this CCAP Agreement will be directed to the official catalog of the College for information regarding applicable policies and procedures.

- 4.2. Grades earned by students enrolled in College courses offered as part of this CCAP Agreement will be posted on the official College transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the College catalog.
- 4.3. Students enrolled in College courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the College and School District.
- 4.4. Students who withdraw from College courses offered as part of this CCAP Agreement will not receive College credit. Students must submit appropriate paperwork by College's published deadlines. Transcripts will be annotated according to College policy.
- 4.5. Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same standards of achievement, grading standards, methods of assessment (e.g., papers, portfolios, quizzes, labs, etc.), and behavioral standards (College's Student Code of Conduct) as those expected of students in courses taught on the College campus.

5. PARTICIPATING STUDENT FEES

- 5.1. A high school student enrolled in College courses offered through this CCAP Agreement shall not be assessed or charged a fee prohibited by Education Code § 49011, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. (Ed. Code §§ 49010 et seq.; 76004 (f))
- 5.2. A high school student enrolled in College courses offered through this CCAP Agreement and that are properly classified as having "special part- time student" status as described by Education Code § 76004 (p) shall be exempt from the following community college fee requirements (Ed. Code § 76004 (q)):
 - 5.2.1. Student Representation Fee. (Ed. Code § 76060.5)
 - 5.2.2. Nonresident Tuition Fee. (Ed. Code § 76140)
 - 5.2.3. Transcript Fees. (Ed. Code § 76223)
 - 5.2.4. Course Enrollment Fees. (Ed. Code § 76300)
 - 5.2.5. Apprenticeship Course Fees. (Ed. Code § 76350)
 - 5.2.6. Child Development Center Fees. (Ed. Code § 79121)
 - 5.2.7. Any other fees charged as a condition for course registration, pursuant to Education Code § 49011.
- 5.3. The total cost of books and instructional materials for School District students who enroll in a College course offered as part of this CCAP Agreement will be specified in the CCAP Agreement Appendix. Costs will be borne by School District.

6. CCAP AGREEMENT COURSES

- 6.1. Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All College courses offered as part of this CCAP Agreement have been approved in accordance with the policies and guidelines of the College and applicable law.

- 6.2. The scope, nature, time, location and listing of courses offered by the College as part of this CCAP Agreement shall be determined by the College and will be recorded in the CCAP Agreement Appendix. (Ed. Code § 76004 (c)(1))
- 6.3. The courses offered as part of this CCAP Agreement must be held at facilities which are clearly identified as being open to the general public, and must be open to any person who has been admitted to the College and has met any applicable prerequisite, except that the College may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered as part of this CCAP Agreement. (Ed. Code § 76004 (o)(1))
- 6.4. The College is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the School District or at the College. Procedures shall be put into place by the College to ensure instructors teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course.
- 6.5. Courses offered as part of this CCAP Agreement either at the College or School District shall be jointly reviewed and approved.
- 6.6. Courses offered as part of this CCAP Agreement shall not provide physical education course opportunities to high school pupils participating in this CCAP Agreement or any other course opportunities that do not assist in the attainment of at least one of the goals outlined in this CCAP Agreement. (Ed. Code § 76004 (d))
- 6.7. Courses offered as part of this CCAP Agreement at the School District shall:
 - 6.7.1. Be of the same quality and rigor as those offered on College campus and shall be in compliance with College academic standards.
 - 6.7.2. Be listed in the College catalog with the same department designations, course descriptions, numbers, titles, and credits, and shall identify if the credit is transferable.
 - 6.7.3. Adhere to the official course outline of record and the student learning outcomes established by the associated College academic department.
- 6.8. Courses offered as part of this CCAP Agreement shall comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to College as well as any corresponding policies, practices and requirements of the School District. In the event of a conflict between College course related regulations, policies, procedures, prerequisites and standards and School District policies, practices and requirements, the College regulations, policies procedures, prerequisites, and standards shall prevail. Standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply.
- 6.9. Site visits and instruction audits by one or more representatives of the College shall be permitted by the School District to ensure that courses offered as part of this CCAP Agreement in the School District are the same as the courses offered on the College campus and in compliance with College academic standards.
- 6.10. College has the sole right to ensure compliance with course outline of record.

7. INSTRUCTORS

- 7.1. All instructors teaching College courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in California Code of

Regulations, Title 5, §§ 53410 and 58060 as amended. The College shall be responsible to ensure all instructors teaching College courses offered as part of this CCAP Agreement meet the minimum qualifications for instruction in the discipline of the course in a California community college.

- 7.2. The College and School District may agree to select instructors from School District personnel to teach College courses offered as part of this CCAP Agreement. The School District shall provide and pay School District personnel selected to teach courses offered as part of this CCAP Agreement. School District personnel selected to be instructors remain employees of the School District, subject to the authority of the School District, but will also be subject to the authority of the College specifically with regard to their duties as instructors teaching College courses offered as a part of this CCAP Agreement.
- 7.3. Each instructor furnished by the School District to teach College courses offered as a part of this CCAP Agreement shall execute a separate written agreement with the College in the form of a CCAP Agreement Instructor Agreement as specified in Exhibit A to this CCAP Agreement. The CCAP Agreement Instructor Agreement shall require student attendance and FTES be reported by the instructor, and state that the College has the primary right to control and direct the instructional activities of the instructor. Instructors provided by the School District shall not be considered adjunct faculty for the College, and shall not be entitled to any of the benefits to which adjunct faculty are entitled. (Cal. Code Regs. tit. 5 § 58058(b))
- 7.4. The School District will be responsible for reporting pursuant to applicable federal teacher quality mandates for all instructors provided by the School District. (Ed. Code § 76004 (m)(2))
- 7.5. Instructors who teach College courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)
- 7.6. Instructors who teach College courses offered as part of this CCAP Agreement shall be responsible for the evaluation of students enrolled in courses in accordance with College policies, guidelines, and pertinent statutes and regulations.
- 7.7. Instructors who teach College courses offered as part of this CCAP Agreement shall comply with the fingerprinting requirements set forth in Education Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a School District site.
- 7.8. Prior to teaching College courses offered as part of this CCAP Agreement, instructors shall receive dual enrollment instructor training and orientation from the College regarding, but not limited to, reporting census, drops, withdrawals, grading procedures, record keeping, Dual Enrollment Course Audit process, and other instructional responsibilities related to dual enrollment. Said training shall be approved by and provided by the College. The College shall provide materials to instructors as are provided to College's hourly on-campus instructors, which may include instructor's manuals, course outlines, curriculum materials, and other materials.
- 7.9. Instructors who teach College courses offered as part of this CCAP Agreement are encouraged to participate in professional development activities sponsored by the College and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10. Instructors who teach College courses offered as part of this CCAP Agreement will be audited by the College using the adopted Dual Enrollment Course Audit process.

8. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 8.1. The College shall appoint an educational administrator, to be specified in the CCAP Agreement Appendix, who will serve as point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with College policies and standards. (Ed. Code 76004 (c)(2))
- 8.2. The School District shall appoint an educational administrator, to be specified in the CAAP Agreement Appendix, who will serve as the point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with School District standards. (Ed. Code 76004 (c)(2))
- 8.3. The College will provide School District personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach and recruitment activities, and compliance with the College policies, procedures and academic standards.
- 8.4. The School District will provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students, and other related services as deemed necessary. The School District's personnel will perform services as part of their regular assignment. School District personnel performing these services will be employees of School District, subject to the authority of School District.
- 8.5. The College shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the College.
- 8.6. The School District shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the School District.
- 8.7. The School District counselor shall work closely with the College counselor to identify those students who should be assessed by the Disabled Students Programs and Services ("DSPS") Office counselors as soon as possible so these students can receive needed accommodations early.
 - 8.7.1. A high school student enrolled in College courses offered through this CCAP Agreement with an Individual Educational Plan (IEP) or 504 Plan with the School District may request accommodations for his or her disability to participate in the educational programs and activities required by the Course and/or by the College. Accommodations required by state law or School District policy will be provided through the School District in consultation with College's DSPS Office. In order to best support the student, the School District will provide a copy of the student's current IEP or 504 Plan to College's DSPS Office.
 - 8.7.2. A high school student enrolled in College courses offered through this CCAP Agreement may request services from College's DSPS Office. In order to be considered for services by the DSPS office, students would need to follow the required process for all College students and described by the DSPS office.

9. STATE APPORTIONMENT

- 9.1. The College shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionment when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 9.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of

full-time equivalent students attributable to the attendance of eligible high school pupils. (Ed. Code § 76004 (o)(2))

- 9.3. The College shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. (Ed. Code § 76004 (r))
- 9.4. The attendance of a high school pupil at a community college as a special part- time or full-time student pursuant to this CCAP Agreement is authorized attendance for which the College shall be credited or reimbursed pursuant to Education Codes §§ 48802 or 76002, provided that School District has not received reimbursement for the same instructional activity. (Ed. Code § 76004 (s))
- 9.5. The School District agrees and acknowledges that College will claim apportionment for the School District students enrolled in community college course(s) under this CCAP Agreement.
- 9.6. The College shall demonstrate, and maintain documentation, that instruction claimed for apportionment pursuant to this CCAP Agreement is under the immediate supervision and control of an employee of the College who has met the minimum qualifications for instruction in the discipline of the course in a California community college. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)

10. CCAP AGREEMENT CERTIFICATIONS

10.1. This CCAP Agreement certifies:

- 10.1.1. That any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code § 87010, or any controlled substance offense as defined in Education Code § 87011. (Ed. Code § 76004 (h))
- 10.1.2. That any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. (Ed. Code § 76004 (i))
- 10.1.3. That a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. (Ed. Code § 76004 (j))
- 10.1.4. That any pretransfer-level course taught by community college faculty (which includes a qualified high school teacher teaching a college course as an “employee” of the community college district pursuant to California Code of Regulations, title 5, section 58058, subdivision (b)) at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by the partnering school district, and that the delivery of these pretransfer-level courses shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer-level course as an intervention in the student’s junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code § 76004 (n))
- 10.1.5. That both the school district and the community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an CCAP Agreement course offered for high school credit. (Ed. Code § 76004 (l))

10.2. The College certifies that:

- 10.2.1. That a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus. (Ed. Code § 76004 (k)(1))
- 10.2.2. That participation in this CCAP Agreement is consistent with the core mission of the community colleges pursuant to Ed Code § 66010.4, and that pupils participating in this CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college. (Ed. Code, § 76004 (k)(2))
- 10.2.3. The College certifies that it will not receive full compensation for the direct education costs of the course(s) offered under this CCAP Agreement from any public or private agency, individual or group. (Ed. Code § 84752; Cal. Code of Regs., tit. 5, § 58051.5)
- 10.3. The School District certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources. (Ed. Code § 84752; Cal. Code Regs. tit. 5 § 58051.5)

11. RECORDS

- 11.1. Permanent records of student attendance, grades and achievement will be maintained by School District for School District students who enroll in a course(s) offered as part of this CCAP Agreement.
- 11.2. Permanent records of student enrollment, grades and achievement for College students shall be maintained by College.
- 11.3. Records will be open for review at all times by College officials and submitted on a schedule developed by the College. (Cal. Code Regs., tit. 5, §§ 55021, 55040, 58030)
- 11.4. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

12. REIMBURSEMENT

- 12.1. The financial arrangements implied in this CCAP Agreement will be further detailed in the CCAP Agreement Appendix.

13. FACILITIES

- 13.1. The School District will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction of courses offered as part of this CCAP Agreement and do so without charge to College or students. School District agrees to clean, maintain, and safeguard School District's premises. School District warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 13.2. The School District will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all School District students. The parties understand that such equipment and materials are School District's sole property. The instructor shall determine the type, make and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement.
- 13.3. The College facilities may be used subject to mutual agreement by the parties as expressed in the CCAP Agreement Appendix.

14. REPORTING TO THE STATE CHANCELLOR'S OFFICE

- 14.1. The College, in conjunction with the School District, shall report annually to the State Chancellor's Office all of the following information. (Ed. Code § 76004 (t))
 - 14.1.1. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - 14.1.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - 14.1.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - 14.1.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
- 14.2. The School District and College shall work cooperatively for timely submission of said annual reports in accordance with any and all deadlines prescribed by the State Chancellor's Office.

15. CCAP AGREEMENT ADOPTION REQUIREMENTS

- 15.1. As a condition of adopting this CCAP Agreement, the governing boards of both the College and the School District shall do both of the following:
 - 15.1.1. For career technical education pathways to be provided under the partnership, consult with, and consider the input of the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each partner shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership.
 - 15.1.2. Present, take comments from the public on, and approve or disapprove this CCAP Agreement or any CCAP Agreement Appendix at an open public meeting of the governing board of each partner. (Ed. Code § 76004 (b))
- 15.2. Upon approval of this CCAP Agreement or any CCAP Agreement Appendix by the governing boards of both the College and School District, the College will provide a copy of this CCAP Agreement or any CCAP Agreement Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the CCAP partnership. (Ed. Code § 76004 (c)(3))

16. PRIVACY OF STUDENT RECORDS

- 16.1. College and School District understand and agree that education records of students enrolled in a College course offered as part of this CCAP Agreement and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). College and School District agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076)
- 16.2. Limitation on Use. College and School District shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access that

information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Ed. Code § 49076)

- 16.3. Recordkeeping Requirements. College and School District shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- 16.4. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this CCAP Agreement, College and School District hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

17. INDEMNIFICATION

- 17.1. School District shall defend, indemnify and hold College, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School District, its officers, employees or agents.
- 17.2. College shall defend, indemnify and hold School District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of College, its officers, employees or agents.

18. INSURANCE

- 18.1. The School District shall secure and maintain in force during the entire term of this CCAP Agreement the following insurance coverage or an approved program of self-insurance with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority authorized to provide public liability and property damage insurance in the State of California.

- 18.1.1. General Liability insurance with a limit of not less than \$1,000,000 per occurrence, for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage, including but not limited to, the liability assumed under the indemnification provisions of this agreement.

The General Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.2. Automobile Liability insurance, "any auto" with a limit of not less than \$1,000,000 combined single limit per accident for bodily injury and property damage.

The Automobile Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.3. Workers' Compensation insurance with limits statutorily required by the State of California, and Employer's Liability insurance with limits of not less \$1,000,000 per accident for bodily injury or disease.

- 18.2. School District shall furnish the College with original certificates of insurance and endorsements evidencing the coverages, conditions, and limits required by this CCAP Agreement.
- 18.3. For the purpose of Workers' Compensation, School District shall be the "primary employer" for all its personnel who perform services as instructors and support staff. School District shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective School District personnel made in connection with performing services and receiving instruction under this CCAP Agreement. School District agrees to hold harmless, indemnify, and defend College, its officers, employees and agents from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by School District personnel connected with providing services under this CCAP Agreement. School District is not responsible for non-School District personnel who may serve as instructors.

19. NON-DISCRIMINATION

- 19.1. Neither the School District nor the College shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

20. TERMINATION

- 20.1. Either party may terminate this CCAP Agreement by giving written notice specifying the effective date of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester.

21. FUNDS UNAVAILABLE

- 21.1. This CCAP Agreement may be terminated immediately by either party if funds become unavailable for the support of the CCAP Agreement. In the event termination is pursuant to this paragraph, a notice specifying the reason for termination shall be sent as soon as possible after the termination.

22. NOTICES

- 22.1. Any and all notices under this CCAP Agreement shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive
Oroville, CA 95965
ATTN: Vice President for Administrative Services

ANDERSON UNION HIGH SCHOOL DISTRICT
1469 Ferry Street
Anderson, CA 96007
ATTN: Superintendent

23. ENTIRETY OF AGREEMENT

- 23.1. This CCAP Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter of this CCAP Agreement, and supersedes all prior written or oral representations and agreements with respect to the subject matter herein.

24. AMENDMENTS

24.1. This CCAP Agreement may be modified only by written amendments duly executed by the College and the School District.

25. APPLICABLE LAW AND VENUE

25.1. This CCAP Agreement shall be construed in accordance with and governed by the laws of the State of California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

26.1. For locations outside the geographical boundaries of Butte-Glenn Community College District, College will comply with the requirements of California Code of Regulations, Title 5, §§ 55300 et seq., or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

27.1. If any term, provision, covenant, or condition of this CCAP Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the CCAP Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

28. TERMS AND CONDITIONS

28.1. The parties to this CCAP Agreement acknowledge that they have read and understood this CCAP Agreement completely, and will fully comply with all terms and conditions of this CCAP Agreement set forth herein.

29. COUNTERPARTS

29.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

30. BOARD APPROVAL

30.1. The College and School District enter into this CCAP Agreement pursuant to action of the governing boards of the College and School District.

College Public Comment and Approval Board Meeting Date:	9/10/25
School District Public Comment and Approval Board Meeting Date:	9/17/25

[SIGNATURE PAGE FOLLOWS]

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

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

ANDERSON UNION HIGH SCHOOL DISTRICT

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

- CCAP Agreement Appendix
- Exhibit A College and Career Access Pathways Agreement Instructor Agreement

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	ANDERSON UNION HIGH SCHOOL DISTRICT	Vendor ID:			
PO Description:	CCAP PARTNERSHIP AGREEMENT				
Budget Code:	11.000.404.1.601035.55100	PO Amount:			
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					



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 **Anderson 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, 2024**, 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:	9/10/25	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	9/17/25	Appendix:	9/17/25
---	------------	---------	-----------	---------

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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Lisa Bullington	Title:	Executive Assistant
Telephone:	530-378-0568	Email:	lbullington@auhsd.net

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Anderson Union High School District	HIGH SCHOOL:	Anderson Union High School

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

COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Industrial Trades	ITEC-55	2025FA	1	10:50AM - 11:05AM	MTThF	D. Jones	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Intro to Industrial Trades	ITEC-55	2025FA	1	12:20PM - 12:35PM	MTThF	D. Jones	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Intro to Industrial Trades	ITEC-55	2025FA	1	1:50PM - 2:05PM	MTThF	D. Jones	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input 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 Industrial Trades	NCCER CORE: Intro to Basic Construction Skills	\$0	N/A	\$0

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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	HOURS	DAYS
AUHS	900	10:50AM - 11:05AM	MTThF
AUHS	900	12:20PM - 12:35PM	MTThF
AUHS	900	1:50PM - 2:05PM	MTThF

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

ANDERSON UNION HIGH SCHOOL DISTRICT

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	ANDERSON UNION HIGH SCHOOL DISTRICT	Vendor ID:			
PO Description:	CCAP AGREEMENT APPENDIX – Anderson Union High 2025/26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$1,600		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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 **Anderson 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, 2024**, 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:	9/10/25	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	9/17/25	Appendix:	9/17/25
---	------------	---------	-----------	---------

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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Lisa Bullington	Title:	Executive Assistant
Telephone:	530-378-0568	Email:	lbullington@auhsd.net

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Anderson Union High School District	HIGH SCHOOL:	West Valley Early College High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 40	TOTAL PROJECTED FTES: 4
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COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Industrial Trades	ITEC-55	2025FA	1	7:45AM - 8:35AM	MWF	D. Jones	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Intro to Industrial Trades	ITEC-55	2025FA	1	8:50AM - 9:40AM	MWF	D. Jones	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input 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 Industrial Trades	NCCER CORE: Intro to Basic Construction Skills	\$0	N/A	\$0

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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	HOURS	DAYS
WVHS	708	7:45AM - 8:35AM	MWF
WVHS	708	8:50AM – 9:40AM	MWF

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

ANDERSON UNION HIGH SCHOOL DISTRICT

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	ANDERSON UNION HIGH SCHOOL DISTRICT	Vendor ID:			
PO Description:	CCAP AGREEMENT APPENDIX – West Valley Early College 2025/26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$1,000		
Contract Monitor Name <i>(Person Who Approves Invoices)</i> :	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

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

	<u>Lec Hrs</u>
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	ATTACHMENT 1	1.00
Basic Communication Skills		1.50
Basic Employability Skills		1.00
Introduction to Material Handling		1.50
Industrial Technology Trade Careers		2.00
	Total Hours:	17.00

Lab

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

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.

ATTACHMENT 1

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

INSTRUCTOR AGREEMENT

This College and Career Access Pathways ("CCAP") Instructor Agreement ("CCAP Instructor Agreement") is made and entered into this DAY of MONTH, YEAR, by the Butte-Glenn Community College District ("College") and INSERT CCAP INSTRUCTOR NAME ("CCAP Instructor") an employee of the INSERT SCHOOL DISTRICT NAME ("School District") who is being assigned to the College on a part-time basis pursuant to Title 5, California Code of Regulations, Sections 58058 (b), and shall be an at-will and uncompensated temporary academic employee of the College on a limited basis during this part-time assignment pursuant to this Agreement.

RECITALS

WHEREAS, the College needs supervisory and instructional services with regard to instruction for classes offered by the College in cooperation with the School District, subject to the terms and conditions set forth in the separate College and Career Access Pathways ("CCAP") Partnership Agreement ("CCAP Agreement") between the College and the School District; and

WHEREAS, the School District has the experience, training, equipment and other resources, and qualified staff necessary to provide supervisory and instructional services in the area of INSERT DESCRIPTION OF TRAINING PROGRAM to School District students. Such training will be structured and designed with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness; and,

WHEREAS, the authority for this CCAP Instructor Agreement includes Title 5, California Code of Regulations, Section 58058 (b) and Education Code section 76004.

NOW, THEREFORE, the parties to this CCAP Instructor Agreement hereby agree as follows:

1. The CCAP Instructor is an employee of School District but will be assigned to College as an at-will, uncompensated temporary academic employee of the College for the purposes of providing supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the Appendix to the CCAP Agreement, attached and incorporated herein as Attachment 1, which may be updated from time to time by the School District and College.
2. At all times during which the CCAP Instructor is providing supervisory and instructional services on behalf of the College, the College shall have the right to control and direct the instructional activities of the CCAP Instructor.
3. The College shall be responsible for providing the CCAP Instructor with an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.
4. The CCAP Instructor is responsible for the following.
 - 4.1. Meeting the "Minimum Qualifications" identified by the College, in compliance with Title 5, California Code of Regulations, section 53410. Said minimum qualifications are attached hereto as Attachment 2.
 - 4.2. Complying with the fingerprinting requirements set forth in Education Code sections 44830.1 and 87013, as applicable, and the tuberculosis testing and risk assessment requirements of the Education Code sections 49406 and 87408.6, as applicable.
 - 4.3. Attending dual enrollment instructor training and orientation provided by College regarding, but not limited to, reporting census, drops, withdrawals, grading procedures, record keeping, Dual Enrollment Course Audit process, and other instructional responsibilities related to dual enrollment.

- 4.4. Participating in professional development activities sponsored by the College and in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation and/or research and development in the field.
- 4.5. Being familiar with and comply with all relevant College policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
- 4.6. Complying with the supervision and control requirements outlined in Title 5, California Code of Regulations, sections 58055 and 58056, which include but are not limited to the following.
- 4.7. Being in sufficient physical proximity and range of communication to provide line-of-sight instructional supervision and control of students.
- 4.8. Providing the supervision and control necessary for the protection of the health and safety of students.
- 4.9. Ensuring that he/she does not have any other assigned duty during the hours of supervisory and instructional services provided pursuant to this CCAP Instructor Agreement.
- 4.10. Ensuring that instructional services he/she provides adhere to the official course outlines of record and the student learning outcomes established by the College.
- 4.11. Ensuring and reporting accurate and current daily student attendance records.
- 4.12. Ensuring and reporting the accurate calculation of final student grades and the prompt submission of them to the College.
5. The term of this CCAP Instructor Agreement shall be for the period of DATE through DATE.
6. For purposes of indemnification and defense of any claims, actions or lawsuits, pursuant to CCAP Agreement section 17, the CCAP Instructor shall be considered an employee of the College only during those times when he/she is actually performing supervisory and instructional services on behalf of the College, except that any worker's compensation claims filed by the CCAP Instructor shall be filed with the School District pursuant to CCAP Agreement section 18.1.3.
7. The College may terminate this CCAP Instructor Agreement at any time, in the College's sole and exclusive discretion, upon written notice to the CCAP Instructor.
8. The CCAP Instructor may terminate this CCAP Instructor Agreement, in the CCAP Instructor's sole and exclusive discretion, by providing the College with thirty (30) days' prior written notice.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties enter into this Career and College Access Pathway Instructor Agreement as of the date executed by the College.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

CCAP INSTRUCTOR

By: _____
(Signature of person authorized to execute agreement.)

Name: Jessica A. Snelling, MBA
Title: Vice President for Administrative Services
Date: _____

By: _____
(Signature of person authorized to execute agreement.)

Name: _____
Title: _____
Date: _____

TO BE COMPLETED BY COLLEGE ONLY	
<i>Approved by Dean/Director</i>	<i>Approved by Human Resources</i>
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT
ATTACHMENT 1
CCAP AGREEMENT APPENDIX**

The CCAP Instructor shall provide supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the Appendix to the CCAP Agreement, attached hereto as Attachment 1.

PRO FORMA CONTRACT

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT
ATTACHMENT 2
MINIMUM QUALIFICATIONS**

CCAP Instructor shall meet the Minimum Qualifications listed herein:

[INSERT MINIMUM QUALIFICATIONS]

PRO FORMA CONTRACT



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 **Butte County Office of Education** ("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, 2024**, 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:	8/14/24	Appendix:	9/10/25
---	------------	---------	-----------	---------

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/8/25
---	------------	---------	-----------	--------

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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Nick Catomerisios	Title:	Senior Director, Alternative Education
Telephone:	(530)532-5916	Email:	ncatomerisios@bcoe.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	HIGH SCHOOL:	Butte County Community School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 5	TOTAL PROJECTED FTES: .5
---	---------------------------------

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	ALH-3	Intro to Public Health	Bechtold, Laurel	TTh	12:30 - 1:50PM	HS	HS
1	2026SP	ALH-6	Soft Skills in Prof Hlth Care	Bechtold, Laurel	TTh	1:55 - 3:15PM	HS	HS
1	2026SP	BUS-62	Money & Happiness	TBA	Online	Online	CC	Online

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

COURSE TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Career Ed/Life Choices	Career Choices and Changes	\$0	N/A	\$0
Soft Skills in Prof Hlth Care	DHS: Health Sciences, 8th Edition	\$0	N/A	\$0
Money & Happiness	None/Canvas	\$0	N/A	\$0

District students participating as part of this CCAP agreement will be borne by School District.

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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
BCCS	1	M-F	8:30 - 3:10PM
BCCS	1	M-F	8:30 - 3:10PM

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

BUTTE COUNTY OFFICE OF EDUCATION

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BUTTE COUNTY OFFICE OF EDUCATION		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Butte County Community School 2025-26				
Budget Code:	11.000.404.1.601035.55100		PO Amount:		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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 **Butte County Office of Education** ("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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/8/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Nick Catomerisios	Title:	Senior Director, Alternative Education
Telephone:	(530)532-5916	Email:	ncatomerisios@bcoe.org

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PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	HIGH SCHOOL:	Come Back Butte Charter

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 5	TOTAL PROJECTED FTES: .5
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	ALH-3	Intro to Public Health	Bechtold, Laurel	TTh	12:30 - 1:50PM	HS	HS
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1	2026SP	BUS-62	Money & Happiness	TBA	Online	Online	CC	Online

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

COURSE TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Career Ed/Life Choices	Career Choices and Changes	\$0	N/A	\$0
Soft Skills in Prof Hlth Care	DHS: Health Sciences, 8th Edition	\$0	N/A	\$0
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District students participating as part of this CCAP agreement will be borne by School District.

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 per completed section.
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BUTTE COUNTY OFFICE OF EDUCATION

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

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Date: _____

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Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BUTTE COUNTY OFFICE OF EDUCATION		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Come Back Butte Charter 2025-26				
Budget Code:	11.000.404.1.601035.55100		PO Amount:		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
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PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	HIGH SCHOOL:	Hearthstone School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 30	TOTAL PROJECTED FTES: 3
--	--------------------------------

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	CLP-101	Career Ed/Life Choices	Abbay, Mark	MWF	2:05 - 3:10PM	HS	HS
1	2026SP	ALH-3	Intro to Public Health	Bechtold, Laurel	TTh	12:30 - 1:50PM	HS	HS
1	2026SP	ALH-6	Soft Skills in Prof Hlth Care	Bechtold, Laurel	TTh	1:55 - 3:15PM	HS	HS
1	2026SP	BUS-62	Money & Happiness	TBA	Online	Online	CC	HS/Online

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Soft Skills in Prof Hlth Care	DHS: Health Sciences, 8th Edition	\$0	N/A	\$0
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BUILDING	CLASSROOM	DAYS	HOURS
HRST	9	M-F	8:30 - 3:10PM
HRST	1	M-F	8:30 - 3:10PM
HRST	1	M-F	8:30 - 3:10PM

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BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

BUTTE COUNTY OFFICE OF EDUCATION

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BUTTE COUNTY OFFICE OF EDUCATION		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Hearthstone 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$ 2,000		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

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

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Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

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

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>
Topics	
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	

Community Organizing and Health Promotion Programming	7.00
Social and Behavioral Factors in Public Health	ATTACHMENT 1
a. Health inequities among ethnic and minority groups	
b. Education and socioeconomic status and health	7.50
c. Community concerns: including, but not limited to addiction, obesity, and violence	
d. Maternal, infant and child, adolescent, adulthood and elder health	
Environmental Issues in Public Health	
a. Clean air	
b. Clean water	
c. Garbage	
d. Food and drug safety	7.50
e. Population control	
f. Injury prevention	
g. Emergency Preparedness	
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

Created/Revised by: Smith, Michael

Date:03/12/2018



Catalog Description

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

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

1. Go to a public place (park, shopping mall, grocery store, etc) and observe verbal and non-verbal interactions between individuals. Be prepared to discuss your specific observations in class.

