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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	9/17/25	Appendix:	9/16/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Anderson Union High School District	**HIGH SCHOOL:**	Anderson Union High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 20 **NUMBER OF SECTIONS: 2**	**TOTAL PROJECTED FTES: 2**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	ITEC-55	Intro to Industrial Trades	Jones, Derrick	MTThF	10:47AM - 11:37AM	HS	HS
1	2026FA	ITEC-55	Intro to Industrial Trades	Jones, Derrick	MTThF	12:16PM - 1:06PM	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 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
AUHS	900	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

ANDERSON UNION HIGH SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount: 2@500, 1@100 = $1,100		
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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	Lec Hrs
Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00

Basic Electricity	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

Topics	**Lab Hrs**
Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
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.

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

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1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/14/26

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

3. STUDENT SELECTION

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

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PROGRAM YEAR:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	**HIGH SCHOOL:**	Butte County Community School

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	CSL-20	Identity, Culture, & Education	Carlson, Devon	Online	Online	CC	Online
1	2027SP	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 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	None/Canvas	$0	N/A	$0
Money & Happiness	None/Canvas	$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.

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BUILDING	CLASSROOM	DAYS	HOURS
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))

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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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

BUTTE COUNTY OFFICE OF EDUCATION

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	$0	
Contract Monitor Name *(Person Who Approves Invoices)*:	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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Course Outline

2026-2027 Catalog

CSL 20 - Identity, Culture and Education

Catalog Description

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)

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

Course Description: Students will address the challenges and transitions associated with life and the college years. Issues related to diversity, gender and how each influences the individual and group physically, socially, personally, and educationally will be studied. This class will examine the psycho-social issues and the development of individual identities to advance learning in all American communities. Students will be exposed to educational theories that affect 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.

Objectives

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

1. Analyze and articulate identity as an integrated social, psychological and physiological being.
2. Examine how various cultures view and develop personal, academic and career goals. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
3. Examine and analyze the role of gender, ethnicity, and culture as it applies to the world of work, education, and in life.
4. Examine learning and critical thinking theories and their impact on personal, health, academic and life success.
5. Describe and evaluate the structure and purpose of higher education.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Understanding Self Within a Larger Structure (college, family, society)	6.00
• History of Education in the United States, impact on social structures and the individual within those structures • Education in California - history, structures, economic and social impacts • Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits • Influence and contributions of men/women to higher education • European influence on higher education • Higher education worldwide and its influence on Western society	
Influence of Money on Time and Education, Interpersonal Communication	15.00
Education and Time	
• Personality and cultural influences that impact one's concept and use of time • Personal use of time and its relation to one's values	
Money and Privilege	
• Privilege and money • Socioeconimic influence • Classism • Influence of money on higher education	
Interpersonal Communication	
• Verbal/non-verbal cues and how they are influenced by culture and sex • Active listening in men and women • Conflict resolution vs escalation of conflict • Assertive and passive communication	
Personal Growth, Assessment of Self, and Cultural Awareness	15.00
• Self-identity, locus of control, fear of failure, fear of success, self-talk, and creating alignment • Maslow's Theory Hierarchy of Needs related to values and stress	

Topics	Lec Hrs
• Assess personality type, aspects of identity, Erickson's Theory of Psychosocial Development, Tajfel's Theory of Social Identity, Marcia's Theory of Achievement of a Personal Identity • Investigate cultural, compare and learn about diverse cultural, social and religious groups represented within the local community • Assess oneself in terms of cultural exposure, awareness and development • Exploration of one's values, work-related interests, and academic interests • Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly • Examine the role of gender, ethnicity and culture as it applies to the world of work and life • Review and study areas where one can set goals. Review how goals can be influenced by race, gender, social class, and socioeconomic status	
Lifelong Learning and Constructing a Student Identity	6.00
• Assess and identify primary learning styles strategies • Brain function and memory including storage, retention and retrieval of information • Short-term and long-term memory principles as they apply to learning in college • Active versus passive learning behaviors • Emotional intelligence • Yosso's Cultural Wealth Model	
Physical and Mental Health	9.00

• Stress Awareness and Recognizing Stress
  ◦ Types of stressors and the effects they have on men and women
  ◦ Physiological and psychological signs and impact of stress
  ◦ Stress reducing behaviors and activities for all college students
• Alcohol, Nutrition
  ◦ Physical and social effects of alcohol
  ◦ College student drinking behavior and cultural influence on drinking
  ◦ Healthy nutrition for college students
  ◦ Eating disorders that affect men and women
• Depression, Self-esteem
  ◦ Physiological and psychological indicators of depression
  ◦ Treatment options for depression
  ◦ Coopersmith's Self-esteem Theory
  ◦ Self-Determination Theory
  ◦ Terror Management Theory, self-esteem cultural based	

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. Research directed through journal

Methods of Evaluation

A. Quizzes
B. Class participation
C. Written Assignments
D. Short papers
E. 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 and the influence on society. Be prepared to discuss how these current issues are affecting society and college campuses.