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Craig, Susan

Date:04/02/2018



Catalog Description

BUS 62 - Money & Happiness: Cultural, Psychological and Economic Factors

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 integrates practical financial decision making with the social, psychological, and physiological contexts in which decisions are made. Students will examine the role of money in their lives, set personal goals, and develop plans to meet those goals. Topics include cultural attitudes and beliefs about money, money and relationships, money personalities, consumerism, debt, healthcare, investing, retirement, long-term care, disability, death, and taxes.

Objectives

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

1. Evaluate their personal money history, their money personality, how money affects their relationships, and how the study of personal finance affects their self-understanding.
2. Establish and evaluate personal goals and demonstrate the effect of daily financial decisions on the accomplishment of personal goals and their physical environment in various stages of the life cycle.
3. Identify the major private and government sponsored healthcare programs, and explain their purpose and function.
4. Evaluate the appropriateness of various investment products and investment strategies in achieving personal goals at different life stages.
5. Assess the impact of social security, tax advantaged accounts, and lifestyle decisions on individuals' circumstances at retirement.
6. Describe the emotional, psychological, physiological, and cultural issues related to death and dying and financial decision making.
7. Analyze the connections between personal finance and larger social issues including consumerism, environmental problems, poverty, increasing personal bankruptcy rates, access and affordability of healthcare, tax policy, proposed privatization of social security, proposed changes to Medicare, Medicaid and other social insurance programs.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Money - Individual & Society

- a. Psychology of money
- b. Social, religious, and cultural money messages
- c. Wealth and status

ATTACHMENT 1
6.00

Life Planning

- a. Effective goal setting
- b. Life stages
- c. Role of personal finance

5.00

Consumerism & Why We Spend

- a. Fulfillment curve
- b. Shopping addiction
- c. Personal spending plan
- d. Stress management

6.00

Debt in America

- a. Culture of debt (Credit Card Nation)
- b. Good debt & bad debt (credit cards, home, car, student loans)
- c. Getting out of debt

4.00

Healthcare

- a. Private & government programs (insurance, Medicare, Medicaid)
- b. Income level and physical/mental health
- c. Disease prevention & economics of healthcare (Preventive care, smoking, other lifestyles issues)

5.00

Investing to Achieve Goals

- a. Types & characteristics of investments
- b. Investment valuation theories
- c. Behavioral finance - fear & greed
- d. Investment selection & life stage

6.00

Retirement

- a. Lifestyle choices
- b. Emotional and psychological effects of aging and retirement
- c. Social security
- d. Tax advantages accounts & social policy

6.00

Death & Dying

- a. Long term care an disability
- b. Medical directives, durable powers of attorney, and living wills
- c. Estate planning issues

6.00

Tax Planning - Social Policy through Incentives & Penalties

- a. Individual income taxes
- b. Estate and gift taxes

3.00

Sex & Money

- a. Relationships and money
- b. Divorce & money
- c. Domestic partnership issues
- d. Investing and gender differences

ATTACHMENT 1

4.00

Total Hours:

51.00

Methods of Instruction

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

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Papers
- D. Homework
- E. Written Assignments
- F. Class Discussion
- G. Writing assignments such as personal financial plan, statement of personal goals, an essay on one's personal money history, and essay on the role and meaning of money in one's personal life. Writing assignments will be graded on college level syntax, grammar, as well as content.

Examples of Assignments

Reading Assignments

1. Read "High-End Deprivation, The Dark Side of Wealth" by Tian Dayton. Be prepared to discuss how extreme wealth can sometimes impede the healthy development of self-concept and family relationships.
2. Read the Investing Basics chapter and explain the different types of securities as well as their risk and return properties.

Writing Assignments

1. In 6 double-spaced pages, write your personal money history. Document the various money messages you were exposed to growing up and explain your personal money philosophy today (your beliefs, attitudes, and assumptions regarding money). Be specific and provide examples wherever possible. You may use the attached page of questions to help generate ideas for the paper. Feel free to focus on a few areas that are most significant to you and most shape your current money attitudes, assumptions, and beliefs rather than answering all of the questions.

2. Complete a personal financial plan with the following components: a. Personal values statement explaining what is most important in your life b. Statement of personal goals c. Actual spending & income as well as budgeted spending & income (if different) d. Statement of financial position (list of all assets, liabilities, & net worth) e. Statement of financial goals f. Debt reduction worksheet g. Insurance analysis (optional unless have dependents) h. Investment analysis (optional) i. Estate planning analysis (optional unless you have dependents or substantial assets)

Out-of-Class Assignments

1. Complete the consumer debt worksheet and debt repayment schedule available online.
2. After reading the "How Money Relates to Happiness" chapter, write a one page paper addressing the following questions: a) What were the 3 most meaningful or important ideas discussed in the chapter? b) How can you apply these ideas to your life? c) What concept from the chapter was the least meaningful or did the author "get wrong?"

Recommended Materials of Instruction

Rowley. (2005). Money & Happiness. *John Wiley & Sons, 1st.* .

Mellan, Olivia. (1994). Money Harmony: Resolving Money Conflicts in Your Life & Relationships . *Walker Publishing, 1st.* .

Kapoor, J., Delabay, L., Hughes, R., Hart, M. (2019). Personal Finance. *McGraw Hill, 13th.* .

Minimum Qualifications

Accounting (Masters Required), Banking and Finance, Business (Masters Required), or Management (Masters Required)

Created/Revised by: Christensen, Patrick

Date:04/27/2020



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 **Butte County Office of Education** ("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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.1. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/8/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Nick Catomerisios	Title:	Senior Director, Alternative Education
Telephone:	(530)532-5916	Email:	ncatomerisios@bcoe.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	HIGH SCHOOL:	Table Mountain School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 15	TOTAL PROJECTED FTES: 1.5
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	CSL-20	Identity, Culture, & Education	Carlson, Devon	MW	9:30 - 12:20PM	CC	HS
1	2025FA	EDUC-313	Reading for the Disciplines	Wall, Timothy	TTh	9:30 - 11:20AM	CC	HS
1	2026SP	ETHS-1	Intro to Ethnic Studies	Guzman, Isidoro	TTh	9:30 - 12:20PM	CC	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Identity, Culture, & Education	Free	\$0	N/A
Reading for the Disciplines	Free	\$0	N/A
Intro to Ethnic Studies	Free	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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
TMS	TMS	M-F	8-5

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

BUTTE COUNTY OFFICE OF EDUCATION

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BUTTE COUNTY OFFICE OF EDUCATION	Vendor ID:	3002989		
PO Description:	CCAP AGREEMENT APPENDIX – Table Mountain School 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:			
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

CSL 20 - College & Life Success

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 focuses on developing self-knowledge, resources, and skills that result in lifelong success: from college to the future. Students will address the challenges and transitions associated with life and the college years. Students will also explore issues related to diversity and gender and how each influences the individual and group physically, socially, personally and educationally. Students will be exposed to educational theories that affect first year college students. Community and campus resources will be utilized to support students in their learning and development as a whole person. Emphasis will be placed on the importance of understanding and balancing all aspects of self that lead to success in college and life.

Objectives

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

1. Analyze and articulate one's unique identity as an integrated social, psychological and physiological being.
2. Evaluate and establish healthy and achievable personal, academic and career goals.
3. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
4. Describe and evaluate the structure and purpose of higher education, the meaning of general education, sequences of training and degrees, and the advantages of a community college education.
5. Examine and analyze the role of gender, ethnicity and culture as it applies to the world of work and in life.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Understanding self within a larger structure (college, family, society)

- a. History of Education in the United States, impact on social structures and the individual within those structures
- b. Education in California - history, structures, economic and social impacts
- c. Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits

4.00

a. Time Management:

1. Personality and cultural influences that impact one's concept and use of time Personal use of time and its relation to one's values
2. Using time management for the prioritizing of tasks and use of time
3. Time management skills as they relate to the achievement of academic, career and life goals

b. Financial Management:

1. Setting priorities: creating a personal budget
2. Personal responsibility: financial principles associated with developing, maintaining or reestablishing good credit rating

12.00

c. Interpersonal Communication Skills

1. Verbal/non verbal cues
2. Active listening
3. Conflict resolution
4. Assertiveness

Personal Growth & Assessment

- a. Motivation, locus of control, fear of failure, fear of success, self talk, and creating alignment
- b. Maslow's Theory Hierarchy of Needs related to values and stress
- c. Assess personality type
- d. Investigate, compare and learn about diverse cultural, social and religious groups represented within the local community
- e. Assess oneself in terms of cultural exposure, awareness and development
- f. Exploration of one's values, work-related interests, and academic interests
- g. Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly
- h. Establish lifelong goals:
 1. Physical
 2. Social, personal
 3. Financial
 4. Educational and career

14.00

Lifelong Learning

- a. Assess and identify primary learning styles and study strategies
- b. Brain function and memory including storage, retention and retrieval of information
- c. Short term and long term memory principles as they apply to learning and specifically test taking preparation and strategies
- d. Active versus passive learning behaviors

9.00

Health & Wellness

a. Stress Awareness/Management

1. Types of stressors
2. Physiological and psychological signs and impact of stress
3. Nutrition, sleep, stress, learning and performance
4. Healthy and creative stress reducing behaviors and activities

b. Alcohol

1. Physical and social effects
2. Evaluate one's own drinking behavior

9.00

c. Depression

1. Physiological and psychological indicators
2. Treatment options

d. Nutrition practice and at risk behaviors associated with eating disorders

Multicultural/Interpersonal Understanding

- a. Examining and analyzing the role of gender, ethnicity and culture as it applies to the world of work and life.
- b. Establishing understandings across campus populations.

3.00

Total Hours:

51.00

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

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read the provided material on psychological health and psychological development. Be prepared to discuss how these issues affect college students, and to work in groups to present key facts from the readings.
2. Read the provided material on current health issues, including trends related to drug and alcohol use. Be prepared to discuss how these current issues are affecting society and college campuses.

Writing Assignments

1. After reading in the book "Your College Experience" review the chapter on diversity and write a 1-2 page reaction on what diversity means to you.
2. After reviewing your top 5 strengths from the Strength Finder assessment write a 1.5-2 page paper on how you already use your strengths and how you could use them more.

Out-of-Class Assignments

1. In small groups, investigate campus resources by going on a student services scavenger hunt. Work with your small group to collect information and complete a questionnaire on student services. Be prepared to present to class on 1-2 student services offices as assigned.
2. Work with a friend or family member to help you evaluate your strengths from Strength Quest. Complete a Strength Quest handout that details how your friend or family member sees your strengths manifested in your life.

Recommended Materials of Instruction

Clifton, D.O. (2016). Strengths Quest: Discover and Develop Your Strengths in Academics, Career and Beyond. *Gallup, 2nd.* .

Gardner, J., Barefoot, B. (2018). Your College Experience. *Bedford/St. Martin's, 13th.* .

Other Learning Materials

Articles & Handouts distributed by Instructor

Other Learning Materials

Butte College Catalog, online or print version



Catalog Description

EDUC 313 - Reading for the Disciplines

Transfer Status: NT

Unit(s): 0.00

Contact Hours: 17.00 Lecture

Total Course Hours: 17.00

Course Description:

This course prepares students for college-level study by developing effective reading skills for discipline-specific reading assignments in transfer-level and CTE coursework. It is designed to supplement concurrent enrollment in Butte College courses. This course builds upon the Reading Apprenticeship framework. Emphasis is placed on pre- and post-reading strategies, annotation strategies, strategies for retention, research strategies appropriate to discipline, metacognitive reflection, and investigating the relationship between literacy and power within the students' chosen disciplines. Unlimited repeats. Satisfactory/Unsatisfactory Only. Open Entry/Open Exit.

Objectives

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

1. implement effective strategies for developing personal connections to reading
2. examine and share reading processes, difficulties, and solutions specific to discipline
3. determine the purpose for reading tasks specific to their discipline and adjust their reading process accordingly
4. develop reading strategies for discipline-specific research projects

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Developing identity as a reader	1.00
Sharing reading processes, problems and solutions	3.00
Surfacing, building and refining schema	3.00
Monitoring comprehension	3.00
Building knowledge of discipline specific discourse and practice	3.00
Noticing and appropriating others' ways of reading	1.00

Using problem-solving strategies to assist and restore comprehension

3.00

Total Hours:

17.00

Methods of Instruction

- A. Collaborative Group Work
- B. Group Discussions
- C. Lecture
- D. Problem-Solving Sessions
- E. Reading Assignments

Methods of Evaluation

- A. Projects
- B. Journal
- C. Written Assignments
- D. Group Participation

Examples of Assignments

Reading Assignments

1. Read the article in the "Reading at Work" module that pertains to your area of study. Use summary annotation strategies to help you focus on the content of the article and response annotation strategies to help you connect the content to your own experience. Share your annotations with your partner.
2. Bring in a text from one of your courses. Choose a text (or a section of the text) that you were already assigned to read. In your group, discuss how you approached the reading. What did you do before, during, and after you read? What was successful? What did you struggle with? Help each other evaluate and revise your strategies. Then create a "redo" plan, laying out how you will approach a similar assignment in the future.

Writing Assignments

1. Last week you were asked to practice the reading strategy of skimming for major concepts before beginning a heavy read. You were then asked to write down potential questions or problem areas that you felt you might struggle with in the reading. Take 5-10 minutes, or 100–200 words in this week's Check-in assignment to discuss how engaging in this process helped or hindered your reading assignment from last week.
2. Imagine another student who is struggling with the same text you are. Create a reading plan that the student can use to tackle the reading for optimal comprehension. Include pre-reading, during-reading, and post-reading strategies that are specific to the text and subject.

Out-of-Class Assignments

1. For a course in the Nursing Discipline: Review the flashcards you have created this week for the current chapter of focus. Identify only those flashcards that you still struggle to recognize correctly, then create a reflective journal entry discussing how the concept on each flashcard might be conceived

- through multiple points of view (i.e. nurses, patients, doctors, hospital administrators, etc.) List those examples on the flashcard or on a second flashcard. In your metacognitive reflection for this week, discuss how personalizing those concepts contributed to an improved understanding of the concept.
2. For a course in the Fire Science Discipline: pre-read a textbook chapter for an up-coming reading assignment. After completing your pre-reading, analyze your schema for the concepts and subtopics discuss in that chapter. Create a schema rating for each subtopic in that chapter. For the subtopics that you have little to no schema for, do a quick Internet search to build background information around. Before you begin your reading, complete a metacognitive journal entry discussing any areas you may have caught yourself up on with your background research. Return to this metacognitive journal after you complete your reading to reflect on the effectiveness of that background search.

Recommended Materials of Instruction

Zero Cost Textbook

Preparing for University Reading (2020) by Kathleen Mitchell; Matthew Burrows; and Kendra Staley

Minimum Qualifications

English (Masters Required), Reading (Masters Required), Learning Assistance (Masters Required), Adult Education, ReadingBasic Skills: Noncredit, ESL (Masters Required), or ESL: Noncredit

Created/Revised by: Day, Tina

Date:04/08/2024



Catalog Description

ETHS 1 - Introduction to Ethnic Studies

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

Introduction to the major theories concepts, issues, debates, and movements toward racial and social justice and liberation in the United States. Includes a comparative and interdisciplinary exploration of historical connections between race, ethnicity, class, religion, sexuality and gender inequality, as well as diverse perspectives on empowerment, identity, equity, self-determination, agency, and anti-racism within contemporary American society. Analysis of social, political, economic, educational, and cultural developments of diverse populations with an emphasis on the lived experiences of Native Americans, African Americans, Asian Americans, and Chicano/a/x and Latino/a/x in the United States.

Objectives

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

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions, with special focus on the lived experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latino/a/x Americans, and/or Asian Americans, and emphasizing agency and group-affirmation.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
4. Describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics	
Race and Privilege	
<ul style="list-style-type: none"> • Talking About Race • Why Race Matters • Race vs. Ethnicity • Resisting Identities • Understanding Race as a Social Construction • Demographic Shifts in the United States • Racial Identities, Politics, Ideologies, and Institutional Racism 	6.00
The Social Construction of Whiteness	
<ul style="list-style-type: none"> • White Privilege • Ideologies, Identities, and Institutions • Challenging White Privilege 	3.00
Racism in Science and Medicine	
<ul style="list-style-type: none"> • Science • Healthcare 	3.00
The Emergence of U.S. Racial Hierarchy	6.00
<ul style="list-style-type: none"> • The Emergence of Race • Perspectives on Racial/Ethnic Inequality and Colonialism • European Contact with Native Americans • Slavery in the U.S. • The Unique Exploitation of Mexican Americans by Whites • Gender, Sexuality, and Race 	

Total Hours: 51.00

Topics

- Resistance

Race Relations in the 19th & 20th Centuries

- Perspectives on Interracial Relations
- From Reconstruction to Jim Crow

6.00

Nativism and the Era of Exclusion

Race Relations in Flux: Post-WWII Activism

- Perspectives on Social Movements
- African Americans and The Civil Rights Movement
- Native American Activism
- Chicano/a/x and/or Latino/a/x Activism
- Asian American Activism
- Artivism/Mural Projects
- Late 20th-Century Activism

6.00

Education

- Perspectives on Race and Education
- Roots of Race and Public Education in the US

3.00

Contemporary Issues of Racial Inequality in Education

Economic Inequality and the Role of the State

- Perspectives on Economic Inequalities
- Race and Social Policy

3.00

Residential Segregation

Crime and Criminal Justice

- Perspectives on Crime: The New Jim Crow
- Racial Inequality in the Criminal Justice System
- The Era of Mass Incarceration
- Linking race and Crime in the Public Consciousness

6.00

Race in the Cultural Imagination

- Perspectives on Race and Popular Culture
- Racial Imagery in Film and Television
- Racial Imagery in New Media
- Subordinate Group Resistance
- Race and Public History

6.00

Creators of Color

(The Myth of) a Post-racial Society?

- Perspectives on the Future of Race
- Racial Inequality in the Political Sphere
- Immigrants and the Racialization of Anti-immigration Sentiment
- Hate Crimes and Hate Groups
- Reparations
- Art as Resistance in the 21st Century

3.00

Total Hours:**51.00****Methods of Instruction**

- Class Activities
- Collaborative Group Work
- Discussion
- Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- Lecture
- Reading Assignments

Methods of Evaluation

- Exams/Tests

- B. Quizzes
- C. Projects
- D. Written Assignments
- E. Class Discussion

Examples of Assignments

Reading Assignments

1. Read chapter 4 in the book *When the Emperor was Divine* by Julie Otsuka and come to class prepared to discuss: (1) the ways in which Japanese Americans were transformed by their forced internment (2) How did the Japanese Americans adapt to the internment camps? And (3) In what ways are they a very resilient people?
2. Read chapter 3 in the book *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexia and come to class prepared to discuss: (1) What you learned about the notion of having to navigate living between two cultures (2) Did the book help you gain a better appreciation of the struggles that Native American go through?

Writing Assignments

1. In a 3-page paper, please analyze and discuss the ways in settler colonial theory explains notions of sovereignty, citizenship, and racist-nativism.
2. Please watch the documentary *The 13th*, which explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African-Americans. Complete a 3 page essay that discusses the following two questions: (1) How does *The 13th* characterize our criminal justice system and political institutions? (2) How did this film shape your understanding of the prison system? Explain.

Out-of-Class Assignments

1. Read the book *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez. In a 3-page essay discuss how immigration, cultural traditions, and gender play a role in the formation of the main characters identity.
2. Read the book *The Hate U Give* written by Angie Thomas. In a 4-page essay explore how the main themes of the book (racialized poverty, education, identity & Blackness, and criminalization) impact the main character and her family.

Recommended Materials of Instruction

- Johnson, Allan. (2018). *Privilege, Power, and Difference*. *Mc-Graw-Hill Education, 3rd*. 978-0073404226.
- Ortiz, Paul. (2018). *An African American and Latinx History of the United States*. *Beacon Press, 3rd*. 978-0807005934.
- Alexander, Michelle. (2020). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. *The New Press, 1st*. 978-1620975459.

Minimum Qualifications

Ethnic Studies (Masters Required)

Created/Revised by: Guzman, Isidoro

Date:02/27/2023



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 **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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	9/10/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Analyn Dyer	Title:	CBO
Telephone:	530-868-1281 x8102	Email:	adyer@biggs.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Biggs Unified School District	HIGH SCHOOL:	Biggs High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 200	PROJECTED FTES: 20
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	10:15 - 11:05AM	HS	HS
1	2025FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	11:10 - 12:00PM	HS	HS
1	2025FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	12:05 - 12:55PM	HS	HS
1	2025FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	8:15AM - 9:05AM	HS	HS
1	2025FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	9:10 - 10:00AM	HS	HS
1	2025FA	AGS-40	Introduction to Animal Science	Baker, Lilly	MTThF	12:05 - 12:55PM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Sharrock, Adam	MTThF	8:15AM - 9:05AM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Sharrock, Adam	MTThF	8:15AM - 9:05AM	HS	HS
1	2025FA	DFT-12	Beginning AutoCAD	Sharrock, Adam	MTThF	9:10 - 10:00AM	HS	HS
1	2025FA	EH-20	Intro-Environ Horticult	Baker, Lilly	MTThF	1:35 - 2:25PM	HS	HS
1	2025FA	EH-20	Intro-Environ Horticult	Baker, Lilly	MTThF	2:30 - 3:20PM	HS	HS
1	2025FA	MSP-74	Multimedia Production I	Sharrock, Adam	MTThF	1:35 - 2:25PM	HS	HS
1	2025FA	PHO-2	Introduction to Photography	Sharrock, Adam	MTThF	12:05 - 12:55PM	HS	HS
1	2025FA	PHO-2	Introduction to Photography	Sharrock, Adam	MTThF	2:30 - 3:20PM	HS	HS
1	2025FA	RTVF-40	Video Production	Sharrock, Adam	MTThF	10:15 - 11:05AM	HS	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Natural Resources/Agri Construction	Agriculture Mechanics	\$0	N/A
Intro to Animal Science	Modern Livestock Production	\$0	N/A
Career, Education & Life Choices	Career Changes and Choices	\$0	N/A
Beginning Auto CAD Drafting	Online Resources/CAD Program & Solidworks	\$0	N/A
Intro to Environmental Horticulture	Practical Horticulture	\$0	N/A
Multimedia Production I	Online Resour/Adobe/WeVideo/Canva/OnShape	\$0	N/A
Intro to Photography	Online Resour/Adobe/WeVideo/Canva/OnShape	\$0	N/A
Digital Video Production	Online Resources	\$0	N/A
Career, Education & Life Choices	Career Changes and Choices	\$0	N/A

6. REIMBURSEMENT.

6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay

School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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 – 3:30PM
BHS	9	M-F	8:00 – 3:30PM
BHS	3	M-F	8:00 – 3:30PM

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

BUTTE COUNTY OFFICE OF EDUCATION

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BIGGS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Biggs High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$7,800		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

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

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



Catalog Description

AET 22 - Natural Resources and Agri-Construction

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Lab

Topics

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

Examples of Assignments

Reading Assignments

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

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

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to animal agriculture	
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	ATTACHMENT 1
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	
Total Hours:	34.00

Lab

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

Examples of Assignments

Reading Assignments

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



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

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

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

DFT 12 - Beginning AutoCAD Drafting

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Lab

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

Orthographic Construction Problems		8.00
Sectional Views	ATTACHMENT 1	3.00
Auxiliary Drawings	ATTACHMENT 1	4.00
Annotation and Pictorial Drawing applications		6.00
Architectural Drawings, Layers and Scales		6.00
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

EH 20 - Introduction to Environmental Horticulture

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Total Hours: 34.00

Lab

Topics

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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Other Learning Materials

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

Methods of Instruction

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

Methods of Evaluation

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



Catalog Description

MSP 74 - Multimedia Production I

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Lab

Topics

Lab Hrs

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

Developing concepts and brainstorming		2.00
Planning the production		3.00
Producing the project		3.00
Hardware		1.00
Text	ATTACHMENT 1	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
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

Other Learning Materials

Handouts

Periodicals

Instructional DVDs

Tutorials

Methods of Instruction

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

Methods of Evaluation

- A. Quizzes
- B. Final Examination



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

Lec Hrs

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

Lab Hrs

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.
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.

ATTACHMENT 1

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

Topics

Lec Hrs

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

Lab

Topics

Lab Hrs

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

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Donnelly, Daniel

Date: 11/09/2020



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

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

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code § 76004 (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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Tiffany Herringer	Title:	Coordinator, Career & Technical Education
Telephone:	(530) 891-3000 x201464	Email:	therringer@chicousd.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	HIGH SCHOOL:	Chico High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 615	TOTAL PROJECTED FTES: 61.5
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	ALH-104	Medical Terminology	Taylor, Tammara	TF	8:30 - 9:50AM	HS	HS
1	2026SP	ALH-6	Soft Skills in Prof Hlth Care	Taylor, Tammara	TF	10:20 - 11:40AM	HS	HS
1	2025FA	CSCI-4	Introduction to Programming	Andrew, Jonathon	TF	2:10 - 3:30PM	HS	HS
1	2025FA	CSCI-49	PCs and Peripherals/A+	Andrew, Jonathon	TF	10:15 - 11:40AM	HS	HS
1	2025FA	DFT-12	Beginning AutoCAD	Cockrell, Gavin	MTh	10:20 - 11:40AM	HS	HS
1	2025FA	DFT-12	Beginning AutoCAD	Cockrell, Gavin	MTh	12:30 - 1:50PM	HS	HS
1	2025FA	DFT-2	Engineering Graphics I	Cockrell, Gavin	MTh	8:30 - 9:50AM	HS	HS
1	2025FA	DFT-24	Architectural Drafting	Cockrell, Gavin	TF	10:20 - 11:40AM	HS	HS
1	2025FA	DFT-24	Architectural Drafting	Cockrell, Gavin	TF	8:30 - 9:50AM	HS	HS
1	2025FA	EH-20	Intro-Environ Horticult	Anderson, Elva	MTh	10:20 - 11:40PM	HS	HS
1	2025FA	EH-20	Intro-Environ Horticult	Anderson, Elva	TF	8:30 - 9:50AM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Klein, John	TF	10:20 - 11:40AM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Klein, John	MTh	2:10 - 3:30PM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Klein, John	TF	8:30 - 9:50AM	HS	HS
1	2025FA	MSP-30	Introduction to Digital Art	Browne, Brittaney	MTh	10:20 - 11:40AM	HS	HS
1	2025FA	MSP-30	Introduction to Digital Art	Browne, Brittaney	MTh	8:30 - 9:50AM	HS	HS
1	2025FA	MSP-55	Intro to Drone Mngmt & Ops	Andrew, Jonathon	TF	12:30 - 1:50PM	HS	HS
1	2025FA	PHO-15	Intermediate Digital Photo	Browne, Brittaney	TF	8:30 - 9:50AM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Browne, Brittaney	TF	10:20 - 11:40AM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Browne, Brittaney	TF	2:10 - 3:30PM	HS	HS
1	2025FA	POLS-C1000	American Government & Politics	Schantz, Joseph	TF	10:20 - 11:40AM	HS	HS
1	2025FA	POLS-C1000	American Government & Politics	Schantz, Joseph	TF	12:30 - 1:50PM	HS	HS
1	2025FA	POLS-C1000	American Government & Politics	Schantz, Joseph	TF	8:30 - 9:50AM	HS	HS
1	2026SP	POLS-C1000	American Government & Politics	Schantz, Joseph	TF	10:20 - 11:40AM	HS	HS
1	2026SP	POLS-C1000	American Government & Politics	Schantz, Joseph	TF	12:30 - 1:50PM	HS	HS
1	2026SP	POLS-C1000	American Government & Politics	Schantz, Joseph	TF	8:30 - 9:50AM	HS	HS
1	2026SP	SPAN-14	Hispanic Short Stories	Fisher, Jamie	TF	12:30 - 1:50PM	HS	HS
1	2026SP	SPAN-14	Hispanic Short Stories	Fisher, Jamie	TF	2:10 - 3:30PM	HS	HS
1	2026SP	SPAN-16	Hispanic Film	Fisher, Jamie	TF	8:30 - 9:50AM	HS	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 Title	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Medical Terminology	Medical Terminology, A Living Language. Prentice Hall, 6 th edition	\$0	N/A
Soft Skills in Prof Hlth Care	Job Readiness for Health Professionals	\$0	N/A
Introduction to Programming	Foundation of Python Programming/Think Like a Com	\$0	N/A
PCs and Peripherals/A+	Cisco Network Academy	\$0	N/A
Beginning AutoCAD	TBA	\$0	N/A
Engineering Graphics I	TBA	\$0	N/A
Architectural Drafting	TBA	\$0	N/A
Intro-Environ Horticult	Horticulture Today	\$0	N/A
Academic Reading and Writing	Culture and Values 7th Edition	\$0	N/A
Introduction to Digital Art	Adobe Creative Cloud "Learn" and PHLearn	\$0	N/A
Intro to Drone Mngmt & Ops	2023 Remote Pilot Test Prep by ASA Test Prep Board	\$0	N/A
Intermediate Digital Photo	Adobe Creative Cloud "Learn" and PHLearn	\$0	N/A
Beginning Digital Photography	Adobe Creative Cloud "Learn" and PHLearn	\$0	N/A
American Government & Politics	Krutz, Glen et al, American Government (3rd Edition)/Openstax	\$0	N/A
Hispanic Short Stories	Azulejo	\$0	N/A
Hispanic Film	Spanish Conversation, Fifth Edition, by McVey Gill, Smalley, and Paz-Haro	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course 650.00 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	I314	M-F	8:30 - 3:30PM
CHS	IT5	M-F	8:30 - 3:30PM
CHS	AG1	M-F	8:30 - 3:30PM
CHS	K113	M-F	8:30 - 3:30PM
CHS	IT1	M-F	8:30 - 3:30PM
CHS	F5	M-F	8:30 - 3:30PM
CHS	J224	M-F	8:30 - 3:30PM
CHS	A128	M-F	8:30 - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CHICO UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Chico High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$21,900		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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
Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

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>
Topics	
Communication	9.00
Workplace Ethics and Professionalism	8.00
Team Building and Collaboration	8.00
Effective Problem Solving	9.00
Embracing Diversity	9.00
Demonstrating Compassion	8.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

1. Go to a public place (park, shopping mall, grocery store, etc) and observe verbal and non-verbal interactions between individuals. Be prepared to discuss your specific observations in class.