Writing Assignments

1. Read the chapter on diversity in the book "Blueprint for Success" and write a 1-2 page reaction on what diversity means to you. Also identify changes in higher education as it pertains to diversity on campus and changes in perspective that universities have taken concerning diversity.
2. After reviewing your results from the VARK assessment, write a 1.5-2 page paper on how you already use your top learning styles and how you could use them more. Please note and discuss any influences from your socioeconomic or cultural background that may have also influenced your learning style.

Out-of-Class Assignments

1. In small groups, prepare a presentation on self-identity and college students. Work with your small group to collect information and complete a 2-page paper. Be prepared to present your findings to the class.
2. Prepare a 2-3 page slide presentation on assigned topics to present in class. Explain how those topics affect college students. Topics will come from all modules of the class and all textbooks/handouts presented in class.

Recommended Materials of Instruction

Dillon, Dave. (2021). Blueprint for Success in College and Career. *OpenStax, OER.* 9781989014042.

Other Learning Materials

Free short readings from Psychology of Opression by David, E.J.R., 2020
Articles & Handouts distributed by Instructor Butte College Catalog, online or print version VARK Online Assessment

Minimum Qualifications

Counseling (Masters Required)
Education (Masters Required)

Created/Revised by: Soldate, John
Date: 05/01/2023

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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	9/9/26

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

3. STUDENT SELECTION

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PROGRAM YEAR:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Biggs Unified School District	**HIGH SCHOOL:**	Biggs High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 125 **NUMBER OF SECTIONS: 14**	**PROJECTED FTES: 12.5**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	10:15AM - 11:05AM	HS	HS
1	2026FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	11:10AM - 12:00pm	HS	HS
1	2026FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	12:05PM - 12:55PM	HS	HS
1	2026FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	8:15AM - 9:05AM	HS	HS
1	2026FA	AET-22	Nat Res/Agri-Construct	Boyes, Stephen	MTThF	9:10AM - 10:00AM	HS	HS
1	2026FA	AGS-40	Introduction to Animal Science	Baker, Lilly	MTThF	12:05PM - 12:55PM	HS	HS
1	2026FA	CLP-101	Career Ed/Life Choices	Sharrock, Adam	MTThF	8:15AM - 9:05AM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Sharrock, Adam	MTThF	8:15AM - 9:05AM	HS	HS
1	2026FA	DFT-12	Beginning AutoCAD	Sharrock, Adam	MTThF	9:10AM - 10:00AM	HS	HS
1	2026FA	EH-20	Intro-Environ Horticult	Baker, Lilly	MTThF	1:35PM - 2:25PM	HS	HS
1	2026FA	EH-20	Intro-Environ Horticult	Baker, Lilly	MTThF	2:30PM - 3:20PM	HS	HS
1	2026FA	MSP-74	Multimedia Production I	Sharrock, Adam	MTThF	1:35PM - 2:25PM	HS	HS
1	2026FA	PHO-2	Introduction to Photography	Sharrock, Adam	MTThF	2:30PM - 3:20PM	HS	HS
1	2026FA	RTVF-40	Video Production	Sharrock, Adam	MTThF	10:15AM - 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

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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

BIGGS UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 14@500, 3@100 = $7,300			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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	Lec Hrs
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	Lab Hrs
Safety and orientation to to work areas	3.00
Maintenance and proper use of tools and equipment	3.00
Concrete and masonry	6.00
Plumbing	6.00
Electrical	6.00
Three dimensional drawings and cost estimates	6.00
Carpentry and project construction	21.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Other Learning Materials
Students will need to provide:

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Enyeart, Bruce

Date:11/17/2014

Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required. (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
Animal agriculture	3.00