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Craig, Susan

Date:04/02/2018



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

Lecture

Topics

Lec Hrs

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

Total Hours: 42.50

Lab

Topics		Lab Hrs
Program design tools and programming environments	ATTACHMENT 1	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
	Total Hours:	25.50

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

Created/Revised by: Sathrum, Luke

Date:05/02/2022



Catalog Description

CSCI 49 - PCs and Peripherals/A+

Transfer Status: CSU

Unit(s): 4.00

Contact Hours: 42.50 Lecture/76.50 Lab

Out of Class Hours: 85.00

Total Course Hours: 204.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Lab

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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Other Learning Materials

Required: Access to Cisco Networking Academy on-line content

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Fischer, Linda

Date:05/02/2022



Catalog Description

DFT 2 - Engineering Graphics I

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Technical Graphics Applications	2.00
Engineering Design	3.00
Basic solids modeling operations	3.00
Freehand Sketching and Lettering	2.00
Engineering Geometry and Modeling	3.00
Parts with extrudes, sweeps and lofts	6.00
Assemblies with mates and limits	6.00
Drawings with orthographic and pictorial views	2.00

Dimensioning, annotation and tolerancing	ATTACHMENT 1	4.00
Graphic Standards		3.00
Total Hours:		34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Technical Graphics Applications	2.00
Engineering Design	2.00
Basic solids modeling operations	8.00
Freehand Sketching and Lettering	4.00
Engineering Geometry and Modeling	8.00
Parts with extrudes, sweeps and lofts	8.00
Assemblies with mates and limits	6.00
Drawings with orthographic and pictorial views	6.00
Dimensioning, annotation and tolerancing	4.00
Graphic Standards	3.00
Total Hours:	51.00

Methods of Instruction

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

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Minimum Qualifications

Drafting, or Engineering (Masters Required)

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

DFT 12 - Beginning AutoCAD Drafting

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Lab

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

Orthographic Construction Problems		8.00
Sectional Views	ATTACHMENT 1	3.00
Auxiliary Drawings	ATTACHMENT 1	4.00
Annotation and Pictorial Drawing applications		6.00
Architectural Drawings, Layers and Scales		6.00
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

DFT 24 - Architectural Drafting Applications

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Lab

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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Sathrum, Luke



Catalog Description

EH 20 - Introduction to Environmental Horticulture

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Total Hours: 34.00

Lab

Topics

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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Other Learning Materials

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

Methods of Instruction

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

Methods of Evaluation

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



Catalog Description

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

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
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

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.

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. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

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

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)



Catalog Description

MSP 30 - Introduction to Digital Art

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 fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. (C-ID ARTS 250).

Objectives

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

- 1. Apply the elements and principles of design in finished digital images and time-based works.
2. Create a portfolio of work demonstrating formal, conceptual, and technical development.
3. Produce digital images and time-based work through various digital media input and output methods using vector or raster-based software.
4. Examine and describe contemporary approaches, language, aesthetics and emerging media in digital art.
5. Safely handle and maintain digital imaging hardware and materials
6. Evaluate and critique digital images and time-based works utilizing relevant terminology and concepts.

Course Content

Topic Titles / Suggested Time Topic

Table with 2 columns: Topic Titles / Suggested Time Topic and Lec Hrs. Includes sections for Lecture and Lab topics.

Examples of Assignments

Reading Assignments

- 1. Research and read about a digital artist, animator, videographer, illustrator or graphic designer specializing in digital art and design. Be prepared to critique in class.
2. Read a magazine article supplied by the instructor on specialized design techniques. Demonstrate technique to class.

Writing Assignments

1. Research a photoshop professional and write a one page biography on this individual. Include artist's photographs in the biography.
2. Write a one page paper on a digital artist to incorporate into a magazine layout. Include visual elements from the artist into the design.

Out-of-Class Assignments

1. Research a beginning digital arts tutorial, relating to photography, animation, 3D Arts, concept art, illustration or graphic design. Demonstrate the technique to the class.
2. Find natural objects such as twigs, rocks, dirt or a combination of man-made and natural objects to create a quote, sentence, or single descriptive word. Photograph this and share with class.

Recommended Materials of Instruction

Arntson, Amy. (2005). *Digital Design Basics*. Wadsworth Publishing, 1st.

London, Stone and Upton. (2019). *A Short Course in Digital Photography*. Prentice Hall, 4th.

Other Learning Materials

Reserve Library Books

Handout Materials

Methods of Instruction

- A. Instructor Demonstrations
- B. Lecture
- 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. Quizzes
- B. Oral Presentation
- C. Projects
- D. Written Assignments
- E. Class Discussion

Created/Revised by: Donnelly, Daniel

Date:05/02/2022



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

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

Lab

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

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 could utilize drones. Share this scenario with the class in an oral report.

ATTACHMENT 1

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

PHO 15 - Intermediate 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:

This course provides continued exploration in the advanced theories, vocabularies and techniques of digital photography. Emphasis will be on current issues in photography, portfolio development and advanced image editing and manipulation. Students will learn the basic theories of illumination and the utilization of a variety of light sources. Students will learn to manipulate color and black-and-white images, layers, special effects, photo restoration/colorizing, and filters to prepare images for print and web distribution.

Objectives

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

1. Analyze readings on digital photographic practice and theory.
2. Utilize artificial lighting equipment, systems, and backgrounds effectively in digital photographs images.
3. Create digital photographic images for submission to employers, galleries, or schools using professional image editing and presentation software.
4. Create digital images using advanced digital imaging techniques.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Adobe Photoshop Workspace	1.00
Integrating Adobe Lightroom	2.00
Basic Photoshop Editing	2.00
Non-destructive Editing	3.00
Selection Tools	2.00
Photoshop Camera Raw	2.00
Working with Masks and Channels	2.00
Smart Objects/Filters	1.00
Photo Compositing	2.00

High Dynamic Range	1.00
Panoramic Images	1.00
Other Photoshop Tools	ATTACHMENT 1 1.00
Preparing Files for Printing	1.00
Preparing Files for the Web	1.00
Assignment Introduction	3.00
Final Portfolio Introduction	1.00
Photography and Society	3.00
Critical Theory in Photography	3.00
Basic Studio Lighting	2.00
Total Hours:	34.00

Lab

Topics

Lab Hrs

Adobe Photoshop workspace	2.00
Integrating Adobe Lightroom	2.00
Basic Photoshop Editing	2.00
Non-destructive Editing	4.00
Selection Tools	3.00
Photoshop Camera Raw	3.00
Working with Masks and Channels	2.00
Smart Objects/Filters	2.00
Photo Compositing	4.00
High Dynamic Range	2.00
Panoramic Images	2.00
Other Photoshop Tools	4.00
Preparing Files for Printing	2.00
Preparing Files for the Web	2.00
Assignment Critique	8.00
Final Portfolio Critique	3.00
Basic Studio Lighting	4.00
Total Hours:	51.00

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. Problem-Solving Sessions
- D. Reading Assignments
- E. Demonstrations
- F. Discussion
- G. A.S. Degree in Photography
- Certificate in Professional Photography

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 information provided by the instructor on artificial lighting. Be prepared to demonstrate an understanding of the fundamentals of studio lighting.
2. Read a magazine article supplied by the instructor on Adobe Photoshop techniques. Demonstrate this technique to the class.

Writing Assignments

1. Based on sources provided by the instructor, write a one-page paper detailing how digital imaging has changed the work habits of photographers.
2. Read the essay "Criticizing Photographs" by Terry Barrett and write a two-page paper discussing the different ways that photography is used across media, society, and art.

Out-of-Class Assignments

1. Research and be prepared to discuss in class an advanced Photoshop image editing technique.
2. Design and execute a photo illustration, photo montage or HDR image. Be prepared to explain your working method to the class.

Recommended Materials of Instruction

Faris Belt, A. (2011). *The Elements of Photography: Understanding and Creating Sophisticated Images*. Routledge, 2nd. .

Hirsh, R. (2018). *Light & Lens: Photography in the Digital Age*. Routledge, 3rd. .

Created/Revised by: Donnelly, Daniel

Date:12/07/2020



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

<u>Topics</u>	<u>Lec Hrs</u>
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00

Color Balance and Adjustment		2.00
Printers/Papers		1.00
Print Presentation	ATTACHMENT 1	1.00
Other Lightroom Tools		2.00
Assignment Introduction		4.00
Final Portfolio Introduction		1.00
	Total Hours:	34.00

Lab

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

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



Catalog Description

POLS C1000 - American Government and Politics

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology. (C-ID POLS 110).

Objectives

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

1. Explain the founding and development of the U.S. and California Constitution.
2. Critique governing institutions and political processes within the United States and California.
3. Employ introductory political science research methods to contextualize contemporary political issues and operations in the United States and California.
4. Assess civil liberties and civil rights of individuals and groups as articulated in the U.S. and California Constitutions and subsequent court decisions.
5. Investigate the role of identity and political ideology in shaping public opinion and public policy in the United States and California.
6. Analyze how to effectively participate in politics at the national, state, county, and/or city levels.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
<p>Topics</p> <p>The purpose of government and nature of democratic governance</p> <ul style="list-style-type: none"> • Political philosophies that underlie democratic government • Comparison of representative and direct democracy • The value of, influences on, and consequences of participation and non-participation in democratic government <p>The U.S. and California Constitutions as frameworks for government</p> <ul style="list-style-type: none"> • Political philosophies of the framers and critics of the U.S. Constitution • Processes for amending and interpreting the U.S. and California Constitutions <p>The theory and practice of federalism in the United States, focusing on California</p> <ul style="list-style-type: none"> • The framework and operation of federal, state, and local relations • Interaction between the federal government and Native American tribes and entities <p>The structure and contemporary operations of federal, state, and local governing institutions in the United States and California including the</p> <ul style="list-style-type: none"> • Executive branch • Legislative branch • Judicial branch <p>Civil liberties and civil rights of individuals and groups</p> <ul style="list-style-type: none"> • Civil liberties and rights as articulated in the U.S. and California Constitutions and federal and state court decisions • Contemporary and historical interactions between government and marginalized populations within the United States based on factors such as race, ethnicity, sex, gender and gender expression, sexual orientation, class, ability status, age, citizenship status, language, religion, and/or other forms of identity <p>Individual and group behaviors within the context of the U.S. and California constitutions, including</p> <ul style="list-style-type: none"> • Elections, campaigns, and voting • Political parties • Interest groups • Social movements 	51.00

Topics

Factors that shape politics and policymaking including

- Political culture
- Political socialization
- Political ideologies
- Public opinion
- Media

Political issues and public policies

- Domestic
- Economic
- Foreign

Introductory research methods used in political science including

- Qualitative tools and techniques
- Quantitative tools and techniques

Total Hours:**51.00****Methods of Instruction**

- Discussion
- Group Discussions
- Guest Speakers
- Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- Lecture

Methods of Evaluation

- Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, essays, field journals, projects, critical analysis papers, service learning, simulations, research demonstrations, etc.
- Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Examples of Assignments**Reading Assignments**

- Read the chapter on public opinion, then read the supplementary article from the Washington Post's Monkey Cage Blog. Come to class prepared to contrast the majoritarian and pluralist models of democracy with respect to their assumptions about public opinion. Also, be prepared to explain what is happening in the figure about Proposition 19 and social desirability.
- Read the article about redistricting. Be prepared to discuss the difference between redistricting and gerrymandering, how redistricting impacts the incumbency advantage, and what the United States Supreme Court said in the Rucho case in 2019.

Writing Assignments

- After reading the chapter on federalism, find a news article that relates to either dual or cooperative federalism in a California based newspaper, like the Sacramento Bee. Write a one-page summary of your article and explain how it relates to either dual or cooperative federalism. Include MLA or APA citations.
- Comedian Stephen Colbert took the political world by storm in 2011 when he announced the creation of his "Americans for a Better Tomorrow, Tomorrow" Super PAC, an independent expenditure committee that would allow him to raise funds from individuals and corporations and engage in unlimited political spending (Comedy Central 2011). After reading the essay on Campaign Finance Reform and watching the video from Comedy Central, write a 2 page essay explaining the differences between Political Action Committees and Independent Expenditure Committees (Super PACs). Your short essay should also discuss the effects of Citizens United v. Federal Election Commission, a landmark Supreme Court case in 2010 that held that the First Amendment protects corporate political speech as part of "an essential mechanism of democracy" (Citizens United v. FEC 2010).

Out-of-Class Assignments

- In Fall of 2022 various candidates ran for public office at the state level. Locate two speeches or campaign events online. Be able to discuss the public policy differences in the events you observed during our next class. Please review the reading, from our textbook, on Elections and Campaigns before viewing the speeches and be prepared to incorporate key ideas and key terms from the chapter during class discussion.
- Attend the student debate on campus dealing with diversity and education. Be prepared to discuss in class. Be prepared to describe what "Affirmative Action" is; how this idea was treated by various parties in the debate.

Recommended Materials of Instruction

- Patterson, T. (2024). *We The People*. McGraw Hill, 15th. 9781265634568.
- Sidlow and Schenck. (2025). *GOVT 12: Principles of American Government*. Cengage, 12th. 9798214147062.
- Van Vechten. (2023). *California Politics: A Primer*. Sage, 7th. 9781071875445.

Janda, K., Berry, J.M., Goldman, J, Schildkraut, D, & Manna, P. (2024). The Challenge of Democracy: American Government in Global Politics. *Cengage, 15th*. 9780357794555.

ATTACHMENT 1

Zero Cost Textbook

Glen Krutz and Sylvie Waskiewicz. (2024). American Government 3e. OER. <https://openstax.org/details/books/american-government-3e/> Reti. 2023. Introduction to California Government and Politics. (OER)
[https://socialsci.libretexts.org/Bookshelves/Political_Science_and_Civics/Introduction_to_California_Government_and_Politics_\(Reti\)](https://socialsci.libretexts.org/Bookshelves/Political_Science_and_Civics/Introduction_to_California_Government_and_Politics_(Reti))

Other Learning Materials

Any college-level introduction to American government and politics textbook. May also include supplementary materials such as, but not limited to, primary sources (e.g. The Federalist Papers), readers, etc.

The Sacramento Bee newspaper

Minimum Qualifications

Political Science (Masters Required)

Created/Revised by: Bynoe, Cynthia

Date:11/04/2024



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

<u>Topics</u>	<u>Lec Hrs</u>
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 Márquez.

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



Catalog Description

SPAN 16 - Hispanic Film

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 a delineation and discussion of the central themes of selected films of prominent Hispanic filmmakers. A wide selection of feature length Spanish language films will be viewed and discussed. Hispanic cultures, as displayed in film, will be examined in terms of uniqueness and universality. 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. describe the implications and importance of cultural factors in relation to the films viewed
2. discuss the diversity of Spanish-speaking cultures
3. describe the basic human dimensions that are the foundation of all cultures
4. manipulate grammatical structures in Spanish
5. comprehend and use an increased body of Spanish vocabulary
6. demonstrate critical thinking through effective writing in Spanish

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to Hispanic film	3.00
Hispanic filmmakers	5.00
Overview of historical, political, cultural realities of the 20th and 21st centuries pertaining to the Spanish-Speaking World	3.00
Memory and Oblivion	10.00
Immigration and Exile	10.00
Marginalized Identities	10.00
The Spanish-Speaking World and Globalization	10.00

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
- E. Class Activities
- F. Collaborative Group Work
- G. Films

Methods of Evaluation

- A. Oral Presentation
- B. Homework
- C. Final Examination
- D. Written or Oral Examinations
- E. Quizzes

Examples of Assignments

Reading Assignments

1. Read "Las madres de la plaza de mayo" on madres.org for contextual information about "La historia oficial." Prepare an oral presentation on the historical context of the film.
2. Review the instructor generated handout on "Miel para Oshún." Be prepared to discuss the significance of the Cuban Revolution and its aftermath.

Writing Assignments

1. Research a current topic in Hispanic film production. Write a 2-page paper describing three examples (films) of the topic chosen.
2. Write a 3-page essay on the portrayal of the period of the Mexican Revolution in the film Como agua para chocolate.

Out-of-Class Assignments

1. Choose a feature length film from Latin America or Spain and prepare a group presentation following the model given by instructor.
2. Analyze the socio-political context of a Hispanic film, critically evaluating culturally relevant themes. Write a 2-page paper explaining the results of your analysis.

Recommended Materials of Instruction

McVey Gill, Smalley, Haro. (2020). Cinema for Spanish Conversation. *Focus Publishing, 5th*. 9781585109722.



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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	7/17/24	Appendix:	9/12/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Christine Henderson	Title:	Assistant Director
Telephone:	(559) 967-0117	Email:	chenderson@corebutte.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	CORE Butte Charter School	HIGH SCHOOL:	CORE Butte High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 245	TOTAL PROJECTED FTES: 24.5
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	AGS-40	Intro to Animal Science	Vera, Angie	M	9:00 - 10:05AM	HS	HS
1	2025FA	ALH-104	Medical Terminology	Emmons, Julie	W	9:00 - 10:35AM	HS	HS
1	2025FA	AUT-101	Automotive Shop Fundamentals	Pettersen, Cameron	T	2:40 - 5:30PM	CC	CC
1	2026SP	AUT-3	Specialized Auto Electronics	Kielb, Craig	Online	Online	CC	CC
1	2025FA	CLP-101	Career Ed/Life Choices	Henderson, Christine	M/W	10:00 - 11:05AM/11 - 12:35AM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Henderson, Christine	M/W	9:00 - 10:05AM/9-10:35AM	HS	HS
1	2026SP	COMM-C1000	Intro to Public Speaking	TBA	MW	11:00 - 12:15PM	CC	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Collins, Nathan	M/TTh	9:00 - 9:50AM/2:00 - 3:20PM	HS	HS
1	2026SP	ENGL-C1000	Academic Reading and Writing	Collins, Nathan	M	9:00 - 9:50AM	HS	HS
1	2025FA	HIST-10	U.S. History-1877-Prsnt	Martin, Daniel	MW	12:30 - 1:45PM	HS	HS
1	2026SP	HIST-10	U.S. History-1877-Prsnt	Martin, Daniel	MW	12:30 - 1:45PM	HS	HS
1	2025FA	MUS-1	Music Appreciation	Latham-Fairchild, Caroline	MW	11:00 - 12:15PM	CC	HS
1	2025FA	PHIL-8	Methods of Argument	Bootman, Scott	TTh	2:05 - 3:20PM	HS	HS
1	2026SP	PHIL-8	Methods of Argument	Bootman, Scott	TTh	2:05 - 3:20PM	HS	HS
1	2026SP	STAT-C1000	Introduction to Statistics	Aulakh, Ripandeep	Online	Online	CC	HS/Online

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 Title	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Intro to Animal Science	Modern Livestock & Poultry Production. Cengage, 10th.	\$0	N/A
Medical Terminology	Medical Terminology, A Living Language	\$0	N/A
Automotive Shop Fundamentals	Automotive Service Inspection Maintenance Repair, 6 th Edit	\$0	N/A
Specialized Auto Electronics	TBA	\$0	N/A
Career Ed/Life Choices	Blueprint for Success in College	\$0	N/A
Intro to Public Speaking	None	\$0	N/A
Academic Reading and Writing	They Say/I Say	\$0	N/A
U.S. History-1877-Prsnt	The American Yawp: A Massively Collaborative Open U.S. History Textbook.	\$0	N/A
Music Appreciation	None	\$0	N/A
Methods of Argument	Recommended Textbook per Butte College COR	\$0	N/A
Introduction to Statistics	None	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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	111	M-F	8:30 - 3:30PM
CBHS	203	M-F	8:30 - 3:30PM
CBHS	177	M-F	8:30 - 3:30PM
CBHS	112	M-F	8:30 - 3:30PM
CBHS	207	M-F	8:30 - 3:30PM
CBHS	112	M-F	8:30 - 3:30PM
CBHS	2702	M-F	8:30 - 3:30PM
CBHS	206	M-F	8:30 - 3:30PM
CBHS	205	M-F	8:30 - 3:30PM
CBHS	Online	M-F	8:30 - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CORE BUTTE CHARTER SCHOOL		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – CORE Butte 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$5,900		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

Lecture

Topics

Lec Hrs

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	ATTACHMENT 1
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	
Total Hours:	34.00

Lab

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

Examples of Assignments

Reading Assignments

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

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

ALH 104 - Medical Terminology

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Examples of Assignments

Reading Assignments

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

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

AUT 101 - Automotive Shop Fundamentals

Transfer Status: NT

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:

Fundamental introduction to the major systems of the automobile including safety and preventative maintenance services. This course will focus on Auto Shop Fundamentals and repair for individuals with little to no automotive repair or auto shop experience. Topics will include: Automotive industry tools and usage, Automobile systems theory and repair, vehicle maintenance, emergency roadside repair, buying a used vehicle, safety inspection, and automotive industry career opportunities.

Objectives

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

1. Demonstrate shop safety regarding working procedures and hazardous materials and waste handling.
2. Research and identify correct procedures and specifications for maintenance and repair of a modern automobile.
3. Perform minor service and maintenance procedures in a timely manner to industry standards.
4. Identify major components and describe the function of: a 4-cycle gasoline engine, Automatic and Manual transmissions, suspension and steering systems, and brake systems.
5. Identify, describe, and properly use the tools and personal protective equipment used in the automotive industry.
6. Demonstrate how to inspect a vehicle for safety, and/or purchasing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Orientation, vehicle and service information	2.00
Safety and environmental protection	2.00
Fasteners, hand tools and shop equipment	4.00
Engine operation and construction	4.00

Engine systems (lubrication, cooling, fuel, ignition, exhaust, emission control)	ATTACHMENT 1	6.00
Electrical systems		4.00
Transmission types		2.00
Brakes, suspension, tires, and wheels		4.00
Air conditioning and heating systems (HVAC)		2.00
Scheduled and preventative maintenance		2.00
Used vehicle inspection and road side emergency services		2.00
	Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and environmental protection	6.00
General operating systems of the modern automobile	12.00
Preventative maintenance	12.00
Minor repair activities that include each of the lecture content topics.	21.00
	Total Hours:
	51.00

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. Quizzes
- B. Homework
- C. Class participation
- D. Final Examination
- E. Performance Examinations
- F. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter about Engine Valve Adjustment, then complete the questions at the end of chapter review, and be prepared to discuss in class.

ATTACHMENT 1

2. Using your textbook, class hand-outs, and lecture notes, find the correct standard procedure for the torque sequence of five lug wheels. Take notes and be ready to discuss in class.

Writing Assignments

1. In a minimum of one page (double spaced, font size 14), write down the steps to accurately measure engine oil level, and the importance of completing each step.
2. In at least three paragraphs, write down how to change a flat tire on a vehicle. Remember to include safety techniques.

Out-of-Class Assignments

1. Use AllData to look up the fill capacities and fluid requirements for your personal vehicle (or vehicle of your choice). Be prepared to share your findings with the instructor.
2. Complete this week's quiz and reading assignment and submit to the instructor.

Recommended Materials of Instruction

Tim Gilles. (2020). *Automotive Service: Inspection, Maintenance, Repair*. Cengage, 6th. 978-1337794039.

James Duffy. (2022). *Modern Automotive Technology*. Goodhart-Wilcox, 10th. 978-1-64564-688-4.

Kirk VanGelder. (2023). *Fundamentals of Automotive Technology*. CDX Automotive, 3rd. 9781284230352.

Other Learning Materials

Safety Glasses

Created/Revised by: Kielb, Craig

Date:05/15/2023



Catalog Description

AUT 3 - Specialized Automotive Electronics

Transfer Status: CSU

Unit(s): 6.00

Contact Hours: 68.00 Lecture/102.00 Lab

Out of Class Hours: 136.00

Total Course Hours: 306.00

Course Description:

This course teaches students the fundamentals of electricity and electronics used currently in the Automotive industry, including semi-conductors and microcomputers. Electrical measuring devices, wire repair, circuits, schematics and practical diagnostic procedures are emphasized. Microcomputer inputs, processing, outputs, testing, and operation will be explained. Students will acquire the fundamental knowledge and skills to diagnose and service modern automotive electrical and electronic systems, with emphasis on advanced diagnostic routines needed to correct circuit anomalies such as shorts, opens, and parasitic draws.

Objectives

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

1. Identify and describe the fundamental principles and components of electrical and electronic circuits.
2. Analyze and measure series and parallel circuits.
3. Read, interpret, and illustrate electrical schematics.
4. Identify, explain, and test semi-conductors and relays in electrical circuits
5. Identify, explain and test multiplex control module inputs and outputs.
6. Use Industry standard tools to diagnose parasitic draws.
7. Properly use tools and equipment for testing and repairing electrical faults.
8. Develop a strategy based diagnostic routine to diagnose and repair various circuit faults.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Fundamentals of Electronics	10.00
Meters and Test Equipment	4.00
Series Circuits	4.00
Parallel Circuits	4.00
Schematics and Diagnosis	8.00
Wire & Terminal Repair	6.00

Transistors and Electronics	6.00
Inputs, Processing, and Outputs	9.00
Strategy Based Troubleshooting & Diagnosis	7.00
Parasitic Drain Diagnosis	4.00
On-car Diagnosis	6.00
Total Hours:	68.00

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

Voltage, Resistance and Current	16.00
Meters and Test Equipment	14.00
Schematic Design	8.00
Series Circuits	10.00
Parallel Circuits	10.00
Relay Diagnosis	8.00
Wire & Terminal Repair	8.00
On and Off-car DMM Skills Practice	18.00
On-car Diagnosis of Parasitic Drains	10.00
Total Hours:	102.00

Methods of Instruction

- A. Collaborative Group Work
- 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. Laboratory Experiments
- F. Lecture
- G. Multimedia Presentations
- H. Reading Assignments
- I. CA Honda PACT

Methods of Evaluation

- A. Exams/Tests
- B. Group Participation
- C. Class participation
- D. Final Examination
- E. Written or Oral Examinations
- F. Practical Evaluations
- G. One hands-on individual lab final

Reading Assignments

1. Read the chapter on “Electrical Fundamentals” in your textbook. Answer the review questions and be prepared to take the chapter quiz.
2. Read the Chapter on “Electrical Circuits and Ohm’s Law” in your textbook. Be prepared to discuss in class.

Writing Assignments

1. Writing Assignments Write a minimum 100 word discussion entry on the knowledge that you gained reading “Electrical Circuits and Ohm’s Law.”
2. Write a half page summary on the knowledge that you gained reading “Electrical Fundamentals.”

Out-of-Class Assignments

1. Contribute to the online discussion forum on electrical fundamentals.
2. Describe the relationship between volts, ohms, and amps on a discussion board.

Recommended Materials of Instruction

Other Learning Materials

www.in.honda.com login credentials (supplied by American Honda)(for Honda students only)

Other Learning Materials

Instructor supplied textbook and/or handouts.

Other Learning Materials

Safety glasses

Other Learning Materials

Soldering supplies

Other Learning Materials

Uniforms

Other Learning Materials

All other supplies provided in class

Minimum Qualifications

Automotive Technology

Created/Revised by: Kielb, Craig

Date:03/10/2021



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

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

COMM C1000 - Introduction to 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:

In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. (C-ID COMM 110).

Objectives

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

1. Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.
2. Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.
3. Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose.
4. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.
5. Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.
6. Employ effective listening practices.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication. 51.00

Critical analysis of historical and contemporary public discourse.

Ethical communication practices as senders and receivers.

Effective listening and principles of constructive feedback.

Rhetorical sensitivity to diverse audiences.

Adaptation to audiences, rhetorical situations, and purposes.

Types of speeches (for example, speeches to inform, persuade, entertain).

Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.

Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.

Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.

Effective practice and delivery skills using various modes of delivery.

Effective verbal and nonverbal practices while delivering a speech.

Techniques for managing communication apprehension.

Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.

Total Hours: 51.00

Methods of Instruction

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

Methods of Evaluation

- A. A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.
- B. Additional methods of evaluation are at the discretion of local faculty.

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 to class prepared to discuss the article and its value as a possible source for a persuasive speech.
2. Read the assigned chapter on types of evidence and come to class with at least two examples of each type of evidence listed. Bring your APA style guide and be prepared to complete properly formatted source citations and referencing in class, working with a partner (no more than one page).

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 for a 5-7 minute informative speech, including a minimum of 4 sources, 2 of which are from academic journal articles, with corresponding references per APA guidelines. Your outline should be 3-4 pages long.
2. Review three of your own videotaped speeches and write a 2-3 page self-evaluation essay, analyzing content, organization and delivery of each speech. Provide an assessment of your strengths and weaknesses as a speaker, and discuss specific methods for improvement.

Out-of-Class Assignments

1. Review the sample speech provided online and come to class with no more than one page of suggestions for improvement.
2. Working with a partner, prepare a poster-size diagram of the Transactional Model of Communication, illustrating a specific communication context (e.g. public speech, private conversation, argument among friends, etc. Make sure you illustrate and label all parts of the Model. You will present your poster to the class, and we will display it in the classroom for the rest of the semester. Be colorful and creative, and have fun!

Recommended Materials of Instruction

Floyd, K. (2023). *Public Speaking Matters. McGraw-Hill, 3rd.* 9781264377718.

Lucas, S. and Stob, P. (2023). *The Art of Public Speaking. McGraw Hill, 13th.* 9781265457082.

German, Kathleen. (2021). *Principles of Public Speaking. Routledge, 20th.* 9780367860288.

Zero Cost Textbook

Barton and Tucker. *Exploring Public Speaking.* (Latest edition). LibreTexts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_\(Barton_and_Tucker\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_(Barton_and_Tucker))

Mapes, M. *Speak Out, Call In: Public Speaking as Advocacy.* LibreTexts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_\(Mapes\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_(Mapes))

Cunill, M. *Fundamentals of Public Speaking.* (Latest Edition). LumenLearning (OER) <https://lumenlearning.com/courses/public-speaking/>

Other Learning Materials

Texts used by individual institutions and instructors may vary based on local college practice.

Minimum Qualifications

Communication Studies

Created/Revised by: McCabe, Deborah

Date: 11/04/2024



Catalog Description

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

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
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

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.

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. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

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

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)



Catalog Description

HIST 10 - United States History-1877 to Present

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:

A survey of the history of the United States, from the end of Reconstruction to the Present, that addresses important political, economic, social, and cultural developments. The course also introduces students to the historical reasoning skills necessary to form their own understanding of the past, and of contemporary society. (C-ID HIST 140).

Objectives

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

1. find and evaluate primary and secondary sources, analyze and synthesize information, and compose arguments grounded in knowledge of the past.
2. explain historical events and developments in chronological and contextual relation to one another.
3. demonstrate an understanding of U.S. History through multiple analytical categories such as race, class, gender and ethnicity.
4. demonstrate an understanding of America's growth in a global context.
5. explain major economic, technological and scientific developments and their historical significance.
6. analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.
7. explain major social and cultural developments, their causes and effects, and their historical significance.
8. consider the relevancy and use of history in contemporary society.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Introduction to the Study of History

Lec Hrs

3.00

Reconstruction

3.00

Continental and Commercial Expansion

- A. The Trans-Mississippi West
- B. The Rise of Industry
- C. Immigration
- D. The New Urban America
- E. Imperialism

ATTACHMENT 1

6.00

Reform

- A. Populism
- B. Progressivism

3.00

The First World War and Its Aftermath

3.00

The Twenties

3.00

The Great Depression and the New Deal

6.00

The Second World War

3.00

Cold War America

6.00

The Civil Rights Era

6.00

The Vietnam War: At Home and Abroad

3.00

The Conservative Turn

3.00

The U. S. in a Global Era

3.00

Total Hours:

51.00

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Group Discussions
- C. Guest Speakers
- D. Lecture
- E. Multimedia Presentations
- F. Class Activities
- G. Collaborative Group Work
- H. Homework: A major part of that time will be spent reading both primary and secondary sources, including but not limited to monographs, articles, course readers, textbooks, literature and/or websites.

Methods of Evaluation

- A. Quizzes
- B. Research Projects
- C. Oral Presentation
- D. Written Assignments
- E. Class Discussion
- F. Exams/Tests

Examples of Assignments

1. Read the essay, "Why Study History," by Peter Stearns. Rank the six reasons that he provides, with the reason you find most convincing first and descending to the reason you find least compelling. Arrive in class prepared to discuss the reading and your thoughts.
2. Read Chapter 5 in *Going to the Source*. As you read, make a list of both the advantages and disadvantages of using advertisements as evidence of the past. Arrive in class ready to hand in your list, and to participate in an activity analyzing historical advertisements.

Writing Assignments

1. Compose a 750-1000 word essay in response to the question: Was the decision to use atomic bombs against Japan the right one? Or, should the U. S. have pursued some other course of action to end the war? The essay should include specific references to primary sources. It should also reflect accurate knowledge of the issues/circumstances surrounding the bombings.
2. The article, "The Bakke Case" asks, "Is Affirmative Action Necessary and Legal, or does it violate the U. S. Constitution?" Write a 750-1000 word essay on the article in which you summarize key arguments presented by supporters of affirmative action and key arguments presented by critics of affirmative action. This should be an informative/descriptive history essay written in a scholarly tone. The overarching question will then be considered in classroom discussion.

Out-of-Class Assignments

1. Go to the "How to Use Primary Sources" page of the *Primary Source Village* website. Read through each page of the tutorial, examining the examples as you read. Then search online for a primary source on something specific that you encountered in this week's assigned reading.
 1. Write a full description of your primary source, following the steps outlined in the tutorial.
 2. Briefly describe how the primary source adds to your understanding of the topic.
 3. Provide a source citation for where you found the primary source, as well as citations for any other materials used to complete the assignment.
2. From the *History Skills* website, study the tutorial on "The Difference Between Opinion and Perspective." Then, read the *Newsweek* opinion piece, "Why the Supreme Court Has Nine Judges." In a short essay, identify the author and his perspective, and explain his key ideas regarding the number of Supreme Court justices.

Recommended Materials of Instruction

Foner, E. (2022). Give Me Liberty!: An American History (Vol. 2). *W. W. Norton & Company, Seagull 7th*. 978-1-324-04134-4.

Harris, T. (editor). (2003). Black Frontiersman: The Memoirs of Henry O. Flipper, First Black Graduate of West Point. *Texas Christian University Press, 2nd*. 978-0875652825.

Brown, V.B. & Shannon, T.J. (2019). Going to the Source: The Bedford Reader in American History (Volume II: Since 1865). *Bedford St. Martin's, Fifth*. 978-1319106287.

King, G. (2013). Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America. *Harper Perennial, Reprint*. 978-0061792267.

Corbett, P. et al. (2022). U. S. History. *OpenStax, OER*. 978-1-947172-08-1.

Created/Revised by: Trolinger, Christine

Date:05/01/2023



Catalog Description

MUS 1 - Music Appreciation

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

ATTACHMENT 1

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

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

<u>Topics</u>	<u>Lec Hrs</u>
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	
a. Analyzing an argument (claims and their support)	
b. Identifying the author's thesis, purpose, methods, persona	6.00
c. Construction an argument (planning, drafting, and revising a paper)	
	ATTACHMENT 1
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	
	Total Hours:
	51.00

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



Catalog Description

STAT C1000 - Introduction to Statistics

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra

Unit(s): 4.00

Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. (C-ID MATH 110).

Objectives

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

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

Course Content

Topic Titles / Suggested Time Topic		
Topics	<u>Lecture</u>	<u>Lec Hrs</u>
Introduction to statistical thinking and processes		
Technology-based statistical analysis		
Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science		
Units (subjects/cases) and variables in a data set, including multivariable data sets		
Categorical and quantitative variables		
Sampling methods, concerns, and limitations, including bias and random variability		
Observational studies and experiments		68.00
Data summaries, visualizations, and descriptive statistics		
Probability concepts		
Probability distributions (e.g., binomial, normal)		
Sampling distributions and the Central Limit Theorem		
Estimation and confidence intervals		
Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results		
Regression, including correlation and linear regression equations		
	Total Hours:	68.00

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. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

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

Peck, R., Case, C. (2024). *Statistics: Learning from Data. Cengage, 3rd.* 978-0357758298.

Gould, R., Wong, R., Ryan, C. (2025). *Introductory Statistics Exploring the World Through Data. Pearson, 4th.* 9780138242145.

Triola, M. (2023). *Essentials of Statistics. Pearson, 7th.* 9780137466092.

Zero Cost Textbook

Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024: <https://www.openintro.org/book/ims/> Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023: <https://openstax.org/details/books/introductory-statistics-2e> Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin, 2021: <https://www.utdanacenter.org/products/introductory-statistics>

Other Learning Materials

MyMathLab, a computer web-based learning system; graphing calculator with statistical capabilities

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by: Bartsch, Kimberly

Date:11/04/2024



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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Chloe Bartel	Title:	District Secretary
Telephone:	(530) 895-4675 x5001	Email:	cbartel@durhamunified.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Durham Unified School Dist.	HIGH SCHOOL:	Durham High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 125	TOTAL PROJECTED FTES: 12.5
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	AUT-101	Automotive Shop Fundamentals	Luther, Jon-Mikel	TWThF	8:05 - 8:55AM	CC	HS
1	2025FA	COMM-C1000	Intro to Public Speaking	Rapozo Davis, Laura	Online	Online	CC	Online
1	2025FA	EH-38	Greenhouse Production	Trujillo, Anyssa	TWThF	2:20 - 3:10PM	HS	HS
1	2025FA	EH-38	Greenhouse Production	Trujillo, Anyssa	TWThF	10:00 - 10:50AM	HS	HS
1	2026SP	HIST-10	U.S. History-1877-Prsnt	TBA	Online	Online	CC	Online
1	2026SP	SPAN-16	Hispanic Film	Carrillo, Heidi	TWThF	9:00 - 9:50AM	HS	HS
1	2025FA	SPAN-3	Third Semester Spanish	Carrillo, Heidi	TWThF	9:00 - 9:50AM	HS	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
Automotive Shop Fundamentals	Tim Gilles, Automotive Service Inspection Maintenance Repair, Sixth Edition	\$0	N/A
Public Speaking	None	\$0	N/A
College and Life Success	FREE: https://press.rebus.community/blueprint2/	\$0	N/A
U.S. History 1877-Present	None	\$0	N/A
Third Semester Spanish	Realidades, level 3 2014 edition/Somos curriculum	\$0	N/A
Hispanic Film	Cinema for Spanish conversation	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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	SHOP	M-F	8:00 - 3:30PM
DHS	Online	M-F	8:00 - 3:30PM
DHS	P61	M-F	8:00 - 3:30PM
DHS	103	M-F	8:00 - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	DURHAM UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Durham High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$2,700		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

AUT 101 - Automotive Shop Fundamentals

Transfer Status: NT

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:

Fundamental introduction to the major systems of the automobile including safety and preventative maintenance services. This course will focus on Auto Shop Fundamentals and repair for individuals with little to no automotive repair or auto shop experience. Topics will include: Automotive industry tools and usage, Automobile systems theory and repair, vehicle maintenance, emergency roadside repair, buying a used vehicle, safety inspection, and automotive industry career opportunities.

Objectives

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

1. Demonstrate shop safety regarding working procedures and hazardous materials and waste handling.
2. Research and identify correct procedures and specifications for maintenance and repair of a modern automobile.
3. Perform minor service and maintenance procedures in a timely manner to industry standards.
4. Identify major components and describe the function of: a 4-cycle gasoline engine, Automatic and Manual transmissions, suspension and steering systems, and brake systems.
5. Identify, describe, and properly use the tools and personal protective equipment used in the automotive industry.
6. Demonstrate how to inspect a vehicle for safety, and/or purchasing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Orientation, vehicle and service information	2.00
Safety and environmental protection	2.00
Fasteners, hand tools and shop equipment	4.00
Engine operation and construction	4.00

Engine systems (lubrication, cooling, fuel, ignition, exhaust, emission control)	ATTACHMENT 1	6.00
Electrical systems		4.00
Transmission types		2.00
Brakes, suspension, tires, and wheels		4.00
Air conditioning and heating systems (HVAC)		2.00
Scheduled and preventative maintenance		2.00
Used vehicle inspection and road side emergency services		2.00
	Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and environmental protection	6.00
General operating systems of the modern automobile	12.00
Preventative maintenance	12.00
Minor repair activities that include each of the lecture content topics.	21.00
	Total Hours:
	51.00

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. Quizzes
- B. Homework
- C. Class participation
- D. Final Examination
- E. Performance Examinations
- F. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter about Engine Valve Adjustment, then complete the questions at the end of chapter review, and be prepared to discuss in class.

2. Using your textbook, class hand-outs, and lecture notes, find the correct standard procedure for the torque sequence of five lug wheels. Take notes and be ready to discuss in class.

Writing Assignments

1. In a minimum of one page (double spaced, font size 14), write down the steps to accurately measure engine oil level, and the importance of completing each step.
2. In at least three paragraphs, write down how to change a flat tire on a vehicle. Remember to include safety techniques.

Out-of-Class Assignments

1. Use AllData to look up the fill capacities and fluid requirements for your personal vehicle (or vehicle of your choice). Be prepared to share your findings with the instructor.
2. Complete this week's quiz and reading assignment and submit to the instructor.

Recommended Materials of Instruction

Tim Gilles. (2020). *Automotive Service: Inspection, Maintenance, Repair. Cengage, 6th.* 978-1337794039.

James Duffy. (2022). *Modern Automotive Technology. Goodhart-Wilcox, 10th.* 978-1-64564-688-4.

Kirk VanGelder. (2023). *Fundamentals of Automotive Technology. CDX Automotive, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Created/Revised by: Kielb, Craig

Date:05/15/2023



Catalog Description

COMM C1000 - Introduction to 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:

In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. (C-ID COMM 110).

Objectives

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

1. Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.
2. Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.
3. Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose.
4. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.
5. Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.
6. Employ effective listening practices.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication. 51.00

Critical analysis of historical and contemporary public discourse.

Ethical communication practices as senders and receivers.

Effective listening and principles of constructive feedback.

Rhetorical sensitivity to diverse audiences.

Adaptation to audiences, rhetorical situations, and purposes.

Types of speeches (for example, speeches to inform, persuade, entertain).

Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.

Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.

Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.

Effective practice and delivery skills using various modes of delivery.

Effective verbal and nonverbal practices while delivering a speech.

Techniques for managing communication apprehension.

Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.

Total Hours: 51.00

Methods of Instruction

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

Methods of Evaluation

- A. A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.
- B. Additional methods of evaluation are at the discretion of local faculty.

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 to class prepared to discuss the article and its value as a possible source for a persuasive speech.
2. Read the assigned chapter on types of evidence and come to class with at least two examples of each type of evidence listed. Bring your APA style guide and be prepared to complete properly formatted source citations and referencing in class, working with a partner (no more than one page).

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 for a 5-7 minute informative speech, including a minimum of 4 sources, 2 of which are from academic journal articles, with corresponding references per APA guidelines. Your outline should be 3-4 pages long.
2. Review three of your own videotaped speeches and write a 2-3 page self-evaluation essay, analyzing content, organization and delivery of each speech. Provide an assessment of your strengths and weaknesses as a speaker, and discuss specific methods for improvement.

Out-of-Class Assignments

1. Review the sample speech provided online and come to class with no more than one page of suggestions for improvement.
2. Working with a partner, prepare a poster-size diagram of the Transactional Model of Communication, illustrating a specific communication context (e.g. public speech, private conversation, argument among friends, etc. Make sure you illustrate and label all parts of the Model. You will present your poster to the class, and we will display it in the classroom for the rest of the semester. Be colorful and creative, and have fun!

Recommended Materials of Instruction

Floyd, K. (2023). *Public Speaking Matters. McGraw-Hill, 3rd.* 9781264377718.

Lucas, S. and Stob, P. (2023). *The Art of Public Speaking. McGraw Hill, 13th.* 9781265457082.

German, Kathleen. (2021). *Principles of Public Speaking. Routledge, 20th.* 9780367860288.

Zero Cost Textbook

Barton and Tucker. *Exploring Public Speaking.* (Latest edition). LibreTexts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_\(Barton_and_Tucker\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_(Barton_and_Tucker))

Mapes, M. *Speak Out, Call In: Public Speaking as Advocacy.* LibreTexts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_\(Mapes\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_(Mapes))

Cunill, M. *Fundamentals of Public Speaking.* (Latest Edition). LumenLearning (OER) <https://lumenlearning.com/courses/public-speaking/>

Other Learning Materials

Texts used by individual institutions and instructors may vary based on local college practice.

Minimum Qualifications

Communication Studies

Created/Revised by: McCabe, Deborah

Date: 11/04/2024



Catalog Description

EH 38 - Greenhouse Production

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Lab

Topics

Lab Hrs

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

HIST 10 - United States History-1877 to Present

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:

A survey of the history of the United States, from the end of Reconstruction to the Present, that addresses important political, economic, social, and cultural developments. The course also introduces students to the historical reasoning skills necessary to form their own understanding of the past, and of contemporary society. (C-ID HIST 140).

Objectives

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

1. find and evaluate primary and secondary sources, analyze and synthesize information, and compose arguments grounded in knowledge of the past.
2. explain historical events and developments in chronological and contextual relation to one another.
3. demonstrate an understanding of U.S. History through multiple analytical categories such as race, class, gender and ethnicity.
4. demonstrate an understanding of America's growth in a global context.
5. explain major economic, technological and scientific developments and their historical significance.
6. analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.
7. explain major social and cultural developments, their causes and effects, and their historical significance.
8. consider the relevancy and use of history in contemporary society.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Introduction to the Study of History

Lec Hrs

3.00

Reconstruction

3.00

Continental and Commercial Expansion

- A. The Trans-Mississippi West
- B. The Rise of Industry
- C. Immigration
- D. The New Urban America
- E. Imperialism

ATTACHMENT 1

6.00

Reform

- A. Populism
- B. Progressivism

3.00

The First World War and Its Aftermath

3.00

The Twenties

3.00

The Great Depression and the New Deal

6.00

The Second World War

3.00

Cold War America

6.00

The Civil Rights Era

6.00

The Vietnam War: At Home and Abroad

3.00

The Conservative Turn

3.00

The U. S. in a Global Era

3.00

Total Hours:

51.00

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Group Discussions
- C. Guest Speakers
- D. Lecture
- E. Multimedia Presentations
- F. Class Activities
- G. Collaborative Group Work
- H. Homework: A major part of that time will be spent reading both primary and secondary sources, including but not limited to monographs, articles, course readers, textbooks, literature and/or websites.

Methods of Evaluation

- A. Quizzes
- B. Research Projects
- C. Oral Presentation
- D. Written Assignments
- E. Class Discussion
- F. Exams/Tests

Examples of Assignments

1. Read the essay, "Why Study History," by Peter Stearns. Rank the six reasons that he provides, with the reason you find most convincing first and descending to the reason you find least compelling. Arrive in class prepared to discuss the reading and your thoughts.
2. Read Chapter 5 in *Going to the Source*. As you read, make a list of both the advantages and disadvantages of using advertisements as evidence of the past. Arrive in class ready to hand in your list, and to participate in an activity analyzing historical advertisements.

Writing Assignments

1. Compose a 750-1000 word essay in response to the question: Was the decision to use atomic bombs against Japan the right one? Or, should the U. S. have pursued some other course of action to end the war? The essay should include specific references to primary sources. It should also reflect accurate knowledge of the issues/circumstances surrounding the bombings.
2. The article, "The Bakke Case" asks, "Is Affirmative Action Necessary and Legal, or does it violate the U. S. Constitution?" Write a 750-1000 word essay on the article in which you summarize key arguments presented by supporters of affirmative action and key arguments presented by critics of affirmative action. This should be an informative/descriptive history essay written in a scholarly tone. The overarching question will then be considered in classroom discussion.

Out-of-Class Assignments

1. Go to the "How to Use Primary Sources" page of the *Primary Source Village* website. Read through each page of the tutorial, examining the examples as you read. Then search online for a primary source on something specific that you encountered in this week's assigned reading.
 1. Write a full description of your primary source, following the steps outlined in the tutorial.
 2. Briefly describe how the primary source adds to your understanding of the topic.
 3. Provide a source citation for where you found the primary source, as well as citations for any other materials used to complete the assignment.
2. From the *History Skills* website, study the tutorial on "The Difference Between Opinion and Perspective." Then, read the *Newsweek* opinion piece, "Why the Supreme Court Has Nine Judges." In a short essay, identify the author and his perspective, and explain his key ideas regarding the number of Supreme Court justices.

Recommended Materials of Instruction

Foner, E. (2022). Give Me Liberty!: An American History (Vol. 2). *W. W. Norton & Company, Seagull 7th*. 978-1-324-04134-4.

Harris, T. (editor). (2003). Black Frontiersman: The Memoirs of Henry O. Flipper, First Black Graduate of West Point. *Texas Christian University Press, 2nd*. 978-0875652825.

Brown, V.B. & Shannon, T.J. (2019). Going to the Source: The Bedford Reader in American History (Volume II: Since 1865). *Bedford St. Martin's, Fifth*. 978-1319106287.

King, G. (2013). Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America. *Harper Perennial, Reprint*. 978-0061792267.

Corbett, P. et al. (2022). U. S. History. *OpenStax, OER*. 978-1-947172-08-1.

Created/Revised by: Trolinger, Christine

Date:05/01/2023



Catalog Description

SPAN 16 - Hispanic Film

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 a delineation and discussion of the central themes of selected films of prominent Hispanic filmmakers. A wide selection of feature length Spanish language films will be viewed and discussed. Hispanic cultures, as displayed in film, will be examined in terms of uniqueness and universality. 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. describe the implications and importance of cultural factors in relation to the films viewed
2. discuss the diversity of Spanish-speaking cultures
3. describe the basic human dimensions that are the foundation of all cultures
4. manipulate grammatical structures in Spanish
5. comprehend and use an increased body of Spanish vocabulary
6. demonstrate critical thinking through effective writing in Spanish

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to Hispanic film	3.00
Hispanic filmmakers	5.00
Overview of historical, political, cultural realities of the 20th and 21st centuries pertaining to the Spanish-Speaking World	3.00
Memory and Oblivion	10.00
Immigration and Exile	10.00
Marginalized Identities	10.00
The Spanish-Speaking World and Globalization	10.00

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
- E. Class Activities
- F. Collaborative Group Work
- G. Films

Methods of Evaluation

- A. Oral Presentation
- B. Homework
- C. Final Examination
- D. Written or Oral Examinations
- E. Quizzes

Examples of Assignments

Reading Assignments

1. Read "Las madres de la plaza de mayo" on madres.org for contextual information about "La historia oficial." Prepare an oral presentation on the historical context of the film.
2. Review the instructor generated handout on "Miel para Oshún." Be prepared to discuss the significance of the Cuban Revolution and its aftermath.

Writing Assignments

1. Research a current topic in Hispanic film production. Write a 2-page paper describing three examples (films) of the topic chosen.
2. Write a 3-page essay on the portrayal of the period of the Mexican Revolution in the film Como agua para chocolate.

Out-of-Class Assignments

1. Choose a feature length film from Latin America or Spain and prepare a group presentation following the model given by instructor.
2. Analyze the socio-political context of a Hispanic film, critically evaluating culturally relevant themes. Write a 2-page paper explaining the results of your analysis.

Recommended Materials of Instruction

McVey Gill, Smalley, Haro. (2020). Cinema for Spanish Conversation. *Focus Publishing, 5th*. 9781585109722.



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	3.00
The subjunctive with conjunctions	ATTACHMENT 1 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
Si clauses	3.00
Summary of the uses of the subjunctive	3.00
Total Hours:	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

Examples of Assignments

Reading Assignments

1. Read and be prepared to discuss the characters and main themes of a short story by Isabel Allende attached 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 **Stony Creek Joint 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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	7/25/24	Appendix:	9/23/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Emily Pendell	Title:	Superintendent
Telephone:	(530)968-5361	Email:	ependell@scjUSD.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Stony Creek Joint Unified	HIGH SCHOOL:	Elk Creek Junior Senior High

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 10	TOTAL PROJECTED FTES: 1
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	CLP-101	Career Ed/Life Choices	Tucker, Dallan	MTWTh	10:55 - 11:45AM	HS	HS

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

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

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Career Ed/Life Choices	Career Choices and Changes	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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
ECHS	7	M-F	8:30 – 3:30PM

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

STONY CREEK JOINT UNIFIED SCHOOL DISTRICT

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	STONY CREEK JOINT UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Elk Creek 2025-26				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	\$600	
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

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

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



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

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



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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Tiffany Herringer	Title:	Coordinator, Career & Technical Education
Telephone:	(530) 891-3000 x201464	Email:	therringer@chicousd.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	HIGH SCHOOL:	Fair View High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 10	TOTAL PROJECTED FTES: 1
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	AUT-101	Automotive Shop Fundamentals	Luther, John	HYBRID	HYBRID	CC	CC/HS Online

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 Title	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Automotive Shop Fundamentals	Tim Gilles, Automotive Service Inspection Maintenance Repair, Sixth Edition	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course 650.00 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
FVHS	Hybrid	M-F	8:30 - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CHICO UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Fairview High 2025/26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$300		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

AUT 101 - Automotive Shop Fundamentals

Transfer Status: NT

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:

Fundamental introduction to the major systems of the automobile including safety and preventative maintenance services. This course will focus on Auto Shop Fundamentals and repair for individuals with little to no automotive repair or auto shop experience. Topics will include: Automotive industry tools and usage, Automobile systems theory and repair, vehicle maintenance, emergency roadside repair, buying a used vehicle, safety inspection, and automotive industry career opportunities.

Objectives

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

1. Demonstrate shop safety regarding working procedures and hazardous materials and waste handling.
2. Research and identify correct procedures and specifications for maintenance and repair of a modern automobile.
3. Perform minor service and maintenance procedures in a timely manner to industry standards.
4. Identify major components and describe the function of: a 4-cycle gasoline engine, Automatic and Manual transmissions, suspension and steering systems, and brake systems.
5. Identify, describe, and properly use the tools and personal protective equipment used in the automotive industry.
6. Demonstrate how to inspect a vehicle for safety, and/or purchasing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Orientation, vehicle and service information	2.00
Safety and environmental protection	2.00
Fasteners, hand tools and shop equipment	4.00
Engine operation and construction	4.00

Engine systems (lubrication, cooling, fuel, ignition, exhaust, emission control)	ATTACHMENT 1	6.00
Electrical systems		4.00
Transmission types		2.00
Brakes, suspension, tires, and wheels		4.00
Air conditioning and heating systems (HVAC)		2.00
Scheduled and preventative maintenance		2.00
Used vehicle inspection and road side emergency services		2.00
	Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and environmental protection	6.00
General operating systems of the modern automobile	12.00
Preventative maintenance	12.00
Minor repair activities that include each of the lecture content topics.	21.00
	Total Hours:
	51.00

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. Quizzes
- B. Homework
- C. Class participation
- D. Final Examination
- E. Performance Examinations
- F. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter about Engine Valve Adjustment, then complete the questions at the end of chapter review, and be prepared to discuss in class.

2. Using your textbook, class hand-outs, and lecture notes, find the correct standard procedure for the torque sequence of five lug wheels. Take notes and be ready to discuss in class.

Writing Assignments

1. In a minimum of one page (double spaced, font size 14), write down the steps to accurately measure engine oil level, and the importance of completing each step.
2. In at least three paragraphs, write down how to change a flat tire on a vehicle. Remember to include safety techniques.

Out-of-Class Assignments

1. Use AllData to look up the fill capacities and fluid requirements for your personal vehicle (or vehicle of your choice). Be prepared to share your findings with the instructor.
2. Complete this week's quiz and reading assignment and submit to the instructor.

Recommended Materials of Instruction

Tim Gilles. (2020). *Automotive Service: Inspection, Maintenance, Repair. Cengage, 6th.* 978-1337794039.

James Duffy. (2022). *Modern Automotive Technology. Goodhart-Wilcox, 10th.* 978-1-64564-688-4.

Kirk VanGelder. (2023). *Fundamentals of Automotive Technology. CDX Automotive, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Created/Revised by: Kielb, Craig

Date:05/15/2023



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 **Glenn County Office of Education** ("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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/22/24	Appendix:	9/25/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Dan LaBar	Title:	Principal
Telephone:	530-865-1683	Email:	dlabar@glenncoe.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Glenn County Office of Education	HIGH SCHOOL:	William Finch Charter School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 12	TOTAL PROJECTED FTES: 1.2
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	CDF-12	Child/Family/Community	Villalba, Margarita	TTh	8:00 - 9:15AM	HS	HS
1	2025FA	CDF-14	Child Growth/Development	Villalba, Margarita	TTh	12:15 - 1:25PM	HS	HS
1	2025FA	MUS-20	Guitar I	Mullins, Freddy	MW	1:30 - 2:20PM	HS	HS
1	2025FA	MUS-51	Digital Music Production I	Mullins, Freddy	MW	10:30 - 11:45AM	HS	HS
1	2025FA	MUS-52	Intro to Recording Techniques	Mullins, Freddy	MW	9:15 - 10:30AM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Mullins, Freddy	TTh	1:30 - 2:45PM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Mullins, Freddy	TTh	9:15 - 10:30AM	HS	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 Title	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Child/Family/Community	Child, Family, and Community by Rebecca Laff	\$0	N/A
Child Growth/Development	Understanding the Whole Child: Prenatal Development through Adolescence by Jennifer Paris, Antoinette Ricardo, & Dawn Rymond	\$0	N/A
Guitar I	Alfred's Basic Guitar Method 1 (Third Edition), By Morty Manus and Ron Manus	\$0	N/A
Digital Music Production I	Mixing Audio - Izhaki, Roey (2011), 2nd edition	\$0	N/A
Intro to Recording Techniques	Audio Engineering 101: A Beginner's Guide to Music Production 2nd Edition by Tim Dittmar	\$0	N/A
Beginning Digital Photography	Adobe Creative Cloud "Learn" & The Art Career Project	\$0	N/A
Beginning Digital Photography	Adobe Creative Cloud "Learn" & The Art Career Project	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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
WFC	CC	M-F	8:00 - 3:30PM
WFC	S129	M-F	8:00 - 3:30PM
WFC	ML	M-F	8:00 - 3:30PM

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

GLENN COUNTY OFFICE OF EDUCATION

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	GLENN COUNTY OFFICE OF EDUCATION		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – WILLIAM FINCH CHARTER 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$3,700		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

CDF 12 - Child, Family, and Community

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 provides an understanding of the processes of socialization focusing on the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence. (C-ID CDEV 110).

Objectives

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

1. Compare historical and current theoretical frameworks of socialization.
2. Identify how the child develops within a system and is influenced by multiple factors of socialization including the educational, political, and socioeconomic impacts on children and families.
3. Compare and contrast diverse family characteristics and perspectives of children and families.
4. Evaluate the impact of one's own experiences on their relationships with children, families, and the community.
5. Describe the legal requirements and ethical responsibilities of professionals working with all children and families.
6. Compare and contrast educational systems and practices, including strategies for family engagement and building partnerships between early learning settings, schools and community organizations and agencies.
7. Describe contemporary social issues and their effects on families and children.
8. Identify community resources and strategies to support young children's learning and development and to support families' needs.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Theoretical frameworks of socialization	4.00
Influences of school and the system of education	
<ul style="list-style-type: none"> • School systems • Types of schooling • Educational practices • School and family partnerships • Socio-economic variations • Institutional policies that perpetuate systemic racism 	7.00
Interrelationships of family, school, and community as agents of socialization	4.00

Influences of family

- Family characteristics
- Parenting/caregiving styles
- Culture
- Traditions
- Values
- Socio-economic status
- Factors contributing to resiliency
- Language

ATTACHMENT 1

7.00

Influences of teachers and early learning caregivers

- Influence of teachers' personal experiences, biases, and perspectives
- Legal requirements and ethical responsibilities
- Relationships with families
- Guidance and discipline strategies
- Classroom community
- Peer relationships
- Environments
- Impact of factors outside the classroom on children's well-being

7.00

Influences of the community

- Neighborhoods
- Demographics
- Infrastructure
- Collaboration and partnerships
- Resources, services, and referral systems
- Housing and food insecurity
- Trauma
- Abuse
- Foster care/child welfare
- Incarceration
- Medically fragile

7.00

Impact of contemporary social issues

- Stereotypes
- Age
- Gender
- Ability
- Language
- Culture
- Media and technology
- Racial identity
- Political context
- Public policy
- Ethnicity
- Socio-economic status

7.00

Strategies for engaging and supporting families

- Effective communication
- Home-school partnerships
- Advocacy strategies to influence public policy on behalf of children and families
- Supporting families to create positive relationships at home

8.00

Total Hours:

51.00

Methods of Instruction

- A. Field Trips
- B. Problem-Solving Sessions
- C. Collaborative Group Work
- D. Group Discussions

- E. Guest Speakers
- F. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- G. Lecture
- H. Multimedia Presentations

Methods of Evaluation

- A. Exams/Tests
- B. Papers
- C. Projects
- D. Journal
- E. Class participation
- F. Quizzes
- G. Research Projects

Examples of Assignments

Reading Assignments

1. Find an article on socialization from a current journal, magazine, newspaper, or website. Thoroughly read the article, then summarize and evaluate the article in a report to share with peers.
2. Read the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and be prepared to discuss the major points in class.

Writing Assignments

1. Find a web-page on well-being of children. Summarize and critique the web-page in a two-page written report and be prepared to discuss your findings in class.
2. Write a one-page diversity statement to share with the class.

Out-of-Class Assignments

1. Conduct an interview with a representative from a local community agency and present your results to the class.
2. Visit a local cultural center, community or referral agency and create a presentation of the outcome of your visit.

Recommended Materials of Instruction

Gonzalez-Mena, J. (2017). *Child, Family & Community. Pearson, 7th.* 978-0134042275.

Berns, R. (2022). *Child, Family, School, Community: Socialization and Support. Cengage, 11th.* 978-0357509593.

Scully P., Barbour, C. & Roberts-King, H. (2019). *Families, Schools and Communities: Building Partnerships for Educating Children. Pearson, 7th.* 978-9353069001.

Greenman, J. (2017). *Art of Leadership: Engaging Families in Early Childhood Organizations. Exchange, n/a.* 978-0-942702-59-0.

Other Learning Materials

Open Educational Resource - LibreTexts:

[https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Family_and_Community_\(Laff_and_Ruiz\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Family_and_Community_(Laff_and_Ruiz))

Open Educational Resource - Canvas Commons:

<https://lor.instructure.com/resources/e7e79c5f37a444108c62c859420e6b83?shared>

CAP 8 Textbooks in English and Spanish available at:

<https://www.childdevelopment.org/higher-ed-faculty/curriculum-alignment-project/cap-8-course-textbooks>

Created/Revised by: Choflá, Dr. Shaun-Adrián

Date: 12/04/2023



Catalog Description

CDF 14 - Child Growth and Development

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 examines the major physical, cognitive, social and emotional developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between developmental processes and environmental factors including abuse and neglect. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. (C-ID CDEV 100).

Objectives

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

1. Describe major developmental milestones of children from conception through adolescence in the areas of physical, cognitive, social and emotional development using standard research methodologies.
2. Identify how cultural, economic, political and historical contexts that affect children's development.
3. Compare and contrast various theoretical frameworks that relate to the study of human development.
4. Apply developmental theory to child observations, surveys and/or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development at various stages.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Introduction/Orientation	1.50
History and theories of child development	2.00
Overview of theories in child development including research methods and findings (e.g., effects of bias).	3.00
Ways in which development is continuous, sequential and inter-related.	2.50
Sources of developmental changes and disturbances in the developmental process.	3.00
Conception, prenatal development and infertility	2.00
Prenatal development	3.00

Birth and the neonate	ATTACHMENT 1	2.00
Infant and Toddler – Physical development		2.00
Infant and Toddler – Cognitive development, language development		2.00
Infant and Toddler – Social and Emotional development		2.00
Early Childhood – Physical development		2.00
Early Childhood – Cognitive development, language development		2.00
Early Childhood – Social and Emotional development		2.00
School Age – Physical development		2.00
School Age –Cognitive development, language development		2.00
School Age – Social and Emotional development		2.00
Adolescence – Physical development		2.00
Adolescence –Cognitive development, language development		2.00
Adolescence - Social and Emotional development		2.00
Abuse/Neglect and other risk factors that impact development		2.00
Individual differences with children with special needs		3.00
Family structures; roles and individual differences		1.50
Identify and define various types of abuse and neglect and their impact on development		1.50
	Total Hours:	51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Discussion
- D. Guest Speakers
- 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. Papers
- D. Journal
- E. Class participation
- F. Lab Projects
- G. Written Assignments
- H. Essays and research papers

Reading Assignments

1. Select a major child development theorist and complete a scholarly literature review.
2. Locate two scholarly articles on attachment theory. Read the articles and write a paper on attachment theory.

Writing Assignments

1. Select a major theorist in child development and summarize the theorist in a paper using APA format.
2. After reading multiple scholarly articles on attachment theory, summarize the scholarly articles in a two-page paper using APA format.

Out-of-Class Assignments

1. Following appropriate procedures. Go to a local preschool or elementary school to observe children at play. During your observation use Parten's and/or Piaget's play categories.
2. Interview children using a set of Piagetian questions about the physical world. Record each child's responses and synthesize the findings.

Recommended Materials of Instruction

Rathus, S. (2017). *Childhood and Adolescence*. Cengage, 6th. .

Santrock, John W. (2018). *Children*. McGraw Hill, 14th. .

Other Learning Materials

Handouts, supplementary materials and Internet websites

Other Learning Materials

My Virtual Child (a web based program)

Created/Revised by: Hutton, Terri

Date:04/08/2019



Catalog Description

MUS 20 - Guitar I

Transfer Status: CSU/UC

Unit(s): 1.00

Contact Hours: 8.50 Lecture/25.50 Lab

Out of Class Hours: 17.00

Total Course Hours: 51.00

Course Description:

This course consists of individualized study of the appropriate techniques and repertoire for the guitar. The focus of the course is on fundamentals: reading music, posture, hand position, fingering, rhythm, chord structure and progressions, and performance. Emphasis is on the progressive development of skills needed for solo performance. Achievement is evaluated through a juried performance. This course is primarily intended for music majors. Students are selected by audition. (C-ID MUS 160).

Objectives

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

- 1. Play with precise rhythm.
2. Play the correct pitches with accurate intonation.
3. Play with the articulation, dynamics, phrasing, and expression appropriate to the literature being studied.
4. Play in a stylistically appropriate manner suitable to the genre, period, and style of the literature.
5. Perform improvised solos as applicable.
6. Demonstrate appropriate blend and balance when performing with another musician.
7. Memorize performance literature when appropriate to the performance medium and artistic tradition.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Table with 2 columns: Topics and Lec Hrs. Topics include: Introduction of the guitar fingerboard, chord charts and finger exercises (2.00), Guitar tuning methods (1.00), Guitar tablature and rhythmic symbols (2.00), Introduction of standard musical notation (2.00), Sight reading standard musical notation (1.50), Total Hours: 8.50

Lab

Topics

Table with 2 columns: Topics and Lab Hrs. Topics include: Reading guitar tablature and symbols as well as standard musical notation; how they compare. (4.00), Country and folk accompaniment in 3/4 and 4/4 time (2.00), Major scales in first position (2.00), Sight reading standard musical notation (2.00), Introduction of rock and popular accompaniment styles (2.50), Discussion of rhythmic variations and bass runs (2.50), Basic finger picking in 3/4 time (2.00), Explanation of key signatures, circle of 5th and transposing (3.00), Arpeggio style finger picking in 4/4 time (4.00), Review and group practice (1.50), Total Hours: 25.50

Reading Assignments

1. Read an article in a back issue of Guitar Player magazine on-line on effective practice techniques. Be prepared to discuss in class.
2. Read articles in "Guitar Player" magazine about guitar technique. Select one guitar tab, practice it, and be prepared to demonstrate it in class.

ATTACHMENT 1

Writing Assignments

1. Attend a concert where the guitar is the primary instrument or plays a substantial role in the concert and write a 2-3 page paper detailing your experience.
2. Research Stevie Ray Vaughan and write a 1500 word research paper about his influences and his guitar technique.

Out-of-Class Assignments

1. Select one of your favorite songs, learn to play it, and be prepared to demonstrate in class.
2. Practice your scales and barre chords for a minimum of 6 hours per week.

Recommended Materials of Instruction

Schmid, W.. (2009). Hal Leonard Guitar Method . *Hal Leonard Publishing, 2nd.*

Leavitt, W. (2010). Modern Method for Guitar. *Berklee Press,*

Other Learning Materials

Guitar in playable condition

Flatpick

Music notation book

Methods of Instruction

- A. Instructor Demonstrations
- B. Lecture
- C. Multimedia Presentations
- 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. Final Examination
- C. Performance Examinations
- D. Short papers

Created/Revised by: Latham, Mark

Date:09/30/2013



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

Table with 2 columns: Topic and Lec Hrs. Topics include course overview, software installation, DAW introduction, MIDI tools, and mixing/publishing. Total Hours: 8.50

Lab

Topics

Lab Hrs

Table with 2 columns: Topic and Lab Hrs. Topics include navigating OS, file structure strategies, recording interface, DAW introduction, cloud storage, DAW preferences, loops, software installation, and basic mix.

Recording software instruments with Midi	4.00
Editing and arranging Midi recordings	ATTACHMENT 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
Total Hours:	76.50

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

Created/Revised by: Elke, David

Date:10/25/2021



Catalog Description

MUS 52 - Introduction to Recording Techniques

Transfer Status: CSU

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:

In this course students will learn the fundamentals of studio recording techniques. Topics will include the history of recording technology, the fundamentals of sound, signal flow, microphone techniques, Digital Audio Workstations (DAWs), recording techniques, mixing consoles and typical studio gear. Students will gain hands-on experience with industry standard studio equipment in a professional quality recording studio.

Objectives

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

- 1. Identify signal flow in the recording chain
2. Identify digital settings in the DAW (Digital Audio Workstation) for studio recording
3. Evaluate necessary equipment in designing a recording studio
4. Apply learned skills in monitoring audio recording and playback
5. Identify the different types of microphones and the proper use of each type in recording situations
6. Analyze and describe the functions and features of an analog mixing console

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Table with 2 columns: Topic, Lec Hrs. Rows include: The recording chain (1.50), Elements of sound and theory of signals (2.00), Studio acoustic (1.00), Equipping a studio (1.00), Methods of monitoring (2.00), Microphone elements (2.50), Microphone techniques. (4.00), Digital recording (3.00), Effects and signal processors. (3.50), Mixers and mixing consoles (1.50), Mixer operation (3.50), Total Hours: 25.50

Lab

Topics

Table with 2 columns: Topics, Lab Hrs. Rows include: Recording studio overview and introduction (2.00), Setup recording and monitoring for single instrument recording (4.00), Setup recording and monitoring for two sources. Record, playback, SSL and signal flow (6.00), Microphone differences (6.00), Gain staging with preamp settings for two instruments recorded simultaneously (6.00), Impacts of compressors on live recordings (6.00)

Microphone placement technique for acoustic guitar, electric guitar, grand piano, drums, bass and vocals		18.00
Class song project		12.00
Signal flow via patch bays		6.00
Signal flow via analog and digital consoles	ATTACHMENT 1	6.00
Analog and digital post-production mixing		4.50
	Total Hours:	76.50

Examples of Assignments

Reading Assignments

1. Read the Recording Engineers Handbook chapter on studio equipment, and prepare to take a quiz on the subject matter studied.
2. Read the Recording Engineers Handbook chapter on microphone placement, and prepare to apply the techniques in the lab.

Writing Assignments

1. Research a record producer and write a 1500-word essay representing your findings. Be sure to give a brief background on their history in the music business, and analyze/discuss the techniques and methods they utilize, as well as the equipment they most commonly use.
2. Research methods of mixing in a digital audio workstation, and write a 1500-word report on how those methods can be applied in your workstation of choice.

Out-of-Class Assignments

1. Watch the documentary "It Might Get Loud" and be prepared to analyze and discuss the recording techniques presented in the film.
2. Research recording studio equipment, and build a presentation in google slides of a dream setup for a home studio.

Recommended Materials of Instruction

Owsinski, B. (2018). The Recording Engineers Handbook. *Artist Pro Publishing, 4th.*

Methods of Instruction

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

Methods of Evaluation

- A. Exams/Tests
- B. Projects
- C. Practical Evaluations
- D. Research Projects
- E. Homework
- F. Lab Projects
- G. Group Participation

Created/Revised by: Elke, David

Date:05/17/2021



Catalog Description

PHO 4 - Beginning Digital Photography

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00

Color Balance and Adjustment		2.00
Printers/Papers		1.00
Print Presentation	ATTACHMENT 1	1.00
Other Lightroom Tools		2.00
Assignment Introduction		4.00
Final Portfolio Introduction		1.00
	Total Hours:	34.00

Lab

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

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 **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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Julie McDermid	Title:	Administrative Secretary
Telephone:	846-4721 x8103	Email:	jmcdermid@gusd.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Gridley Unified School District	HIGH SCHOOL:	Gridley High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 260	TOTAL PROJECTED FTES: 26
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	AB-20	Careers in Ag/Env Sci/Nat Res	Vierra, Ryann	MTThF	11:25 - 12:15PM	HS	HS
1	2026SP	AB-26	Intro to AG Business	Vierra, Ryann	MTThF	11:25 - 12:15PM	HS	HS
1	2026SP	AB-54	Supervision/Management in AGR	Vierra, Ryann	MTThF	9:05 - 9:55AM	HS	HS
1	2025FA	AGS-40	Introduction to Animal Science	Vaca, Madelyn	MTThF	10:20 - 11:10AM	HS	HS
1	2026SP	ALH-104	Medical Terminology	Sanders, Anna	MTThF	1:05 - 1:55PM	HS	HS
1	2026SP	ALH-104	Medical Terminology	Sanders, Anna	MTThF	11:25 - 12:15PM	HS	HS
1	2026SP	ALH-3	Intro to Public Health	Sanders, Anna	MTThF	8:00 - 8:50AM	HS	HS
1	2026SP	ALH-6	Soft Skills in Prof Hlth Care	Sanders, Anna	MTThF	2:10 - 3:00PM	HS	HS
1	2026SP	ALH-6	Soft Skills in Prof Hlth Care	Sanders, Anna	MTThF	9:00 - 9:55AM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Sanders, Anna	MTThF	8:00 - 8:50AM	HS	HS
1	2025FA	EH-38	Greenhouse Production	Vaca, Madelyn	MTThF	1:05 - 1:55PM	HS	HS
1	2025FA	ITEC-55	Intro to Industrial Trades	Dreesmann, Nicholas	MTThF	1:05 - 1:55PM	HS	HS
1	2025FA	ITEC-55	Intro to Industrial Trades	Dreesmann, Nicholas	MTThF	2:10 - 3:00PM	HS	HS
1	2025FA	MSP-10	Digital Video Design	Allard, Ruethi	MTThF	1:05 - 1:55PM	HS	HS
1	2025FA	MSP-50	Digital Publication Design	Allard, Ruethi	MTThF	2:10 - 3:00PM	HS	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Careers in Ag/Env Sci/Nat Res	Career Directions: New Paths to Your Ideal Career	\$0	N/A
Intro to AG Business	Agribusiness Management	\$0	N/A
Supervision/Management in AGR	None	\$0	N/A
Introduction to Animal Science	Modern Livestock and Poultry Production	\$0	N/A
Medical Terminology	Introducing Medical Terminology	\$0	N/A
Intro to Public Health	Introduction to Public Health	\$0	N/A
Soft Skills in Prof Hlth Care	Job Readiness for Health Professionals	\$0	N/A
Career Ed/Life Choices	Career Choices and Changes	\$0	N/A
Greenhouse Production	Introductory Horticulture	\$0	N/A
Intro to Industrial Trades	Television Production Handbook	\$0	N/A
Digital Video Design	Television Production Handbook	\$0	N/A
Digital Publication Design	Photo & Digital Imaging	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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	301	M-F	8:00 - 3:30PM
GHS	702	M-F	8:00 - 3:30PM
GHS	211	M-F	8:00 - 3:30PM
GHS	704	M-F	8:00 - 3:30PM
GHS	207	M-F	8:00 - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	GRIDLEY UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Gridley High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$8,000		
Contract Monitor Name <i>(Person Who Approves Invoices)</i> :	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

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

Transfer Status: CSU

Unit(s): 1.00

Contact Hours: 17.00 Lecture

Out of Class Hours: 34.00

Total Course Hours: 51.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

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

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

AB 54 - Supervision and Management in Agriculture

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 introduces students to the knowledge and skills relevant to the supervisor in agricultural business. Topics include the regulatory requirements relevant to labor management in agriculture and effective communication with native and non-native English speakers. The course will include case studies on labor management, human relations, public relations, production control techniques and job analysis.

Objectives

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

1. Identify and describe the regulatory requirements relevant to labor management in agriculture, including farm worker safety training and documentation, migrant labor documentation requirements, and pesticide use in the workplace.
2. Analyze the legal requirements for agricultural employers that have been established by the Agricultural Labor Relations Board.
3. Identify and describe the characteristics of an effective supervisor in an agricultural business.
4. Communicate effectively with native and non-native English speakers.
5. Evaluate strategic management practices used in the agriculture and industrial technology fields.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to the role of the supervisor in agricultural businesses	3.00
Characteristics of an effective supervisor/manager	9.00
Techniques for effective communication with native and non-native English speakers in agricultural settings	9.00
Understanding the background, culture, and expectations of the Hispanic labor force	9.00
Skills and tools of supervision in the agricultural workplace	7.00

Employer and employee responsibilities with regard to hazardous substances such as pesticides	3.00
Workplace safety training, including documentation	3.00
Management techniques	5.00
Labor Relations, unions and laws and procedures as established by the California Labor Relations Board	3.00
Total Hours:	51.00

Methods of Instruction

- A. Class Activities
- B. Discussion
- C. Field Trips
- D. Guest Speakers
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Lecture
- G. Problem-Solving Sessions
- H. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Papers
- C. Oral Presentation
- D. Homework
- E. Mid-term and final examinations
- F. Short papers

Examples of Assignments

Reading Assignments

1. Read and interpret the case study involving worker tardiness. Be prepared to discuss how the situation could be handled.
2. Read the section of the text dealing with preparing worker evaluations. Be prepared to define and discuss the three primary types of evaluations in class.

Writing Assignments

1. Prepare a 2-3 page new employee orientation manual for a production oriented business. Include work place policies, procedures and rules.
2. Write a three page paper comparing Theory X and Theory Y management styles. Include in your paper definitions of each, pro/con of each, and a hypothetical example of each in the workplace.

Out-of-Class Assignments

1. Attend the field trip to Lundberg Family Farms. Be prepared to describe their approach to hiring and promotion.
2. Interview an employee in an agriculture firm that employs more than 10 people. Ask how they motivate their employees and about their retention practices. Be prepared to discuss what you learned in class.

Recommended Materials of Instruction

Certo, S. (2021). Supervision: Concepts and Skill Building. *McGraw Hill, 11th*. 9781260028782.

Other Learning Materials

Three-ring notebook

Minimum Qualifications

Ag Business And Related Serv., or Agriculture (Masters Required)

Created/Revised by: Vazquez, Jacob

Date:12/06/2021



Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to animal agriculture

- a. Career opportunities
- b. Importance of domestic animals to the world and to the United States
- c. Economic importance of animal agriculture
- d. Animal contributions to human needs
- e. Ethnic and cultural contributions to animal domestication

4.00

Unique adaptations of various species

- a. Natural selection vs artificial selection
- b. Meat animal use and production
- c. Fiber production
- d. Dairy production
- e. Recreational and companionship use of animals

4.00

Anatomy and physiology

- a. Identification of external anatomy for various species
- b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory

3.00

Animal reproduction

- a. Animal breeding systems
- b. Reproductive management and technology
- c. Fertility assessment

3.00

Genetics	ATTACHMENT 1
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	
Total Hours:	34.00

Lab

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

Examples of Assignments

Reading Assignments

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

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

ALH 104 - Medical Terminology

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Examples of Assignments

Reading Assignments

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

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>
Topics	
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	

Community Organizing and Health Promotion Programming	7.00
Social and Behavioral Factors in Public Health	ATTACHMENT 1
a. Health inequities among ethnic and minority groups	
b. Education and socioeconomic status and health	7.50
c. Community concerns: including, but not limited to addiction, obesity, and violence	
d. Maternal, infant and child, adolescent, adulthood and elder health	
Environmental Issues in Public Health	
a. Clean air	
b. Clean water	
c. Garbage	
d. Food and drug safety	7.50
e. Population control	
f. Injury prevention	
g. Emergency Preparedness	
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

Created/Revised by: Smith, Michael

Date:03/12/2018



Catalog Description

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

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

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 38 - Greenhouse Production

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Lab

Topics

Lab Hrs

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

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

	<u>Lec Hrs</u>
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	ATTACHMENT 1	1.00
Basic Communication Skills		1.50
Basic Employability Skills		1.00
Introduction to Material Handling		1.50
Industrial Technology Trade Careers		2.00
	Total Hours:	17.00

Lab

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

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.

ATTACHMENT 1

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

MSP 10 - Digital Video Design and 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 introduces students to the use of computer and video editing software to create video sequences. Students will use computers to apply the basic concepts of video editing as used in TV, film, computer games, animation, internet design and other image based media.

Objectives

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

1. Construct a video using proper design production and editing techniques.
2. Create a video to motivate a target audience to take a specific action.
3. Demonstrate effective workflow and file management strategies.
4. Prepare projects and work with the video software preference settings.
5. Identify and use the terminology of video production.
6. Use video design concepts and apply them in critiques.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Prepare and Organize Materials	2.00
Understanding the video software Interface	3.00
The Capture Process	1.00
Build Your Story	3.00
Organize Your Story	3.00
Trim Your Story	3.00
Multi-clips	3.00
Audio	3.00
Transitions	3.00
Text, Titles, and Graphics	1.00
Motion Effects	3.00
Filters and Keying	2.00
Output Your Project	2.00
Archiving Your Project	1.00
Final Critique	1.00
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Prepare and Organize Materials	4.00

Understanding the Video software Interface	5.00
The Capture Process	2.00
Build Your Story	5.00
Organize Your Story	3.00
Trim Your Story	3.00
Multi-clips	4.00
Audio	5.00
Transitions	4.00
Text, Titles, and Graphics	2.00
Motion Effects	3.00
Filters and Keying	3.00
Output Your Project	3.00
Archiving Your Project	3.00
Final Critique	2.00
Total Hours:	51.00

ATTACHMENT 1

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. Lab Applications
- Assigned projects: based on class text, lecture and students career goals

Examples of Assignments

Reading Assignments

1. Research and critique a film review and share with the class.
2. Read the handout relating to video techniques supplied by instructor. Discuss in class.

Writing Assignments

1. Write a timeline based on an in-class video assignment. Share with the group.
2. Research an industry professional and write a one page biography on the individual. Share with the class.

Out-of-Class Assignments

1. Record a one minute video in your community and share an in-class critique.
2. Videotape an interview with another student relating to their career path. Share with class.

Recommended Materials of Instruction

Jordan, Larry, Lynda.com books. (2012). Final Cut Pro X . *Peachpit Press, 1st.* .

Other Learning Materials

Related readings in trade journals, magazines and books in the Butte College Library

Other Learning Materials

Instructor prepared handouts

Other Learning Materials

Guest lectures/teleconferences

Created/Revised by: Donnelly, Daniel

Date:02/04/2013



Catalog Description

MSP 50 - Digital Publication Design

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 electronic page layout and design. Topics include principles of traditional and digital document design, software instruction, basic principles of typography, layout, design, publishing and distribution.

Objectives

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

- 1. Use Adobe InDesign software to produce professional looking print, mobile and online publications.
2. Develop effective publications for print and digital media using an esthetically pleasing composition of text, graphics and user interface design.
3. Compose pages using the underlying structure of page composition and design.
4. Define basic publishing principles and terminology.
5. Create professional looking page designs using basic page layout theory.
6. Integrate InDesign files with other Adobe products.
7. Demonstrate a working knowledge of the traditional and digital publishing industries.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Table with 2 columns: Topic, Lec Hrs. Rows include: Elements of publication layout and design (4.00), Adobe InDesign basics (6.00), Type use and installation (4.00), File formats for print and Web (4.00), Templates and libraries (2.00), Master pages and grids (2.00), Adobe software workflow (4.00), Style Sheets and scripts (2.00), Printing and distribution (6.00), Total Hours: 34.00

Lab

Topics

Table with 2 columns: Topic, Lab Hrs. Rows include: Elements of publication layout and design (6.00), Adobe InDesign basics (6.00), Type use and installation (6.00), File formats for print and Web (6.00), Templates and libraries (5.00), Master pages and grids (6.00), Adobe software workflow (6.00)

Style Sheets and scripts	4.00
Printing and distribution	6.00
Total Hours:	51.00

ATTACHMENT 1

Examples of Assignments

Reading Assignments

1. Read the handout on a specific project where InDesign and another Adobe product are incorporated into a professional design project. Discuss this technique in class.
2. Research and read about a professional working in the publishing industry. Feature the professional's work to class using online and print visuals.

Writing Assignments

1. Write a basic to intermediate tutorial on an InDesign Tool or technique. Incorporate screen captures of the tutorial process. Share with class to obtain feedback on user experience. Take notes from class participation and make changes as necessary.
2. Research and write a one-page paper on a publication that uses InDesign to produce a magazine, book, or mobile publication.

Out-of-Class Assignments

1. Go to a local bookstore and browse the magazines located in the store. Write down two of these publications and then go home and research the digital counterparts. Compare the two publications and share with the class how the print version was translated visually to a digital version.
2. Watch a Youtube video showcasing an advanced Indesign tutorial. Share video with class.

Recommended Materials of Instruction

Brian Wood. (2014). Designing for iPads with InDesign Designing for iPads with InDesign and Digital Publishing Suite. *HOW, Vol 1*.

Other Learning Materials
Thumb drive

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. Class Activities

Methods of Evaluation

- A. Projects
- B. Demonstration
- C. Lab Projects

Created/Revised by: Donnelly, Daniel

Date:02/04/2019



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 **Hamilton 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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/28/24	Appendix:	9/24/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Courtney Carrier	Title:	District Executive Assistant
Telephone:	(530) 826-3261	Email:	ccarrier@husdschools.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2024-25	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Hamilton Unified School District	HIGH SCHOOL:	Hamilton High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 150	TOTAL PROJECTED FTES: 15
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	AB-20	Careers in Ag/Env Sci/Nat Res	Hautala, Ashley	MT	1:30 - 2:20PM	HS	HS
1	2026SP	AB-20	Careers in Ag/Env Sci/Nat Res	Hautala, Ashley	MT	8:10 - 9:00AM	HS	HS
1	2026SP	AB-26	Intro to AG Business	Lohse, Janice	MTWTh	9:05 - 9:55AM	HS	HS
1	2025FA	AGS-40	Introduction to Animal Science	Hautala, Ashley	MTWTh	2:25 - 3:15PM	HS	HS
1	2025FA	COMM-C1000	Intro to Public Speaking	Peterson, Sue	Online	Online	CC	HS/Online
1	2025FA	COMM-C1000	Intro to Public Speaking	Peterson, Sue	Online	Online	CC	HS/Online
1	2025FA	EH-20	Intro-Environ Horticult	Lohse, Janice	MTWTh	8:10 - 9:00AM	HS	HS
1	2026SP	ENGL-C1000	Academic Reading and Writing	TBA	Online	Online	CC	HS/Online
1	2026SP	MATH-26	College Algebra	Bartsch, Kimberly	Online	Online	CC	HS/Online
1	2025FA	PHIL-8	Methods of Argument	Barnett, Dan	Online	Online	CC	HS/Online

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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Careers in Agriculture, ES, NR	Career Directions: New Paths to Your Ideal Career	\$0	N/A
Intro to AG Business	Agribusiness Fundamentals and Applications	\$0	N/A
Intro to Animal Science	Fundamentals of Animal Science	\$0	N/A
Intro to Public Speaking	None	\$0	N/A
Intro to Environmental Horticulture	Introductory Horticulture/Plant Science	\$0	N/A
Academic Reading and Writing	None	\$0	N/A
College Algebra	None	\$0	N/A
Methods of Argument	None	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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
HCHS	11	M-F	8:30AM – 3:30PM
HCHS	13	M-F	8:30AM – 3:30PM

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

HAMILTON UNIFIED SCHOOL DISTRICT

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	HAMILTON UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Hamilton High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$4,000		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

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

Transfer Status: CSU

Unit(s): 1.00

Contact Hours: 17.00 Lecture

Out of Class Hours: 34.00

Total Course Hours: 51.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

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

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

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
- d. Animal contributions to human needs
- e. Ethnic and cultural contributions to animal domestication

4.00

Unique adaptations of various species

- a. Natural selection vs artificial selection
- b. Meat animal use and production
- c. Fiber production
- d. Dairy production
- e. Recreational and companionship use of animals

4.00

Anatomy and physiology

- a. Identification of external anatomy for various species
- b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory

3.00

Animal reproduction

- a. Animal breeding systems
- b. Reproductive management and technology
- c. Fertility assessment

3.00

Genetics	ATTACHMENT 1
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	
Total Hours:	34.00

Lab

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

Examples of Assignments

Reading Assignments

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

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

COMM C1000 - Introduction to 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:

In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. (C-ID COMM 110).

Objectives

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

1. Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.
2. Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.
3. Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose.
4. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.
5. Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.
6. Employ effective listening practices.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication. 51.00

Critical analysis of historical and contemporary public discourse.

Ethical communication practices as senders and receivers.

Effective listening and principles of constructive feedback.

Rhetorical sensitivity to diverse audiences.

Adaptation to audiences, rhetorical situations, and purposes.

Types of speeches (for example, speeches to inform, persuade, entertain).

Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.

Research strategies for locating and critically evaluating ideas and information from primary and secondary sources.

Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.

Effective practice and delivery skills using various modes of delivery.

Effective verbal and nonverbal practices while delivering a speech.

Techniques for managing communication apprehension.

Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.

Total Hours: 51.00

Methods of Instruction

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

Methods of Evaluation

- A. A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.
- B. Additional methods of evaluation are at the discretion of local faculty.

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 to class prepared to discuss the article and its value as a possible source for a persuasive speech.
2. Read the assigned chapter on types of evidence and come to class with at least two examples of each type of evidence listed. Bring your APA style guide and be prepared to complete properly formatted source citations and referencing in class, working with a partner (no more than one page).

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 for a 5-7 minute informative speech, including a minimum of 4 sources, 2 of which are from academic journal articles, with corresponding references per APA guidelines. Your outline should be 3-4 pages long.
2. Review three of your own videotaped speeches and write a 2-3 page self-evaluation essay, analyzing content, organization and delivery of each speech. Provide an assessment of your strengths and weaknesses as a speaker, and discuss specific methods for improvement.

Out-of-Class Assignments

1. Review the sample speech provided online and come to class with no more than one page of suggestions for improvement.
2. Working with a partner, prepare a poster-size diagram of the Transactional Model of Communication, illustrating a specific communication context (e.g. public speech, private conversation, argument among friends, etc. Make sure you illustrate and label all parts of the Model. You will present your poster to the class, and we will display it in the classroom for the rest of the semester. Be colorful and creative, and have fun!

Recommended Materials of Instruction

Floyd, K. (2023). *Public Speaking Matters. McGraw-Hill, 3rd.* 9781264377718.

Lucas, S. and Stob, P. (2023). *The Art of Public Speaking. McGraw Hill, 13th.* 9781265457082.

German, Kathleen. (2021). *Principles of Public Speaking. Routledge, 20th.* 9780367860288.

Zero Cost Textbook

Barton and Tucker. *Exploring Public Speaking.* (Latest edition). LibreTexts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_\(Barton_and_Tucker\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Exploring_Public_Speaking_4e_(Barton_and_Tucker))

Mapes, M. *Speak Out, Call In: Public Speaking as Advocacy.* LibreTexts. (OER)

[https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_\(Mapes\)](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Speak_Out_Call_In%3A_Public_Speaking_as_Advocacy_(Mapes))

Cunill, M. *Fundamentals of Public Speaking.* (Latest Edition). LumenLearning (OER) <https://lumenlearning.com/courses/public-speaking/>

Other Learning Materials

Texts used by individual institutions and instructors may vary based on local college practice.

Minimum Qualifications

Communication Studies

Created/Revised by: McCabe, Deborah

Date: 11/04/2024



Catalog Description

EH 20 - Introduction to Environmental Horticulture

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Total Hours: 34.00

Lab

Topics

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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Other Learning Materials

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

Methods of Instruction

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

Methods of Evaluation

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



Catalog Description

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

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
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

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.

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. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

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

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)



Catalog Description

MATH 26 - College Algebra

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:

This course covers advanced algebra concepts beyond the scope of Intermediate Algebra. The topics include algebraic simplifying, conics, theory and solution of equations and inequalities, systems of equations, linear functions, exponential and logarithmic functions, polynomial and rational functions, binomial expansion and partial fractions. The course is specifically designed for preparation for first semester Calculus (MATH 30).

Objectives

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

1. Solve polynomial, rational, radical, logarithmic, and exponential equations, and polynomial inequalities.
2. Perform the four basic operations on real and complex numbers, polynomials, functions, rational expressions, and radical expressions.
3. Graph linear, quadratic, polynomial, and rational equations, and the conics, showing all asymptotes when appropriate and applying polynomial theory when necessary.
4. Expand binomials using the Binomial Expansion Formula and perform partial fraction decomposition.
5. Solve a variety of linear and non-linear systems of equations.
6. Solve applications using linear and quadratic equations, conic sections, and logarithms.
7. Factor polynomials into irreducible form.
8. Evaluate, graph, and find the domain, range and inverse of a wide variety of functions including, but not limited to, exponential, logarithmic, and piece-wise functions.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Expressions including binomial expansion and partial fractions	12.00
Graphing equations including lines and conics	12.00
Functions	10.00
Solving Equations	10.00
Logarithms and Exponents	10.00
Systems of Equations	5.00
Polynomials including finding zeros and graphing	9.00
Total Hours:	68.00

- 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

Examples of Assignments

Reading Assignments

1. Read the section in the textbook on Partial Fraction Decomposition and be able to break down a rational expression into a sum of simpler rational expressions that have either constant numerators, or numerators that are linear expressions of the form $Ax + B$.
2. Read the section in the textbook on Transformations and be able to graph functions whose equations can be derived by transforming one of the six basic functions: $y = x$, $y = |x|$, $y = x^2$, $y = x^3$, $y = \sqrt{x}$, and $y = 1/x$.

Writing Assignments

1. Explain the procedure to follow for identifying holes and asymptotes of the graph of a rational function. Be sure to discuss how to tell if a zero of the denominator of a rational function - call it C - is the x -coordinate of a hole, or if the equation $x = C$ is the equation of a vertical asymptote. Assume you are explaining this to a group of students hearing this for the first time and write a detailed explanation.
2. Given a polynomial function of degree n , explain the procedure to follow for finding its zeros. Be sure to discuss the relationship between the zeros and the x -intercepts of the function, as well as how to tell if the graph of the function crosses the x -axis or simply touches it. Further, explain how the Leading Coefficient Test can be used to describe the behavior of the function as x approaches infinity from both the left and the right.

Out-of-Class Assignments

1. Review the section on Transformations and do the problems assigned by the instructor, showing your work.
2. Review the section on Parabolas and do the problems assigned by the instructor, show all your work.

Recommended Materials of Instruction

Naraswimhan, R. (2018). College Algebra: Building Concepts and Connections. *XYZ Textbooks, 2nd*. 9781630981679.

Other Learning Materials

Scientific calculator or graphing calculator without symbolic algebra capabilities

Created/Revised by: Bartsch, Kimberly

Date:04/18/2022



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

<u>Topics</u>	<u>Lec Hrs</u>
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)	

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 **Inspire School of Arts & Sciences** ("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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/8/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Becky Brown	Title:	Principal/Superintendent
Telephone:	(530) 230-7758	Email:	bbrown@inspirechico.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Inspire School of Arts and Sciences	HIGH SCHOOL:	Inspire School of Arts and Sciences

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 140	TOTAL PROJECTED FTES: 14
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	CLP-101	Career Ed/Life Choices	Olson, Malina	MW	12:45 - 2:05PM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Olson, Malina	MW	12:45 - 2:05PM	HS	HS
1	2025FA	CSCI-11	Intro to Game Design	Krepelka, James	MW	12:45 - 2:05PM	HS	HS
1	2025FA	CSCI-20	Programming & Algorithms I	Krepelka, James	MW	2:10 - 3:30PM	HS	HS
1	2025FA	CSCI-4	Introduction to Programming	Krepelka, James	MW	9:55 - 11:15AM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Astengo, Danielle	MW	12:45 - 2:05PM	HS	HS
1	2026SP	MUS-20	Guitar I	White, James	TTh	12:45 - 1:05PM	HS	HS
1	2026SP	MUS-40	Piano I	White, James	TTh	9:55 - 10:15AM	HS	HS
1	2025FA	MUS-51	Digital Music Production I	White, James	MW	12:45 - 2:05PM	HS	HS
1	2025FA	MUS-52	Intro to Recording Techniques	White, James	MW	2:10 - 3:30PM	HS	HS
1	2025FA	MUS-80	Theory & Musicianship I	White, James	MW	8:30 - 9:50AM	HS	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Career, Education & Life Choices	Career Choices and Changes	\$0	N/A
Career, Education & Life Choices	Career Choices and Changes	\$0	N/A
Intro to Game Design	Challenges for Games Designers	\$0	N/A
Programming & Algorithms I	Recommended materials from CSCI department	\$0	N/A
Intro to Programming	Automate the Boring Stuff with Python	\$0	N/A
Academic Reading and Writing	The Language of Composition 4th edition	\$0	N/A
Guitar I	Hal Leonard Guitar/A Modern Method for Guitar	\$0	N/A
Piano I	None	\$0	N/A
Digital Music Production I	Apple Training Series: iLife 11/Online Resources	\$0	N/A
Intro to Recording Techniques	The Recording Engineer/Mixing Engineer Handbook	\$0	N/A
Theory & Musicianship I	Tonal Harmony & Theory/Online Resources	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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
IHS	IC12	M-F	8:30AM - 3:30PM
IHS	IC18	M-F	8:30AM - 3:30PM
IHS	IC9	M-F	8:30AM - 3:30PM
IHS	IC19	M-F	8:30AM - 3:30PM

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 AND SCIENCES

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	INSPIRE SCHOOL OF ARTS AND SCIENCES		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Inspire School of Arts 2024/25				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	\$5,900	
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

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

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



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

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

CSCI 11 - Introduction to Game Design

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 concepts, technologies, and techniques of game design and development. The course covers the history of games, basic game theory, the phases of game development, the use of computers and other media in the development of games, and game testing and analysis. Students will explore the ethical and social issues associated with the design, production, and marketing of games. The course emphasizes the importance of teamwork in, and the interdisciplinary nature of, the games industry.

Objectives

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

1. Describe the role of the game designer in the game development process
2. List and describe the formal and dramatic elements that comprise a well-designed game
3. Conceptualize and refine an idea for a game
4. Produce prototypes for games using computers and other media
5. Design and conduct a playtesting session for a game concept
6. Analyze a game design for completeness, correctness, balance, and fun
7. Describe the roles of the members of a game development team
8. Define the stages of game development
9. Produce a formal design document for a game
10. List and describe the major genres, developers, and publishers of games

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
History of Games	2.00
Game Design: Teamwork and Communication	2.00
Introduction to the Game Design Process	2.00
The Structure of Games	2.00
Formal Elements of Games	2.00
Dramatic Elements of Games	2.00
Developing a Game Concept	2.00
Building a Game Design Team	2.00

Game Prototyping		4.00
Techniques for Playtesting	ATTACHMENT 1	2.00
Game Design Analysis: Fun and Functionality		4.00
Game Design Document		4.00
Stages of Game Development		2.00
The Game Industry		2.00
	Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>	
Team Building: Identifying Roles	3.00	
Good Games and Bad Games	3.00	
Team Building: Finalizing a Formal Contract	3.00	
Structure and Elements of Games	6.00	
Game Conceptualization	6.00	
Game Prototyping	6.00	
Playtesting	12.00	
Game Design Document	12.00	
	Total Hours:	51.00

Methods of Instruction

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

Methods of Evaluation

- A. Oral Presentation
- B. Demonstration
- C. Class participation
- D. Lab Projects
- E. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the formal elements of video games. Be prepared to discuss game objectives as categorized in your text.
2. Read the article "MDA: A Formal Approach to Game Design and Game Research" provided by the instructor. Make a list of common game mechanics (as defined in the article) to share in group discussion.

Writing Assignments

1. Prepare a one page summary ("one-sheet") for a game design proposal. Your document must include: target audience, target platform, core mechanics, genre, similar games, and a "hook" statement. Be prepared to present your game design to the class.

ATTACHMENT 1

2. Using the template provided by the instructor, complete a formal written review of a platformer video game. Submit your review to the instructor and be prepared to present a brief summary to the class.

Out-of-Class Assignments

1. Play several games of tic-tac-toe with a friend, family member, or classmate. Write down your ideas for three mechanics that could be added to tic-tac-toe to alter or eliminate the optimal strategy. Be prepared to conduct a play-through of tic-tac-toe in class using each of your new mechanics.
2. Select two video games from the list provided by the instructor and play each for a minimum of one hour. As you play, pay particular attention to the level design in each game, and record your thoughts about the quality of the level design in each game. Be prepared to share your thoughts with your team during lab.

Recommended Materials of Instruction

Fullerton, Tracy. (2018). *Game Design Workshop: A Playcentric Approach to Creating Innovative Games*. A K Peters/CRC Press, 4th. 978-1138098770.

Schell, Jesse. (2019). *The Art of Game Design: A Book of Lenses*. A K Peters/CRC Press, 3rd. 978-1138632059.

Brathwaite, Brenda and Schreiber, Ian. (2009). *Challenges for Game Designers*. Charles River Media, 1st. .

Other Learning Materials

Supplies: USB thumb drive - 2G minimum

Created/Revised by: Trolinger, John

Date:03/29/2021



Catalog Description

CSL 20 - College & Life Success

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 focuses on developing self-knowledge, resources, and skills that result in lifelong success: from college to the future. Students will address the challenges and transitions associated with life and the college years. Students will also explore issues related to diversity and gender and how each influences the individual and group physically, socially, personally and educationally. Students will be exposed to educational theories that affect first year college students. Community and campus resources will be utilized to support students in their learning and development as a whole person. Emphasis will be placed on the importance of understanding and balancing all aspects of self that lead to success in college and life.

Objectives

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

1. Analyze and articulate one's unique identity as an integrated social, psychological and physiological being.
2. Evaluate and establish healthy and achievable personal, academic and career goals.
3. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
4. Describe and evaluate the structure and purpose of higher education, the meaning of general education, sequences of training and degrees, and the advantages of a community college education.
5. Examine and analyze the role of gender, ethnicity and culture as it applies to the world of work and in life.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Understanding self within a larger structure (college, family, society)

- a. History of Education in the United States, impact on social structures and the individual within those structures
- b. Education in California - history, structures, economic and social impacts
- c. Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits

4.00

a. Time Management:

1. Personality and cultural influences that impact one's concept and use of time Personal use of time and its relation to one's values
2. Using time management for the prioritizing of tasks and use of time
3. Time management skills as they relate to the achievement of academic, career and life goals

b. Financial Management:

1. Setting priorities: creating a personal budget
2. Personal responsibility: financial principles associated with developing, maintaining or reestablishing good credit rating

12.00

c. Interpersonal Communication Skills

1. Verbal/non verbal cues
2. Active listening
3. Conflict resolution
4. Assertiveness

Personal Growth & Assessment

- a. Motivation, locus of control, fear of failure, fear of success, self talk, and creating alignment
- b. Maslow's Theory Hierarchy of Needs related to values and stress
- c. Assess personality type
- d. Investigate, compare and learn about diverse cultural, social and religious groups represented within the local community
- e. Assess oneself in terms of cultural exposure, awareness and development
- f. Exploration of one's values, work-related interests, and academic interests
- g. Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly
- h. Establish lifelong goals:
 1. Physical
 2. Social, personal
 3. Financial
 4. Educational and career

14.00

Lifelong Learning

- a. Assess and identify primary learning styles and study strategies
- b. Brain function and memory including storage, retention and retrieval of information
- c. Short term and long term memory principles as they apply to learning and specifically test taking preparation and strategies
- d. Active versus passive learning behaviors

9.00

Health & Wellness

- a. Stress Awareness/Management
 1. Types of stressors
 2. Physiological and psychological signs and impact of stress
 3. Nutrition, sleep, stress, learning and performance
 4. Healthy and creative stress reducing behaviors and activities
- b. Alcohol
 1. Physical and social effects
 2. Evaluate one's own drinking behavior
- c. Depression
 1. Physiological and psychological indicators
 2. Treatment options
- d. Nutrition practice and at risk behaviors associated with eating disorders

9.00

Multicultural/Interpersonal Understanding

- a. Examining and analyzing the role of gender, ethnicity and culture as it applies to the world of work and life.
- b. Establishing understandings across campus populations.

3.00

Total Hours:

51.00

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

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read the provided material on psychological health and psychological development. Be prepared to discuss how these issues affect college students, and to work in groups to present key facts from the readings.
2. Read the provided material on current health issues, including trends related to drug and alcohol use. Be prepared to discuss how these current issues are affecting society and college campuses.

Writing Assignments

1. After reading in the book "Your College Experience" review the chapter on diversity and write a 1-2 page reaction on what diversity means to you.
2. After reviewing your top 5 strengths from the Strength Finder assessment write a 1.5-2 page paper on how you already use your strengths and how you could use them more.

Out-of-Class Assignments

1. In small groups, investigate campus resources by going on a student services scavenger hunt. Work with your small group to collect information and complete a questionnaire on student services. Be prepared to present to class on 1-2 student services offices as assigned.
2. Work with a friend or family member to help you evaluate your strengths from Strength Quest. Complete a Strength Quest handout that details how your friend or family member sees your strengths manifested in your life.

Recommended Materials of Instruction

Clifton, D.O. (2016). Strengths Quest: Discover and Develop Your Strengths in Academics, Career and Beyond. *Gallup, 2nd.* .

Gardner, J., Barefoot, B. (2018). Your College Experience. *Bedford/St. Martin's, 13th.* .

Other Learning Materials

Articles & Handouts distributed by Instructor

Other Learning Materials

Butte College Catalog, online or print version



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>
Topics	
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
Total Hours:	42.50

Lab

Topics	ATTACHMENT 1	Lab Hrs
Program design tools and programming environments		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
	Total Hours:	25.50

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

Created/Revised by: Sathrum, Luke

Date:05/02/2022



Catalog Description

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

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
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

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.

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. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

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

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)



Catalog Description

MUS 20 - Guitar I

Transfer Status: CSU/UC

Unit(s): 1.00

Contact Hours: 8.50 Lecture/25.50 Lab

Out of Class Hours: 17.00

Total Course Hours: 51.00

Course Description:

This course consists of individualized study of the appropriate techniques and repertoire for the guitar. The focus of the course is on fundamentals: reading music, posture, hand position, fingering, rhythm, chord structure and progressions, and performance. Emphasis is on the progressive development of skills needed for solo performance. Achievement is evaluated through a juried performance. This course is primarily intended for music majors. Students are selected by audition. (C-ID MUS 160).

Objectives

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

- 1. Play with precise rhythm.
2. Play the correct pitches with accurate intonation.
3. Play with the articulation, dynamics, phrasing, and expression appropriate to the literature being studied.
4. Play in a stylistically appropriate manner suitable to the genre, period, and style of the literature.
5. Perform improvised solos as applicable.
6. Demonstrate appropriate blend and balance when performing with another musician.
7. Memorize performance literature when appropriate to the performance medium and artistic tradition.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Table with 2 columns: Topics and Lec Hrs. Rows include: Introduction of the guitar fingerboard, chord charts and finger exercises (2.00); Guitar tuning methods (1.00); Guitar tablature and rhythmic symbols (2.00); Introduction of standard musical notation (2.00); Sight reading standard musical notation (1.50); Total Hours: 8.50

Lab

Topics

Table with 2 columns: Topics and Lab Hrs. Rows include: Reading guitar tablature and symbols as well as standard musical notation; how they compare. (4.00); Country and folk accompaniment in 3/4 and 4/4 time (2.00); Major scales in first position (2.00); Sight reading standard musical notation (2.00); Introduction of rock and popular accompaniment styles (2.50); Discussion of rhythmic variations and bass runs (2.50); Basic finger picking in 3/4 time (2.00); Explanation of key signatures, circle of 5th and transposing (3.00); Arpeggio style finger picking in 4/4 time (4.00); Review and group practice (1.50); Total Hours: 25.50

Reading Assignments

1. Read an article in a back issue of Guitar Player magazine on-line on effective practice techniques. Be prepared to discuss in class.
2. Read articles in "Guitar Player" magazine about guitar technique. Select one guitar tab, practice it, and be prepared to demonstrate it in class.

ATTACHMENT 1

Writing Assignments

1. Attend a concert where the guitar is the primary instrument or plays a substantial role in the concert and write a 2-3 page paper detailing your experience.
2. Research Stevie Ray Vaughan and write a 1500 word research paper about his influences and his guitar technique.

Out-of-Class Assignments

1. Select one of your favorite songs, learn to play it, and be prepared to demonstrate in class.
2. Practice your scales and barre chords for a minimum of 6 hours per week.

Recommended Materials of Instruction

Schmid, W.. (2009). Hal Leonard Guitar Method . *Hal Leonard Publishing, 2nd.*

Leavitt, W. (2010). Modern Method for Guitar. *Berklee Press,*

Other Learning Materials

Guitar in playable condition

Flatpick

Music notation book

Methods of Instruction

- A. Instructor Demonstrations
- B. Lecture
- C. Multimedia Presentations
- 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. Final Examination
- C. Performance Examinations
- D. Short papers

Created/Revised by: Latham, Mark

Date:09/30/2013



Catalog Description

MUS 40 - Piano I

Transfer Status: CSU/UC

Unit(s): 1.00

Lecture: 8.50 Contact hours/17.00 Out of class hours/25.50 Total hours/0.50 Unit(s)

Lab: 25.50 Contact hours/0.00 Out of class hours/25.50 Total hours/0.50 Unit(s)

Total: 34.00 Contact hours/17.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Course Description:

A first-level introductory course in piano, open to both music and non-music majors. This course provides instruction in elementary music-reading and beginning keyboard skills, including basic piano technique, major and minor five-finger patterns, major scales, keyboard harmony, and sight-reading through beginning piano repertoire. (C-ID MUS 170).

Objectives

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

1. Interpret basic musical notation at the piano
2. Play white-note major scales in one octave, hands together
3. Create a chordal accompaniment for a given melody
4. Illustrate proper keyboard techniques
5. Prepare beginning piano repertoire for performance

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Introduction to the keyboard: posture and hand position. Basic notation: rhythm and music staff reading. Major five-finger patterns (pentascales) in C, G, and F.	1.50
I chord and harmonization with the 5ths.	1.00
Beginning music writing/reading: dynamic, articulation, and tempo markings.	1.00
All major pentascales and harmonization with emphasis on 3rds and 4ths.	1.00
All minor pentascales.	1.00
Harmonization: chord progression I-IV6/4-I-V6/5-I in all white-note keys.	1.00
White-note major scales in one octave: separate hands, and then together.	1.00
How to perform beginning level pieces.	1.00
Total Hours:	8.50

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Major five-finger patterns on black keys	1.00
Minor five-finger patterns on white keys; triads; relative minor	2.00
Minor five-finger patterns on black keys; triplets	2.00
Chord qualities: augmented, diminished; dotted note values	1.50
Tetrachords and major scales; octaves; the damper pedal	4.00
Major scales, arpeggios; triads of the key	2.00
Chord inversions; triads in all positions	2.00
Total Hours:	25.50

Topics

The dominant and dominant seventh chords	ATTACHMENT 1	1.00
Primary chords in major keys: I-IV-V chord progressions		1.00
Tetrachords in minor scales; arpeggios		1.00
Primary chords in minor keys: I-IV-V chord progressions		1.00
Performance evaluation and analysis		1.00
Major five-finger patterns in all white-note keys hands together		2.00
Chord progression I-IV6/4-I-V6/5-I in all white-note keys hands separate		1.00
White-note major scales in one octave, hands together		1.00
How to perform beginning level pieces		2.00
	Total Hours:	25.50

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. Instructor Demonstrations
- D. Lecture
- E. Problem-Solving Sessions
- F. Individual instruction

Methods of Evaluation

- A. Exams/Tests
- B. Papers
- C. Class participation
- D. Performance Examinations
- E. In-class performance, Research paper or Concert report

Examples of Assignments

Reading Assignments

1. Go online and read a back issue of "Clavier" dealing with effective practicing techniques. Be prepared to demonstrate in class.
2. Read in Grove's "Encyclopedia of Music" about a prominent piano performer. Be prepared to discuss in class.

Writing Assignments

1. Attend a concert where the piano is the principal instrument or plays a substantial role in the performance, and write a 2-page paper detailing your experience.
2. Write a 1500-word research paper about the development of the piano keyboard action and how this affected piano technique.

Out-of-Class Assignments

1. Practice technical exercises regularly.
2. Listen to a recording where the piano is the principal instrument or plays a substantial role in the performance. Be prepared to discuss the piano techniques used in class.

Recommended Materials of Instruction

Baker, K. (2005). The Complete Keyboard Player. *Music Sales America, Omnibus Ed.* 9780825633560.

Other Learning Materials

Handouts

Music and repertoire will be selected and provided by the instructor

Minimum Qualifications

Commercial Music, or Music (Masters Required)

Created/Revised by: Abedini, Hesam

Date:04/21/2025



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

<u>Lecture</u>		
<u>Topics</u>		<u>Lec Hrs</u>
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
	Total Hours:	8.50
<u>Lab</u>		
<u>Topics</u>		<u>Lab Hrs</u>
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	ATTACHMENT 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
Total Hours:	76.50

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

Created/Revised by: Elke, David

Date:10/25/2021



Catalog Description

MUS 52 - Introduction to Recording Techniques

Transfer Status: CSU

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:

In this course students will learn the fundamentals of studio recording techniques. Topics will include the history of recording technology, the fundamentals of sound, signal flow, microphone techniques, Digital Audio Workstations (DAWs), recording techniques, mixing consoles and typical studio gear. Students will gain hands-on experience with industry standard studio equipment in a professional quality recording studio.

Objectives

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

- 1. Identify signal flow in the recording chain
2. Identify digital settings in the DAW (Digital Audio Workstation) for studio recording
3. Evaluate necessary equipment in designing a recording studio
4. Apply learned skills in monitoring audio recording and playback
5. Identify the different types of microphones and the proper use of each type in recording situations
6. Analyze and describe the functions and features of an analog mixing console

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Table with 2 columns: Topics and Lec Hrs. Rows include: The recording chain (1.50), Elements of sound and theory of signals (2.00), Studio acoustic (1.00), Equipping a studio (1.00), Methods of monitoring (2.00), Microphone elements (2.50), Microphone techniques (4.00), Digital recording (3.00), Effects and signal processors (3.50), Mixers and mixing consoles (1.50), Mixer operation (3.50), Total Hours: 25.50

Lab

Topics

Table with 2 columns: Topics and Lab Hrs. Rows include: Recording studio overview and introduction (2.00), Setup recording and monitoring for single instrument recording (4.00), Setup recording and monitoring for two sources. Record, playback, SSL and signal flow (6.00), Microphone differences (6.00), Gain staging with preamp settings for two instruments recorded simultaneously (6.00), Impacts of compressors on live recordings (6.00)

Microphone placement technique for acoustic guitar, electric guitar, grand piano, drums, bass and vocals		18.00
Class song project		12.00
Signal flow via patch bays		6.00
Signal flow via analog and digital consoles	ATTACHMENT 1	6.00
Analog and digital post-production mixing		4.50
	Total Hours:	76.50

Examples of Assignments

Reading Assignments

1. Read the Recording Engineers Handbook chapter on studio equipment, and prepare to take a quiz on the subject matter studied.
2. Read the Recording Engineers Handbook chapter on microphone placement, and prepare to apply the techniques in the lab.

Writing Assignments

1. Research a record producer and write a 1500-word essay representing your findings. Be sure to give a brief background on their history in the music business, and analyze/discuss the techniques and methods they utilize, as well as the equipment they most commonly use.
2. Research methods of mixing in a digital audio workstation, and write a 1500-word report on how those methods can be applied in your workstation of choice.

Out-of-Class Assignments

1. Watch the documentary "It Might Get Loud" and be prepared to analyze and discuss the recording techniques presented in the film.
2. Research recording studio equipment, and build a presentation in google slides of a dream setup for a home studio.

Recommended Materials of Instruction

Owsinski, B. (2018). The Recording Engineers Handbook. *Artist Pro Publishing, 4th.*

Methods of Instruction

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

Methods of Evaluation

- A. Exams/Tests
- B. Projects
- C. Practical Evaluations
- D. Research Projects
- E. Homework
- F. Lab Projects
- G. Group Participation

Created/Revised by: Elke, David

Date:05/17/2021



Catalog Description

MUS 80 - Theory & Musicianship I

Transfer Status: CSU/UC

Unit(s): 4.00

Contact Hours: 51.00 Lecture/51.00 Lab

Out of Class Hours: 102.00

Total Course Hours: 204.00

Course Description:

This course incorporates and develops concepts including complete cadential formulae, phrase structure analysis, chord function theory, and four-part voice-leading principles through guided composition analysis and practice. Rhythmic, melodic, and harmonic materials will be applied and developed through ear training, sight singing, analysis, and dictation. Additionally, students will discuss, analyze, and apply theoretical and musicianship topics across historical musical styles, aesthetics, and cultures. Activities in class may include performing exercises on piano and sight-singing rhythmic and melodic exercises. (C-ID MUS 120/MUS 125).

Objectives

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

- 1. Analyze figured bass theory and realization in 4 parts.
2. Demonstrate an understanding of roman numeral and chord function theory.
3. Complete cadential formulae and period phrase structure.
4. Identify non-harmonic tones.
5. Analyze four-part chorale writing principles.
6. Play and/or sing major and minor melodies including leaps within the primary triads.
7. Play and/or sing common melodic patterns (arpeggios, passing tones, neighbors, etc.).
8. Analyze simple phrase structure within simple melodic forms.
9. Recognize tendency tones and hearing melodies within a harmonic context.
10. Play and/or sing intervals through the octave.
11. Analyze uses of triad and V7th-chord qualities and inversions.
12. Identify and write harmonic progressions with primary chords with inversions.
13. Perform a variety of simple and compound meter signatures and tempos (common signatures).
14. Recognize common rhythmic patterns using division of the beat.
15. Perform common dotted patterns within the division of the beat.
16. Discuss, analyze, perform, and apply theoretical and musicianship topics across historical musical styles, aesthetics, and cultures.

Course Content

Topic Titles / Suggested Time Topic

Table with 2 columns: Topic Titles / Suggested Time Topic and Lec Hrs. Rows include: Review music fundamentals (3.00), Demonstrate and discuss figured bass theory (3.00), Discuss and demonstrate roman numeral and chord function theory (3.00), Discuss and analyze complete cadential formulae (3.00), Discuss and demonstrate the use of non-harmonic tones (3.00), Demonstrate and analyze four-part chorale writing principles (3.00), Demonstrate and discuss techniques for major and minor melodies (3.00), Identify common melodic patterns (3.00), Discuss simple phrase structure (3.00), Analyze tendency tones and hearing melodies (3.00), Analyze methods of identification and singing of intervals (3.00).

Study identification of triad and V7th-chord qualities and inversions	3.00
Analyze harmonic progressions with primary chords with inversions	3.00
Study a variety of simple and compound meter signatures and tempos (common signatures)	3.00
Demonstrate how to identify common rhythmic patterns using division of the beat	3.00
Identify common dotted patterns within the division of the beat	3.00
Discuss and analyze theoretical concepts and their historical evolution and impacts across different musical styles, aesthetics, and cultures.	3.00
Total Hours:	51.00

ATTACHMENT 1

Lab

Topics

Lab Hrs

Create figured bass theory and realization in 4 parts	3.00
Complete roman numeral and chord function theory exercises	3.00
Complete cadential formulae and period phrase structure	3.00
Identify non-harmonic tones	3.00
Apply techniques of four-part chorale writing principles	4.00
Dictate and/or sing major and minor melodies including leaps within the primary triads	3.00
Identify and write common melodic patterns (arpeggios, passing tones, neighbors, etc.)	3.00
Analyze simple phrase structure within simple melodic forms	3.00
Practice tendency tones and hearing melodies within a harmonic context	3.00
Identify and sing intervals through the octave	3.00
Identify and write triad and V7th-chord qualities and inversions	4.00
Write and analyze harmonic progressions with primary chords with inversions	4.00
Perform a variety of simple and compound meter signatures and tempos (common signatures)	3.00
Perform common rhythmic patterns using division of the beat	3.00
Perform common dotted patterns within the division of the beat	3.00
Perform and apply theoretical and musicianship concepts across historical musical styles, aesthetics, and cultures.	3.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Research the contributions made to Western music by Giovanni da Palestrina, paying special attention to his contributions to the tonal harmonic system we are studying, and the historical significance of these contributions.
2. Using Grove's Encyclopedia of Music, research the development of the major/minor system of music in western Europe. Be prepared to discuss the results of your reading in class.

Writing Assignments

1. Attend a concert and prepare a 1500 word report on your experience, giving attention to as many elements of music as you can identify and explain how they are used in the music you heard. Discuss the historical period and culture in which the music was composed.
2. Using a given bass line, compose the tenor, alto, and soprano parts, observing all rules of voice-leading and avoidance of doubling and parallel motion.

Out-of-Class Assignments

1. Using a given melody and bass line, harmonize while observing all applicable rules of voice-leading, doubling, parallel and contrary motion.
2. Working with several of your classmates, take a Bach chorale and transpose it an augmented fourth higher. Observe all rules of voice leading and range in your reharmonization, and be prepared to defend your choices in class.

Recommended Materials of Instruction

Stefan Kostka and Dorothy Payne and Byron Almén. (2018). Tonal Harmony. *McGraw Hill, 8th*.
 Stefan Kostka. (2018). Workbook for Tonal Harmony. *McGraw Hill, 8th*.

Methods of Instruction

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

ATTACHMENT 1

Methods of Evaluation

- A. Quizzes
- B. Demonstration
- C. Lab Projects
- D. Written Assignments

Created/Revised by: Heimlich, Ryan

Date:05/17/2021



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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Jaymie Martinez	Title:	Executive Assistant
Telephone:	(530) 538-2311 x1106	Email:	jmartinez@ouhsd.net

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Las Plumas High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 230	TOTAL PROJECTED FTES: 23
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	AB-26	Intro to AG Business	Earley, Andree	MTThF	11:50 - 12:40PM	HS	HS
1	2025FA	AET-22	Nat Res/Agri-Construct	Daley, Rob	MTThF	1:30 - 2:20PM	HS	HS
1	2025FA	AGS-40	Introduction to Animal Science	LaFayette, Laura	MTThF	1:30 - 2:20PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Allen, Taren	MTThF	10:45 - 11:35AM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Allen, Taren	MTThF	11:50 - 12:40PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Allen, Taren	MTThF	2:35 - 3:25PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Allen, Taren	MTThF	8:30 - 9:20AM	HS	HS
1	2025FA	AUT-101	Automotive Shop Fundamentals	Upton, West	MTThF	1:30 - 2:20PM	HS	HS
1	2025FA	AUT-101	Automotive Shop Fundamentals	Upton, West	MTThF	10:45 - 11:35AM	HS	HS
1	2025FA	AUT-101	Automotive Shop Fundamentals	Upton, West	MTThF	9:40 - 10:30AM	HS	HS
1	2026SP	MUS-1	Music Appreciation	Paim, Marco Paulo	MTThF	11:50 - 12:40PM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Tooker, Julie	MTThF	2:35 - 3:25PM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Tooker, Julie	MTThF	9:40 - 10:30AM	HS	HS
1	2025FA	STAT-C1000	Introduction to Statistics	Rankin Wagenaar, Rebecca	MTThF	11:50 - 12:40PM	HS	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Intro to AG Business	Principles of Agribusiness Management Career	\$0	N/A
Nat Res/Agri-Construct	Construction Technology 1st ed, 2005	\$0	N/A
Introduction to Animal Science	Veterinary Assisting: Fundamentals & Applications	\$0	N/A
Beginning Ceramics	Experience Clay	\$0	N/A
Automotive Shop Fundamentals	Modern Automotive Technology	\$0	N/A
Music Appreciation	Music: An Appreciation	\$0	N/A
Beginning Digital Photography	Photo & Digital Editing	\$0	N/A
Introduction to Statistics	None	\$0	N/A

6. REIMBURSEMENT.

6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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	2001	M-F	8:30AM - 3:30PM
LPHS	1020	M-F	8:30AM - 3:30PM
LPHS	1504	M-F	8:30AM - 3:30PM
LPHS	2005	M-F	8:30AM - 3:30PM
LPHS	307	M-F	8:30AM - 3:30PM
LPHS	BAND	M-F	8:30AM - 3:30PM
LPHS	1500	M-F	8:30AM - 3:30PM
LPHS	619	M-F	8:30AM - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – LPHS 2025-26				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	\$7,800	
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

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

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

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

AET 22 - Natural Resources and Agri-Construction

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Lab

Topics

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

Examples of Assignments

Reading Assignments

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

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

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to animal agriculture	
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	ATTACHMENT 1
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	
Total Hours:	34.00

Lab

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

Examples of Assignments

Reading Assignments

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

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

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

Techniques and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.	6.00
	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
Total Hours:	25.50

Lab

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Cooper, David

Date: 10/29/2012



Catalog Description

AUT 101 - Automotive Shop Fundamentals

Transfer Status: NT

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:

Fundamental introduction to the major systems of the automobile including safety and preventative maintenance services. This course will focus on Auto Shop Fundamentals and repair for individuals with little to no automotive repair or auto shop experience. Topics will include: Automotive industry tools and usage, Automobile systems theory and repair, vehicle maintenance, emergency roadside repair, buying a used vehicle, safety inspection, and automotive industry career opportunities.

Objectives

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

1. Demonstrate shop safety regarding working procedures and hazardous materials and waste handling.
2. Research and identify correct procedures and specifications for maintenance and repair of a modern automobile.
3. Perform minor service and maintenance procedures in a timely manner to industry standards.
4. Identify major components and describe the function of: a 4-cycle gasoline engine, Automatic and Manual transmissions, suspension and steering systems, and brake systems.
5. Identify, describe, and properly use the tools and personal protective equipment used in the automotive industry.
6. Demonstrate how to inspect a vehicle for safety, and/or purchasing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Orientation, vehicle and service information	2.00
Safety and environmental protection	2.00
Fasteners, hand tools and shop equipment	4.00
Engine operation and construction	4.00

Engine systems (lubrication, cooling, fuel, ignition, exhaust, emission control)	ATTACHMENT 1	6.00
Electrical systems		4.00
Transmission types		2.00
Brakes, suspension, tires, and wheels		4.00
Air conditioning and heating systems (HVAC)		2.00
Scheduled and preventative maintenance		2.00
Used vehicle inspection and road side emergency services		2.00
	Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and environmental protection	6.00
General operating systems of the modern automobile	12.00
Preventative maintenance	12.00
Minor repair activities that include each of the lecture content topics.	21.00
	Total Hours:
	51.00

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. Quizzes
- B. Homework
- C. Class participation
- D. Final Examination
- E. Performance Examinations
- F. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter about Engine Valve Adjustment, then complete the questions at the end of chapter review, and be prepared to discuss in class.

2. Using your textbook, class hand-outs, and lecture notes, find the correct standard procedure for the torque sequence of five lug wheels. Take notes and be ready to discuss in class.

Writing Assignments

1. In a minimum of one page (double spaced, font size 14), write down the steps to accurately measure engine oil level, and the importance of completing each step.
2. In at least three paragraphs, write down how to change a flat tire on a vehicle. Remember to include safety techniques.

Out-of-Class Assignments

1. Use AllData to look up the fill capacities and fluid requirements for your personal vehicle (or vehicle of your choice). Be prepared to share your findings with the instructor.
2. Complete this week's quiz and reading assignment and submit to the instructor.

Recommended Materials of Instruction

Tim Gilles. (2020). *Automotive Service: Inspection, Maintenance, Repair*. Cengage, 6th. 978-1337794039.

James Duffy. (2022). *Modern Automotive Technology*. Goodhart-Wilcox, 10th. 978-1-64564-688-4.

Kirk VanGelder. (2023). *Fundamentals of Automotive Technology*. CDX Automotive, 3rd. 9781284230352.

Other Learning Materials

Safety Glasses

Created/Revised by: Kielb, Craig

Date:05/15/2023



Catalog Description

MUS 1 - Music Appreciation

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

ATTACHMENT 1

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

<u>Topics</u>	<u>Lec Hrs</u>
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00

Color Balance and Adjustment		2.00
Printers/Papers		1.00
Print Presentation	ATTACHMENT 1	1.00
Other Lightroom Tools		2.00
Assignment Introduction		4.00
Final Portfolio Introduction		1.00
	Total Hours:	34.00

Lab

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

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



Catalog Description

STAT C1000 - Introduction to Statistics

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra

Unit(s): 4.00

Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. (C-ID MATH 110).

Objectives

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

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics Introduction to statistical thinking and processes	
Technology-based statistical analysis	
Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science	
Units (subjects/cases) and variables in a data set, including multivariable data sets	
Categorical and quantitative variables	
Sampling methods, concerns, and limitations, including bias and random variability	
Observational studies and experiments	68.00
Data summaries, visualizations, and descriptive statistics	
Probability concepts	
Probability distributions (e.g., binomial, normal)	
Sampling distributions and the Central Limit Theorem	
Estimation and confidence intervals	
Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results	
Regression, including correlation and linear regression equations	
Total Hours:	68.00

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. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

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

Peck, R., Case, C. (2024). *Statistics: Learning from Data*. Cengage, 3rd. 978-0357758298.

Gould, R., Wong, R., Ryan, C. (2025). *Introductory Statistics Exploring the World Through Data*. Pearson, 4th. 9780138242145.

Triola, M. (2023). *Essentials of Statistics*. Pearson, 7th. 9780137466092.

Zero Cost Textbook

Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024: <https://www.openintro.org/book/ims/> Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023: <https://openstax.org/details/books/introductory-statistics-2e> Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin, 2021: <https://www.utdanacenter.org/products/introductory-statistics>

Other Learning Materials

MyMathLab, a computer web-based learning system; graphing calculator with statistical capabilities

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by: Bartsch, Kimberly

Date:11/04/2024



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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Sherri Morgan	Title:	Executive Director/Superintendent
Telephone:	827-2395	Email:	smorgan@longvalleycs.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Long Valley Charter School	HIGH SCHOOL:	Long Valley Charter School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 5	TOTAL PROJECTED FTES: .5
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	ITEC-55	Intro to Industrial Trades	Morgan, Jerad	Th	10:30 - 1:20PM	HS	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	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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	SHOP	M-F	8:00AM – 3:00PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	LONG VALLEY CHARTER SCHOOL		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Long Valley Charter 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$600		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

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

	<u>Lec Hrs</u>
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	ATTACHMENT 1	1.00
Basic Communication Skills		1.50
Basic Employability Skills		1.00
Introduction to Material Handling		1.50
Industrial Technology Trade Careers		2.00
	Total Hours:	17.00

Lab

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

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.

ATTACHMENT 1

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 **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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
---	------------	---------	-----------	---------

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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Tiffany Herringer	Title:	Coordinator, Career & Technical Education
Telephone:	(530) 891-3000 x201464	Email:	therringer@chicousd.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	HIGH SCHOOL:	Oak Bridge Academy

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 3	TOTAL PROJECTED FTES: .3
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	AUT-101	Automotive Shop Fundamentals	Luther, John	HYBRID	HYBRID	CC	CC/HS Online

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 Title	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Automotive Shop Fundamentals	Tim Gilles, Automotive Service Inspection Maintenance Repair, Sixth Edition	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course 650.00 per completed section.
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- 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
OBHS	TBA	M-F	8:30 - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CHICO UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Oak Bridge Academy 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$300		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

AUT 101 - Automotive Shop Fundamentals

Transfer Status: NT

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:

Fundamental introduction to the major systems of the automobile including safety and preventative maintenance services. This course will focus on Auto Shop Fundamentals and repair for individuals with little to no automotive repair or auto shop experience. Topics will include: Automotive industry tools and usage, Automobile systems theory and repair, vehicle maintenance, emergency roadside repair, buying a used vehicle, safety inspection, and automotive industry career opportunities.

Objectives

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

1. Demonstrate shop safety regarding working procedures and hazardous materials and waste handling.
2. Research and identify correct procedures and specifications for maintenance and repair of a modern automobile.
3. Perform minor service and maintenance procedures in a timely manner to industry standards.
4. Identify major components and describe the function of: a 4-cycle gasoline engine, Automatic and Manual transmissions, suspension and steering systems, and brake systems.
5. Identify, describe, and properly use the tools and personal protective equipment used in the automotive industry.
6. Demonstrate how to inspect a vehicle for safety, and/or purchasing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Orientation, vehicle and service information	2.00
Safety and environmental protection	2.00
Fasteners, hand tools and shop equipment	4.00
Engine operation and construction	4.00

Engine systems (lubrication, cooling, fuel, ignition, exhaust, emission control)	ATTACHMENT 1	6.00
Electrical systems		4.00
Transmission types		2.00
Brakes, suspension, tires, and wheels		4.00
Air conditioning and heating systems (HVAC)		2.00
Scheduled and preventative maintenance		2.00
Used vehicle inspection and road side emergency services		2.00
	Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and environmental protection	6.00
General operating systems of the modern automobile	12.00
Preventative maintenance	12.00
Minor repair activities that include each of the lecture content topics.	21.00
	Total Hours:
	51.00

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. Quizzes
- B. Homework
- C. Class participation
- D. Final Examination
- E. Performance Examinations
- F. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter about Engine Valve Adjustment, then complete the questions at the end of chapter review, and be prepared to discuss in class.

2. Using your textbook, class hand-outs, and lecture notes, find the correct standard procedure for the torque sequence of five lug wheels. Take notes and be ready to discuss in class.

Writing Assignments

1. In a minimum of one page (double spaced, font size 14), write down the steps to accurately measure engine oil level, and the importance of completing each step.
2. In at least three paragraphs, write down how to change a flat tire on a vehicle. Remember to include safety techniques.

Out-of-Class Assignments

1. Use AllData to look up the fill capacities and fluid requirements for your personal vehicle (or vehicle of your choice). Be prepared to share your findings with the instructor.
2. Complete this week's quiz and reading assignment and submit to the instructor.

Recommended Materials of Instruction

Tim Gilles. (2020). *Automotive Service: Inspection, Maintenance, Repair. Cengage, 6th.* 978-1337794039.

James Duffy. (2022). *Modern Automotive Technology. Goodhart-Wilcox, 10th.* 978-1-64564-688-4.

Kirk VanGelder. (2023). *Fundamentals of Automotive Technology. CDX Automotive, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Created/Revised by: Kielb, Craig

Date:05/15/2023



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

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1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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COLLEGE

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

SCHOOL DISTRICT

Name:	Tiffany Herringer	Title:	Coordinator, Career & Technical Education
Telephone:	(530) 891-3000 x201464	Email:	therringer@chicousd.org

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PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	HIGH SCHOOL:	Oakdale School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 3	TOTAL PROJECTED FTES: .3
---	---------------------------------

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	AUT-101	Automotive Shop Fundamentals	Luther, John	HYBRID	HYBRID	CC	CC/HS Online

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 Title	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Automotive Shop Fundamentals	Tim Gilles, Automotive Service Inspection Maintenance Repair, Sixth Edition	\$0	N/A

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BUILDING	CLASSROOM	DAYS	HOURS
ODHS	TBA	M-F	8:30 - 3:30PM

8. APPENDIX APPROVAL

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[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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CHICO UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Oakdale School 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$300		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

AUT 101 - Automotive Shop Fundamentals

Transfer Status: NT

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:

Fundamental introduction to the major systems of the automobile including safety and preventative maintenance services. This course will focus on Auto Shop Fundamentals and repair for individuals with little to no automotive repair or auto shop experience. Topics will include: Automotive industry tools and usage, Automobile systems theory and repair, vehicle maintenance, emergency roadside repair, buying a used vehicle, safety inspection, and automotive industry career opportunities.

Objectives

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

1. Demonstrate shop safety regarding working procedures and hazardous materials and waste handling.
2. Research and identify correct procedures and specifications for maintenance and repair of a modern automobile.
3. Perform minor service and maintenance procedures in a timely manner to industry standards.
4. Identify major components and describe the function of: a 4-cycle gasoline engine, Automatic and Manual transmissions, suspension and steering systems, and brake systems.
5. Identify, describe, and properly use the tools and personal protective equipment used in the automotive industry.
6. Demonstrate how to inspect a vehicle for safety, and/or purchasing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Orientation, vehicle and service information	2.00
Safety and environmental protection	2.00
Fasteners, hand tools and shop equipment	4.00
Engine operation and construction	4.00

Engine systems (lubrication, cooling, fuel, ignition, exhaust, emission control)	ATTACHMENT 1	6.00
Electrical systems		4.00
Transmission types		2.00
Brakes, suspension, tires, and wheels		4.00
Air conditioning and heating systems (HVAC)		2.00
Scheduled and preventative maintenance		2.00
Used vehicle inspection and road side emergency services		2.00
	Total Hours:	34.00

Lab

Topics

	<u>Lab Hrs</u>
Safety and environmental protection	6.00
General operating systems of the modern automobile	12.00
Preventative maintenance	12.00
Minor repair activities that include each of the lecture content topics.	21.00
	Total Hours:
	51.00

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. Quizzes
- B. Homework
- C. Class participation
- D. Final Examination
- E. Performance Examinations
- F. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter about Engine Valve Adjustment, then complete the questions at the end of chapter review, and be prepared to discuss in class.

2. Using your textbook, class hand-outs, and lecture notes, find the correct standard procedure for the torque sequence of five lug wheels. Take notes and be ready to discuss in class.

Writing Assignments

1. In a minimum of one page (double spaced, font size 14), write down the steps to accurately measure engine oil level, and the importance of completing each step.
2. In at least three paragraphs, write down how to change a flat tire on a vehicle. Remember to include safety techniques.

Out-of-Class Assignments

1. Use AllData to look up the fill capacities and fluid requirements for your personal vehicle (or vehicle of your choice). Be prepared to share your findings with the instructor.
2. Complete this week's quiz and reading assignment and submit to the instructor.

Recommended Materials of Instruction

Tim Gilles. (2020). *Automotive Service: Inspection, Maintenance, Repair. Cengage, 6th.* 978-1337794039.

James Duffy. (2022). *Modern Automotive Technology. Goodhart-Wilcox, 10th.* 978-1-64564-688-4.

Kirk VanGelder. (2023). *Fundamentals of Automotive Technology. CDX Automotive, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Created/Revised by: Kielb, Craig

Date:05/15/2023



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 **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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/15/24	Appendix:	9/18/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

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

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Orland Unified School District	HIGH SCHOOL:	Orland High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 150	TOTAL PROJECTED FTES: 15
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	AGS-40	Introduction to Animal Science	Close, Brendan	MTThF	2:20 - 3:10PM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Johnson, Patrick	MTThF	1:25 - 2:15PM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Johnson, Patrick	MTThF	12:30 - 1:20PM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Jones, Kathleen	MTThF	10:05 - 10:55AM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Jones, Kathleen	MTThF	8:10 - 9:00AM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Jones, Kathleen	MTThF	9:05 - 9:55AM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Ovitz, Jennifer	MTThF	10:05 - 10:55AM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Sanchez, Andrew	MTThF	11:00 - 11:50AM	HS	HS
1	2026SP	CLP-101	Career Ed/Life Choices	Sanchez, Andrew	MTThF	2:20 - 3:10PM	HS	HS
1	2025FA	ITEC-55	Intro to Industrial Trades	Weatherby, Austin	MTThF	12:30 - 1:20PM	HS	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Intro to Animal Science	Modern Livestock and Poultry Production	\$0	N/A
Career Ed/Life Choices	Career Choices and Changes	\$0	N/A
Intro to Industrial Trades	Wood Technology & Processes	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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
ORLN	29	M-F	8:00AM – 3:30PM
ORLN	201	M-F	8:00AM – 3:30PM
ORLN	207	M-F	8:00AM – 3:30PM
ORLN	102	M-F	8:00AM – 3:30PM
ORLN	31	M-F	8:00AM – 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	ORLAND UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Orland High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$5,600		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

Lecture

Topics

Lec Hrs

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	ATTACHMENT 1
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	
Total Hours:	34.00

Lab

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

Examples of Assignments

Reading Assignments

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

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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

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

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

	<u>Lec Hrs</u>
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	ATTACHMENT 1	1.00
Basic Communication Skills		1.50
Basic Employability Skills		1.00
Introduction to Material Handling		1.50
Industrial Technology Trade Careers		2.00
	Total Hours:	17.00

Lab

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

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.

ATTACHMENT 1

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**

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Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Jaymie Martinez	Title:	Executive Assistant
Telephone:	(530) 538-2311 x1106	Email:	jmartinez@ouhsd.net

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PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Oroville High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 175	TOTAL PROJECTED FTES: 17.5
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	ART-50	Beginning Ceramics	Berg, Christopher	MTThF	1:30-2:20PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Berg, Christopher	MTThF	11:50 - 12:40PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Berg, Christopher	MTThF	2:35 - 3:25PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Berg, Christopher	MTThF	8:30 - 9:20AM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Berg, Christopher	MTThF	9:40-10:30AM	HS	HS
1	2026SP	ENGL-4	Introduction to Literature	Shaffer, Marta	MTThF	10:45 - 11:35AM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Shaffer, Marta	MTThF	11:50 - 12:40PM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Shaffer, Marta	MTThF	9:40-10:30AM	HS	HS
1	2025FA	SPAN-3	Third Semester Spanish	Castillo, Diana	MTThF	1:30-2:20PM	HS	HS
1	2026SP	STAT-C1000	Introduction to Statistics	Giannini, Scott	Online	Online	CC	HS/Online

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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS
Beginning Ceramics	Experience Clay	\$0	N/A
Introduction to Literature	Literature and Composition	\$0	N/A
Academic Reading and Writing	Bedford Literature and Composition	\$0	N/A
Third Semester Spanish	Prentice Hall 3 Realidades/Temas AP Spanish	\$0	N/A
Introduction to Statistics	OER/Free Textbook	\$0	N/A

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- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 per completed section.
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- 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
OVHS	A3	M-F	8:30 - 3:30PM
OVHS	M7	M-F	8:30 - 3:30PM
OVHS	H2	M-F	8:30 - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT	Vendor ID:			
PO Description:	CCAP AGREEMENT APPENDIX – Oroville High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$5,100		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

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

Techniques and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.	6.00
	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
Total Hours:	25.50

Lab

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Cooper, David

Date:10/29/2012



Catalog Description

ENGL 4 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: ENGL 2 or ENGL 3

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Brief review of subjects discussed in English 2

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

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

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

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

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

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

Critical approaches to literature

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

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

Short Story

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

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

Drama

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

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

The Novel

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

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

Poetry

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

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

Film

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

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

Total Hours: 51.00

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

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

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
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

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.

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. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

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

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)



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	3.00
The subjunctive with conjunctions	ATTACHMENT 1 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
Si clauses	3.00
Summary of the uses of the subjunctive	3.00
Total Hours:	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

Examples of Assignments

Reading Assignments

1. Read and be prepared to discuss the characters and main themes of a short story by Isabel Allende attached 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



Catalog Description

STAT C1000 - Introduction to Statistics

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra

Unit(s): 4.00

Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. (C-ID MATH 110).

Objectives

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

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

Course Content

Topic Titles / Suggested Time Topic	
<u>Lecture</u>	<u>Lec Hrs</u>
Topics Introduction to statistical thinking and processes	
Technology-based statistical analysis	
Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science	
Units (subjects/cases) and variables in a data set, including multivariable data sets	
Categorical and quantitative variables	
Sampling methods, concerns, and limitations, including bias and random variability	
Observational studies and experiments	
Data summaries, visualizations, and descriptive statistics	68.00
Probability concepts	
Probability distributions (e.g., binomial, normal)	
Sampling distributions and the Central Limit Theorem	
Estimation and confidence intervals	
Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results	
Regression, including correlation and linear regression equations	
Total Hours:	68.00

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. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

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

Peck, R., Case, C. (2024). *Statistics: Learning from Data*. Cengage, 3rd. 978-0357758298.

Gould, R., Wong, R., Ryan, C. (2025). *Introductory Statistics Exploring the World Through Data*. Pearson, 4th. 9780138242145.

Triola, M. (2023). *Essentials of Statistics*. Pearson, 7th. 9780137466092.

Zero Cost Textbook

Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024: <https://www.openintro.org/book/ims/> Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023: <https://openstax.org/details/books/introductory-statistics-2e> Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin, 2021: <https://www.utdanacenter.org/products/introductory-statistics>

Other Learning Materials

MyMathLab, a computer web-based learning system; graphing calculator with statistical capabilities

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by: Bartsch, Kimberly

Date:11/04/2024



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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/20/24	Appendix:	9/16/25
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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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Sheila Craft	Title:	Executive Assistant
Telephone:	530-872-6400 x1223	Email:	scraft@pusdk12.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Paradise Unified School Dist	HIGH SCHOOL:	Paradise High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 40	TOTAL PROJECTED FTES: 4
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2025FA	MSP-74	Multimedia Production I	Carroll, Douglas	MTThF	2:30 - 3:20PM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Murphy, Janel	MTThF	10:45 - 11:45AM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Murphy, Janel	MTThF	11:45 - 12:35PM	HS	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS
Multimedia Production I	Online Resources/tutorials/multimedia presentations	\$0	N/A
Beginning Digital Photography	Online Resources	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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	H2	M-F	8:30AM - 3:30PM
PHS	120	M-F	8:30AM - 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	PARADISE UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Paradise High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$1,700		
Contract Monitor Name <i>(Person Who Approves Invoices)</i> :	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

MSP 74 - Multimedia Production I

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Lab

Topics

Lab Hrs

Preparing materials for project development	1.50
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Developing concepts and brainstorming		2.00
Planning the production		3.00
Producing the project		3.00
Hardware		1.00
Text	ATTACHMENT 1	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
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

Other Learning Materials

Handouts

Periodicals

Instructional DVDs

Tutorials

Methods of Instruction

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

Methods of Evaluation

- A. Quizzes
- B. Final Examination



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

<u>Topics</u>	<u>Lec Hrs</u>
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00

Color Balance and Adjustment		2.00
Printers/Papers		1.00
Print Presentation	ATTACHMENT 1	1.00
Other Lightroom Tools		2.00
Assignment Introduction		4.00
Final Portfolio Introduction		1.00
	Total Hours:	34.00

Lab

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

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 **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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/17/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Tiffany Herringer	Title:	Coordinator, Career & Technical Education
Telephone:	(530) 891-3000 x201464	Email:	therringer@chicousd.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	HIGH SCHOOL:	Pleasant Valley High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 640	TOTAL PROJECTED FTES: 64
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	ALH-6	Soft Skills in Prof Hlth Care	Castillo, Melanie	TF	8:30 - 9:50AM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Tranberg, Stephen	MTh	8:30 - 10:00AM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Summerville, Jean	MTh	10:20 - 11:50AM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Summerville, Jean	TF	10:20 - 11:50AM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Summerville, Jean	MTh	12:30 - 2:00PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Summerville, Jean	TF	12:30 - 2:00PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Summerville, Jean	TF	2:10 - 3:40PM	HS	HS
1	2025FA	ART-50	Beginning Ceramics	Summerville, Jean	TF	8:30 - 10:00AM	HS	HS
1	2025FA	ART-56	Ceramics IV	Summerville, Jean	MTh	2:10 - 3:30PM	HS	HS
1	2025FA	CSCI-4	Introduction to Programming	Huff, Steven	MTh	12:30 - 1:50PM	HS	HS
1	2025FA	DFT-12	Beginning AutoCAD	Joiner, Matthew	TF	10:20 - 11:40AM	HS	HS
1	2025FA	DFT-12	Beginning AutoCAD	Joiner, Matthew	TF	12:30 - 1:50PM	HS	HS
1	2025FA	DFT-2	Engineering Graphics I	Joiner, Matthew	TF	8:30 - 9:50AM	HS	HS
1	2025FA	DFT-24	Architectural Drafting	Joiner, Matthew	MTh	2:10 - 3:30PM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Hesse, Douglas	TF	10:20 - 11:40AM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Hesse, Douglas	TF	12:30 - 1:50PM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Kauffman, Sheri	MTh	12:30 - 1:50PM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Kauffman, Sheri	MTh	2:10 - 3:30PM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Kauffman, Sheri	MTh	8:30 - 9:50AM	HS	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Kauffman, Sheri	TF	8:30 - 9:50AM	HS	HS
1	2025FA	JPN-1	First Semester Japanese	Martin, Michelle	TF	10:20 - 11:40AM	HS	HS
1	2025FA	JPN-1	First Semester Japanese	Martin, Michelle	TF	2:10 - 3:30PM	HS	HS
1	2025FA	JPN-2	Second Semester Japanese	Martin, Michelle	TF	12:30 - 1:50PM	HS	HS
1	2025FA	MSP-30	Introduction to Digital Art	Barrera-Green, Lauren	MTh	12:30 - 1:50PM	HS	HS
1	2025FA	MSP-96	Intro-Computer Graphics	Barrera-Green, Lauren	TF	12:30 - 1:50PM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Barrera-Green, Lauren	MTh	10:20 - 11:40AM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Barrera-Green, Lauren	TF	10:20 - 11:40AM	HS	HS
1	2025FA	PHO-4	Beginning Digital Photography	Barrera-Green, Lauren	MTh	8:30 - 9:50AM	HS	HS
1	2025FA	RTVF-40	Video Production	Peck, Michael	TF	10:20 - 11:40AM	HS	HS
1	2025FA	STAT-C1000	Introduction to Statistics	Huff, Steven	TF	10:20 - 11:40AM	HS	HS
1	2025FA	STAT-C1000	Introduction to Statistics	Huff, Steven	TF	12:30 - 1:50PM	HS	HS
1	2025FA	STAT-C1000	Introduction to Statistics	Huff, Steven	MTh	2:10 - 3:30PM	HS	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Soft Skills in Prof Hlth Care	Job Readiness for Health Professionals	\$0	N/A
Beginning Ceramics	Ceramics Network, Studio Thinking, Studio Ceramics	\$0	N/A
Ceramics IV	Ceramics Network, Studio Thinking, Studio Ceramics	\$0	N/A
Intro to Programming Concepts	Foundations of Python Programming	\$0	N/A
Beginning AutoCAD	Basic Technical Drawing	\$0	N/A
Engineering Graphics I	Basic Technical Drawing (8th Edition)	\$0	N/A
Architectural Drafting	Architecture Drafting and Design	\$0	N/A
Academic Reading and Writing	Online Resources and Instructional/Stimulus Materials	\$0	N/A
First Semester Japanese	Genki I	\$0	N/A
Second Semester Japanese	Genki I	\$0	N/A
Introduction to Digital Art	Beginner's Guide to Digital Painting in Photoshop	\$0	N/A
Intro to Computer Graphics	The New Basics, Adobe Illustrator Classroom in a Book	\$0	N/A
Beginning Digital Photography	Langford's Advanced Photography	\$0	N/A
Video Production	iCEV/Video: Digital Communication & Production	\$0	N/A
Intro to Statistics	OpeStax: Introductory Statistics 2e	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$650.00 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		DAYS	HOURS
PVHS	E3	M-F	8:30AM – 3:30PM
PVHS	M1	M-F	8:30AM – 3:30PM
PVHS	M12	M-F	8:30AM – 3:30PM
PVHS	Y112	M-F	8:30AM – 3:30PM
PVHS	D5	M-F	8:30AM – 3:30PM
PVHS	M4	M-F	8:30AM – 3:30PM
PVHS	Y210	M-F	8:30AM – 3:30PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	CHICO UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – PV High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$21,800		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
KAM BULL		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

**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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

1. Go to a public place (park, shopping mall, grocery store, etc) and observe verbal and non-verbal interactions between individuals. Be prepared to discuss your specific observations in class.

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Craig, Susan

Date:04/02/2018



Catalog Description

ART 50 - Beginning Ceramics

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 25.50 Lecture/76.50 Lab

Out of Class Hours: 51.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Techniques and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.	6.00
	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
Total Hours:	25.50

Lab

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Cooper, David

Date:10/29/2012



Catalog Description

ART 56 - Ceramics IV

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 in-depth exploration of clay as a medium of expression, with emphasis on individual ideas and directions. Students will concentrate on creating a personal vocabulary of imagery, construction methods, and surface treatments, and will develop and draw upon a broad awareness of historical as well as contemporary ceramic artworks.

Objectives

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

1. Describe and explain the uses of various types of clays, glazes, firing techniques, and elements of kiln design.
2. Design and create sophisticated clay forms using a variety of forming techniques, such as coil, slab, wheel-throwing, extrusions, and combination methods.
3. Utilize glaze calculation and advanced techniques of application to successfully achieve finished surfaces with desired colors, textures, and design elements.
4. Describe, explain, and utilize the influences of historical, as well as contemporary precedents, in the creation of original sculpture and pottery.
5. Create a portfolio of finished work that and demonstrates technical proficiency, originality, creative problem-solving, and personal self-expression.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction, Orientation	1.00
Historical and Contemporary Precedents in Ceramics	4.00
Advanced Hand-building Techniques	6.00
Advanced Wheel-throwing Techniques	6.00
Development of individual style and personal vocabulary of form and content	2.00
Ceramic Figurative Sculpture	2.00

Ceramic Relief Sculpture	ATTACHMENT 1	2.00
Glaze Testing		5.00
Special Firings		2.00
Portfolio Development: Photo-documentation of artwork for professional quality presentation; development of resume, and curriculum vitae to secure admission to 4-Year programs, scholarships, gallery representation, and/or direct sales		4.00
Total Hours:		34.00

Lab

Topics

Lab Hrs

Visual problem solving exercises that develop ceramic work and require self-exploration, as well as the manipulation of materials used to create ceramic works.		6.00
Studio projects that explore advanced techniques and creative processes of creating ceramic artworks, including but not limited to, coil, soft slab, hard slab, sgraffito, mishima, modeling, carving, wheel work, keeping a sketchbook and journaling.		21.00
Development of advanced skills and processes using a variety of surface and firing techniques appropriate to an advanced study in ceramics, which may include but are not limited to slips, engobe, terra sigilata, glaze, burnishing, in various firing atmospheres and temperatures.		10.00
Portfolio Development: Photo-documentation of artwork and development of curriculum vitae and resume for professional quality presentation to secure admission to 4-Year programs, scholarships, gallery representation, and/or direct sales.		4.00
Critical evaluation and critique of class projects.		10.00
Total Hours:		51.00

Methods of Instruction

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

Methods of Evaluation

- A. Quizzes
- B. Portfolios
- C. Projects
- D. Journal
- E. Class participation
- F. Short papers

Examples of Assignments

Reading Assignments

1. Prior to attending class during which we examine the development of individual expression and personal voice, read "The Artist's Vision" in the textbook "Hands in Clay". Come to class prepared to discuss "The Creative Process", "Social Concerns", and "Personal Imagery".
2. Read the chapter on "Worldwide Interaction" in the textbook "Hands In Clay". Come to class prepared to discuss 20th Century ceramic artists and their works.

Writing Assignments

1. Keep a journal in which you sketch and write entries describing the evolution of form and concept for all assigned clay projects.
2. Pick two ceramic artists whose work you find especially intriguing. Write a one to two page paper describing, interpreting, and evaluating the artists' best works in comparison. What are the elements of their personal style?

Out-of-Class Assignments

1. Attend a local or regional art show or an exhibition at an art museum to get ideas for sculptural forms. Take photographs (where permitted) or make sketches of forms you are interested in for future reference.
2. Look for interesting architectural elements, that could be made out of ceramics, on older buildings in one or more of our local communities. Photograph these and bring to class to share and to generate ideas.

Recommended Materials of Instruction

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

Peterson, S., Peterson, J. (2009). *Working with Clay. Laurence King, 3rd.* .

Kline, G., Britt, J. (2018). *Amazing Glaze: Techniques, Recipes, Finishing, and Firing. Voyageur Press, 1st.* .

Other Learning Materials

Students will purchase their own clay and tools.

Created/Revised by: Donnelly, Daniel

Date: 11/09/2020



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

Lecture

Topics

	<u>Lec Hrs</u>
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

Total Hours: 42.50

Lab

<u>Topics</u>		<u>Lab Hrs</u>
Program design tools and programming environments	ATTACHMENT 1	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
	Total Hours:	25.50

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

Created/Revised by: Sathrum, Luke

Date:05/02/2022



Catalog Description

DFT 2 - Engineering Graphics I

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Technical Graphics Applications	2.00
Engineering Design	3.00
Basic solids modeling operations	3.00
Freehand Sketching and Lettering	2.00
Engineering Geometry and Modeling	3.00
Parts with extrudes, sweeps and lofts	6.00
Assemblies with mates and limits	6.00
Drawings with orthographic and pictorial views	2.00

Dimensioning, annotation and tolerancing	ATTACHMENT 1	4.00
Graphic Standards		3.00
Total Hours:		34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Technical Graphics Applications	2.00
Engineering Design	2.00
Basic solids modeling operations	8.00
Freehand Sketching and Lettering	4.00
Engineering Geometry and Modeling	8.00
Parts with extrudes, sweeps and lofts	8.00
Assemblies with mates and limits	6.00
Drawings with orthographic and pictorial views	6.00
Dimensioning, annotation and tolerancing	4.00
Graphic Standards	3.00
Total Hours:	51.00

Methods of Instruction

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

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Minimum Qualifications

Drafting, or Engineering (Masters Required)

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

DFT 12 - Beginning AutoCAD Drafting

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Lab

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

Orthographic Construction Problems		8.00
Sectional Views	ATTACHMENT 1	3.00
Auxiliary Drawings	ATTACHMENT 1	4.00
Annotation and Pictorial Drawing applications		6.00
Architectural Drawings, Layers and Scales		6.00
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Sathrum, Luke

Date:04/16/2012



Catalog Description

DFT 24 - Architectural Drafting Applications

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Lab

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

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Sathrum, Luke



Catalog Description

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

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
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

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.

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. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

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

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)



Catalog Description

JPN 1 - First Semester Japanese

Transfer Status: CSU/UC

Unit(s): 4.00

Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

This course is a study of beginning Japanese emphasizing reading, writing, speaking, and listening comprehension. It also introduces the student to various aspects of Japanese culture. Students who have completed at least one, but fewer than two years of high school Japanese (or equivalent) with a letter grade of "A" or "B" within one year of the present date, should register for Second Semester Japanese.

Objectives

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

1. recognize and begin to imitate Japanese pronunciation
2. comprehend basic Japanese at the introductory level
3. speak basic Japanese at the introductory level
4. write basic Japanese at the introductory level, specifically the letters of 'Hiragana' and 'Katakana'
5. formulate arguments supporting the importance of second language acquisition
6. describe elements of the Japanese culture

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Hiragana	5.00
Katakana	5.00
Kanji	2.00
Pronunciation	3.00
Numbers	5.00
Pronouns	5.00
Basic Sentence Structures with be-verbs	7.00
Basic Sentence Structures with regular-verbs	7.00
Particles	5.00
Present Tense Verb Conjugations	7.00
Past Tense Verb Conjugations	6.00
Present Tense Adjectival Conjugations	5.00
Past Tense Adjectival Conjugations	4.00
Sentences with Modal Auxiliaries	2.00
Total Hours:	68.00

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

E. Multimedia Presentations

F. Reading Assignments

G. The class will be conducted in Japanese except when English is needed to explain structural elements and to give other important explanations

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Exams

Examples of Assignments

Reading Assignments

1. Read a series of brief descriptions about Japanese culture including Japanese bowing, Japanese names, Japanese currency, Japanese houses, and Japanese festivals. Additional reading resources will be provided in class.
2. Read a text that describes the geography and climate of Japan, and discuss and compare them with native geography and climate. Consider how the geography and climate influence Japanese language and cultural practices.

Writing Assignments

1. Create a half-page written dialogue in Japanese between a customer and a waiter in a restaurant, using appropriate expressions including greetings, asking what things are, asking for prices, and expressing gratitude.
2. Write a half-page essay in Japanese to introduce your hometown, including size of the town, weather, things to do, places to go, food to eat, and what you like about the town.

Out-of-Class Assignments

1. Create a portfolio (paper or digital) to keep track of learning progress. It includes learning outcomes for each lesson (provided by instructor), personal goals, studying journals, and self-evaluation and reflection. The goal is to complete a half-page per week.
2. Research a particular part of Japan where you would be interested in traveling. Using regionally specific information, develop a one-page list of questions (and possible answers) that you might ask a local resident of that area.

Recommended Materials of Instruction

Banno Eri. (2020). Genki Volume 1: An Integrated Course in Elementary Japanese. *Japan Times*, 3rd. 978-4789017305.

Banno Eri. (2020). Genki Workbook Volume 1: An Integrated Course in Elementary Japanese. *Japan Times*, 3rd. 978-4789017312.

Mayumi Satoru. (2021). Tobira 1: Beginning Japanese. *Kuroshioshuppan, Bilingual*. 978-4874248706.

Other Learning Materials

Benno, E., Ohno, Y., Sakane, Y., & Shinagawa, C.. An Integrated Course in Elementary Japanese GENKI workbook, ed. The Japan Time, 1999

Minimum Qualifications

Foreign Languages (Masters Required)

Created/Revised by: McCabe, Deborah

Date:11/06/2023



Catalog Description

JPN 2 - Second Semester Japanese

Transfer Status: CSU/UC

Prerequisite: JPN 1

Unit(s): 4.00

Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

This course is the second half of beginning Japanese, which further develops language skills: reading, writing, listening comprehension and speaking. In addition, this course introduces the student to various aspects of the Japanese culture. Students who have completed at least two, but fewer than three years of high school Japanese (or equivalent) with a letter grade of "A" or "B" within one year of the present date, should register for Third Semester Japanese.

Objectives

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

1. improve the clarity of pronunciation in Japanese
2. increase comprehension of basic Japanese at the introductory level
3. speak Japanese with more complexity and diversity of expressions
4. improve writing of 'Kanji' at the introductory level
5. improve reading skills in Japanese at the introductory level
6. describe elements of Japanese culture

Course Content

Topic Titles / Suggested Time Topic

<u>Topics</u>	<u>Lecture</u>	<u>Lec Hrs</u>
Te-form (Verb Conjugations)		10.00
Suffixes with Te-form Verbs		7.00
Subordinating Conjunctions		2.00
Te-form (Adjectives and Nouns)		6.00
Counters		2.00
Particles		3.00
Short form (Present Tense)		10.00
Suffixes with Short form Verbs		13.00
Short form (Past Tense)		7.00
Comparisons		3.00
Kanji		5.00
	Total Hours:	68.00

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
- F. Reading Assignments
- G. The class will be conducted in Japanese except when English is needed to explain structural elements and to give other important explanations

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Exams

ATTACHMENT 1

Examples of Assignments

Reading Assignments

1. Read a series of brief descriptions about Japanese culture including Japanese educational system, kinship terms, foods in Japan, Japanese traditional culture, and public transportation in Japan. Additional reading resources will be provided in class for discussion.
2. Read the following in Japanese: bulletin board with activity information, daily diary with schedules and routines, letter or email about daily life. Discuss with a partner in class.

Writing Assignments

1. Write a one-page essay in Japanese introducing a family member, including physical attributes, residency, occupation, and hobbies.
2. Make a one-page travel plan in Japanese including destination, cost, things to do, how to get there, where to stay, and why choosing that destination.

Out-of-Class Assignments

1. Research a specific Japanese cultural topic that you would be interested in and make a digital presentation. The research includes the topic, brief introduction, comparison with native culture, and takeaways from the research.
2. Develop a list of questions that you would like to know and interview a native Japanese speaker (immigrant or international student). Produce a one-page paper including your questions and their answers.

Recommended Materials of Instruction

Banno Eri. (2020). Genki Volume 1: An Integrated Course in Elementary Japanese. *Japan Times*, 3rd. 978-4789017305.

Banno Eri. (2020). Genki Workbook Volume 1: An Integrated Course in Elementary Japanese. *Japan Times*, 3rd. 978-4789017312.

Mayumi Satoru. (2021). Tobira 1: Beginning Japanese. *Kuroshioshuppan, Bilingual*. 978-4874248706.

Minimum Qualifications

Foreign Languages (Masters Required)

Created/Revised by: McCabe, Deborah

Date:11/06/2023



Catalog Description

MSP 30 - Introduction to Digital Art

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 fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. (C-ID ARTS 250).

Objectives

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

- 1. Apply the elements and principles of design in finished digital images and time-based works.
2. Create a portfolio of work demonstrating formal, conceptual, and technical development.
3. Produce digital images and time-based work through various digital media input and output methods using vector or raster-based software.
4. Examine and describe contemporary approaches, language, aesthetics and emerging media in digital art.
5. Safely handle and maintain digital imaging hardware and materials
6. Evaluate and critique digital images and time-based works utilizing relevant terminology and concepts.

Course Content

Topic Titles / Suggested Time Topic

Table with 2 columns: Topic Titles / Suggested Time Topic and Lec Hrs. Includes sections for Lecture and Lab with various topics and their corresponding hours.

Examples of Assignments

Reading Assignments

- 1. Research and read about a digital artist, animator, videographer, illustrator or graphic designer specializing in digital art and design. Be prepared to critique in class.
2. Read a magazine article supplied by the instructor on specialized design techniques. Demonstrate technique to class.

Writing Assignments

1. Research a photoshop professional and write a one page biography on this individual. Include artist's photographs in the biography.
2. Write a one page paper on a digital artist to incorporate into a magazine layout. Include visual elements from the artist into the design.

Out-of-Class Assignments

1. Research a beginning digital arts tutorial, relating to photography, animation, 3D Arts, concept art, illustration or graphic design. Demonstrate the technique to the class.
2. Find natural objects such as twigs, rocks, dirt or a combination of man-made and natural objects to create a quote, sentence, or single descriptive word. Photograph this and share with class.

Recommended Materials of Instruction

Arntson, Amy. (2005). *Digital Design Basics*. Wadsworth Publishing, 1st.

London, Stone and Upton. (2019). *A Short Course in Digital Photography*. Prentice Hall, 4th.

Other Learning Materials

Reserve Library Books

Handout Materials

Methods of Instruction

- A. Instructor Demonstrations
- B. Lecture
- 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. Quizzes
- B. Oral Presentation
- C. Projects
- D. Written Assignments
- E. Class Discussion

Created/Revised by: Donnelly, Daniel

Date:05/02/2022



Catalog Description

MSP 96 - Introduction to Computer Graphics

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 skills, techniques and tools to produce computer generated graphics. Areas of study will include: the basics of computer drawing and design, adding text to graphics, converting and exporting graphics into multiple formats for print and online, and modification and transformation techniques.

Objectives

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

1. Identify skills, techniques and tools needed to create computer graphics.
2. Produce computer graphics using the appropriate techniques and tools.
3. Identify and demonstrate the basic processes to modify digital artwork.
4. Identify the various effects that can be used to create and enhance graphic images.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Introduction to Apple Computers	4.00
Graphic design and drawing software	3.00
Digital drawing basics	3.00
Adding text to graphics	8.00
Effects to enhance graphics images	4.00
Converting and exporting graphics into new formats	4.00
Modification techniques	4.00
Software evaluation	4.00
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Introduction to Apple Computers	6.00
Graphic design and drawing software	4.50
Digital drawing basics	4.50
Adding text to the graphics	12.00
Effects to enhance graphic images	6.00
Converting and exporting graphics into new formats	6.00

Modification techniques

ATTACHMENT 1

6.00

Software evaluation

6.00

Total Hours:

51.00

Methods of Instruction

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

Methods of Evaluation

- A. Quizzes
- B. Creative Projects, Notebook evaluation, Lab Performance

Examples of Assignments

Reading Assignments

1. Research a design firm from the list supplied by instructor, read the company's mission statement, goals and processes for working with clients and share with class.
2. Research a designer using the Internet and find an article or interview to discuss as an oral report to the class.

Writing Assignments

1. Write a one-page bio on a designer or design studio chosen from the list supplied by instructor. Include geographic location of designer or studio, number of employees, and discuss the development of three projects created by the designer or studio.
2. Research two new technologies related to the design industry. Write a one-page paper describing the elements of the technology and how they relate to creating design projects.

Out-of-Class Assignments

1. Visit a local design studio. Interview the owner or an employee of the studio to share the individual's background and skills with class.
2. Research two video design tutorials on Youtube. Select one tutorial and create the project shown in the tutorial. Show both the video and final project to the class.

Recommended Materials of Instruction

Other Learning Materials

Handouts

Other Learning Materials

Tutorial Websites

Created/Revised by: Donnelly, Daniel

Date:02/04/2013



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

<u>Topics</u>	<u>Lec Hrs</u>
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00

Color Balance and Adjustment		2.00
Printers/Papers		1.00
Print Presentation	ATTACHMENT 1	1.00
Other Lightroom Tools		2.00
Assignment Introduction		4.00
Final Portfolio Introduction		1.00
	Total Hours:	34.00

Lab

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

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



Catalog Description

RTVF 40 - Video Production

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Lab

Topics

Lab Hrs

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

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Donnelly, Daniel

Date: 11/09/2020



Catalog Description

STAT C1000 - Introduction to Statistics

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra

Unit(s): 4.00

Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. (C-ID MATH 110).

Objectives

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

1. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
2. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
3. Describe and apply probability concepts and distributions.
4. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
5. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
6. Evaluate ethical issues in statistical practice.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics Introduction to statistical thinking and processes	
Technology-based statistical analysis	
Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science	
Units (subjects/cases) and variables in a data set, including multivariable data sets	
Categorical and quantitative variables	
Sampling methods, concerns, and limitations, including bias and random variability	
Observational studies and experiments	68.00
Data summaries, visualizations, and descriptive statistics	
Probability concepts	
Probability distributions (e.g., binomial, normal)	
Sampling distributions and the Central Limit Theorem	
Estimation and confidence intervals	
Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results	
Regression, including correlation and linear regression equations	
Total Hours:	68.00

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. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

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

Peck, R., Case, C. (2024). *Statistics: Learning from Data*. Cengage, 3rd. 978-0357758298.

Gould, R., Wong, R., Ryan, C. (2025). *Introductory Statistics Exploring the World Through Data*. Pearson, 4th. 9780138242145.

Triola, M. (2023). *Essentials of Statistics*. Pearson, 7th. 9780137466092.

Zero Cost Textbook

Introduction to Modern Statistics 2e, Çetinkaya-Runde, M., Hardin, J., OpenIntro, 2024: <https://www.openintro.org/book/ims/> Introductory Statistics 2e, Illowsky, B., Dean, S., OpenStax, 2023: <https://openstax.org/details/books/introductory-statistics-2e> Introductory Statistics: Analyzing Data with Purpose, The Dana Center Mathematics Pathways, Charles A. Dana Center, University of Texas at Austin, 2021: <https://www.utdanacenter.org/products/introductory-statistics>

Other Learning Materials

MyMathLab, a computer web-based learning system; graphing calculator with statistical capabilities

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by: Bartsch, Kimberly

Date:11/04/2024



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, 2024**, 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:	8/14/24	Appendix:	9/10/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/1/24	Appendix:	9/4/25
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Erin Taylor	Title:	Administrative Assistant
Telephone:	937-6600	Email:	etaylor@willowsunified.org

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2025-26	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 350	TOTAL PROJECTED FTES: 35
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	AB-20	Careers in Ag/Env Sci/Nat Res	Alves, Staci	MW	1:35 - 2:25PM	HS	HS
1	2026SP	AB-20	Careers in Ag/Env Sci/Nat Res	Alves, Staci	TTh	8:00 - 8:50AM	HS	HS
1	2025FA	AB-26	Intro to AG Business	Alves, Staci	MW	12:10 - 1:25PM	HS	HS
1	2025FA	AJ-2	Admin of Justice	Peters, Ernest	MW	1:35 - 2:50PM	HS	HS
1	2025FA	ALH-104	Medical Terminology	Keolanui, Dawna	MW	8:00 - 9:15AM	HS	HS
1	2025FA	ALH-6	Soft Skills in Prof Hlth Care	Keolanui, Dawna	MW	10:10 - 11:25AM	HS	HS
1	2026SP	ANTH-13	Magic, Witchcraft & Religion	Frawley, Susan	MW	1:30 - 2:55PM	CC	HS
1	2026SP	ANTH-13	Magic, Witchcraft & Religion	Frawley, Susan	TTh	1:30 - 2:55PM	CC	HS
1	2025FA	ANTH-4	Cultural Anthropology	Frawley, Susan	TTh	1:30 - 2:45PM	CC	HS
1	2025FA	ANTH-4	Cultural Anthropology	Frawley, Susan	MW	1:30 - 2:45PM	CC	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Prickett, Victoria	TTh	1:35 - 2:50PM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Prickett, Victoria	MW	1:35 - 2:50PM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Prickett, Victoria	TTh	10:10 - 11:25AM	HS	HS
1	2025FA	CLP-101	Career Ed/Life Choices	Prickett, Victoria	MW	10:10 - 11:25AM	HS	HS
1	2026SP	ENGL-4	Introduction to Literature	TBA	MW	1:30 - 2:55PM	CC	HS
1	2026SP	ENGL-4	Introduction to Literature	TBA	TTh	1:30 - 2:55PM	CC	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Vancil, Christian	TTh	1:30 - 3:20PM	CC	HS
1	2025FA	ENGL-C1000	Academic Reading and Writing	Wasche, Katherine	MW	1:30 - 3:20PM	CC	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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS
Careers in Ag/Env Sci/Nat Res	Online Curriculum	\$0	N/A
Intro to AG Business	Online Curriculum	\$0	N/A
Admin of Justice	Cengage - Criminal Justice in Action - 11th Ed	\$0	N/A
Admin of Justice	Intro to Medical Terminology	\$0	N/A
Admin of Justice	Health Careers Today	\$0	N/A
Admin of Justice	No textbook required	\$0	N/A
Cultural Anthropology	No textbook required	\$0	N/A
Career Ed/Life Choices	Career Choices and Changes	\$0	N/A
Introduction to Literature	No textbook required	\$0	N/A
Academic Reading and Writing	No textbook required	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 per completed section.
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: \$100.00 per instructor.
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

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

BUILDING	CLASSROOM	DAYS	HOURS
WHS	7	M-F	8:00AM – 3:00PM
WHS	205	M-F	8:00AM – 3:00PM
WHS	303	M-F	8:00AM – 3:00PM
WHS	601	M-F	8:00AM – 3:00PM
WHS	304	M-F	8:00AM – 3:00PM
WHS	202	M-F	8:00AM – 3:00PM

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 Agreement on behalf of College.)

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	WILLOWS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Willows High 2025-26				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	\$5,400		
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

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

Transfer Status: CSU

Unit(s): 1.00

Contact Hours: 17.00 Lecture

Out of Class Hours: 34.00

Total Course Hours: 51.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

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

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

AJ 2 - Administration of Justice

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 introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principals and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies. (C-ID AJ 110).

Objectives

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

1. Demonstrate an understanding of criminological theories used to explain crime and criminality.
2. Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.
3. Understand the history, development, structure, and function of American police, courts, and corrections.
4. Demonstrate an understanding of the history, structure, and function of the police.
5. Convey an understanding of the process of adjudication.
6. Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails.
7. Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development.
8. Critically analyze and discuss issues of crime and justice from varying perspectives.
9. Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice.
10. Demonstrate the ability to raise critically relevant questions based on independent reading of criminal justice literature.
11. Effectively follow the appropriate writing style practiced in the social sciences.
12. Explain the definitions of crime.
13. Understand the extent of the crime problem in America.

Topic Titles / Suggested Time Topic
Lecture**Topics****Lec Hrs**

Understanding the Criminal Justice System

a. Police

b. Courts

c. Corrections

d. Probation

e. Parole

f. Community Corrections

8.50

Crime and Victimization

a. Definitions of crime

b. Criminological theories

c. Patterns of criminal activity

d. The extent of crime in America

8.50

Law Enforcement

a. History of policing

b. Development of police

c. Structure of police agencies

d. Function of the police

8.50

Courts and Sentencing

a. Adjudication process

8.50

Punishment and Corrections

a. Incarceration policies

8.50

The Future of the Criminal Justice System

a. Special issues

b. Evolution of the criminal justice system

c. Future development

8.50

Total Hours:

51.00

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. Multimedia Presentations

E. Reading Assignments

F. Case analyses and studies

- A. Projects
- B. Homework
- C. Objective and subjective examinations/quizzes, Research Papers using APA, ASA, or a generally accepted Social Science writing format, In class exercises/presentations

Examples of Assignments

Reading Assignments

1. Read an article on drug courts and be able to discuss their purpose in class.
2. Read an article about prisoners re-entering society and be prepared to participate in a class discussion.

Writing Assignments

1. Read the chapter on the courts, then write a two-page paper on a criminal case and discuss your opinion of sentencing.
2. Research careers in a law enforcement agency, and submit a 2500 word paper, prepared in the APA style, detailing the agency's purpose, role in the community and structure.

Out-of-Class Assignments

1. Tour a detention facility and discuss the experience. Be prepared to discuss what you've learned in class.
2. Interview a law enforcement officer and/or parolee and discuss their life and choices. Be prepared to discuss what you've learned in class.

Recommended Materials of Instruction

Schmallegger, F.. (2010). Criminal Justice: A Brief Introduction. *Pearson, 8th*. 0132252473.

Other Learning Materials

The law library located within the library on the main campus

Other Learning Materials

Internet Articles

Minimum Qualifications

Administration of Justice, or Law (Masters Required)

Created/Revised by: Holland, John

Date:04/01/2013



Catalog Description

ALH 104 - Medical Terminology

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

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

Examples of Assignments

Reading Assignments

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

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>
Topics	
Communication	9.00
Workplace Ethics and Professionalism	8.00
Team Building and Collaboration	8.00
Effective Problem Solving	9.00
Embracing Diversity	9.00
Demonstrating Compassion	8.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

1. Go to a public place (park, shopping mall, grocery store, etc) and observe verbal and non-verbal interactions between individuals. Be prepared to discuss your specific observations in class.

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

Recommended Materials of Instruction

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Craig, Susan

Date:04/02/2018



Catalog Description

ANTH 13 - Magic, Witchcraft and Religion

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

ATTACHMENT 1

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

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

	<u>Lec Hrs</u>
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

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

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

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

ENGL 4 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: ENGL 2 or ENGL 3

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Brief review of subjects discussed in English 2

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

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

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

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

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

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

Critical approaches to literature

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

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

Short Story

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

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

Drama

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

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

The Novel

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

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

Poetry

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

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

Film

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

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

Total Hours: 51.00

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

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

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
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

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.

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. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

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

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)