1. Career opportunities

Total Hours: 34.00

Topics	**Lec Hrs**
2. Importance of domestic animals to the world and to the United States	ATTACHMENT 1
3. Economic importance of animal agriculture	
4. Animal contributions to human needs	
5. Ethnic and cultural contributions to animal domestication	
Anatomy and physiology	
1. Cellular and molecular biology of animals 2. Identification of external anatomy for various species 3. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	4.00
Genetics	
1. Introduction and review of genetic principles 2. Gene modification and genetic interactions 3. Genetic improvement and variation 4. Inheritance and population genetics	4.00
Unique adaptations of various species	
1. Natural selection vs artificial selection 2. Meat animal use and production 3. Fiber production 4. Dairy production 5. Recreational and companionship use of animals	3.00
Animal reproduction	
1. Animal breeding systems 2. Reproductive management and technology 3. Fertility assessment	4.00
Nutrition	
1. Classes of nutrients 2. Feed identification and composition 3. Livestock feeding management practices	4.00
Animal behavior (ethology)	
1. Behavioral characteristics 2. Animal handling and safety 3. Conditioning	3.00
Animal health	3.00
1. Biosecurity	
Total Hours:	**34.00**

Topics	Lec Hrs
2. Vital Signs 3. Indications of health vs disease 4. Common diseases Issues affecting animal agriculture 1. Animal welfare issues 2. Advances in biotechnology 3. Governmental and environmental concerns 4. Food safety 5. Public policy and consumer awareness	3.00
The scientific method 1. Research in animal agriculture 2. Developing a research model 3. Humane treatment of research animals	3.00
Total Hours:	**34.00**

ATTACHMENT 1

Lab

Topics	Lab Hrs
The scientific method	6.00
Natural selection vs. artificial selection	6.00
Genetics	6.00
Anatomy and physiology	6.00
Unique adaptions of various species	6.00
Animal reproduction	6.00
Nutrition	6.00
Biosecurity	3.00
Animal behavior (ethology)	3.00
Issues affecting animal agriculture	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. Laboratory Experiments
D. Lecture
E. Problem-Solving Sessions
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read a peer-reviewed academic article related to livestock genetics and be prepared to discuss in class.
2. Read the textbook chapter on the scientific method in animal agriculture and be prepared to discuss in class.

Writing Assignments

1. Conduct a literature review on the epidemiology of infectious and non-infectious diseases in livestock and write a 2-page meta-analysis of findings.
2. Read the textbook chapter on animal behavior and write a 2-page paper on the fields of animal behavior and systems of animal behavior.

Out-of-Class Assignments

1. Use the library website to conduct a literature review on animal agriculture and submit a 1-2 page paper on your findings.
2. Collect and analyze data from a local livestock operation and share your findings with the class.

Recommended Materials of Instruction

Flanders, F., et al.. (2025). Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357543733.
Flanders, F., et al.. (2024). Lab Manual for Flanders' Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357924464.

Zero Cost Textbook
Lawson, R. (2025). Anatomy and physiology of animals. Wikibooks. (OER). https://en.wikibooks.org/wiki/Anatomy_and_Physiology_of_Animals

Other Learning Materials

Proper clothing for labs

ATTACHMENT 1

Minimum Qualifications

Agriculture (Masters Required), or Agricultural Production

Created/Revised by: Vazquez, Jacob

Date:12/01/2025

Course Outline

2026-2027 Catalog

CLP 101 - Career, Education and Life Choices

Catalog Description

Transfer Status: NT

Unit(s): 3.00

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

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

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. Document preliminary career research from online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Demonstrate the ability to overcome obstacles and refine personal goals using basic problem-solving techniques.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop 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**

Methods of Instruction

A. Class Activities
B. Group Discussions
C. Guest Speakers
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. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments
F. Final Project

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 about 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 your envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

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

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2019). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 6th.* 978-1-878787-97-5.
Bingham, Mindy. (2022). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 6th.* 978-1-878787-97-5.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations
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.

Minimum Qualifications

Business (Masters Required)
Child Dev/Early Childhood Ed
Coaching
Counseling (Masters Required)
Education (Masters Required)
Family and Consumer Studies/Home Economics (Masters Required)
Family & Cons Study/Home Ec
Child Development/ (Masters Required)

Created/Revised by: Donnelly, Brian
Date: 10/21/2024

Course Outline

2026-2027 Catalog

DFT 12 - Beginning AutoCAD Drafting

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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 set up 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

Topics	Lec Hrs
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

Topics	Lab Hrs
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

Topics	Lab Hrs
Orthographic Construction Problems	8.00
Sectional Views	3.00
Auxiliary Drawings	4.00
Annotation and Pictorial Drawing Applications	6.00
Architectural Drawings, Layers and Scales	6.00
Total Hours:	**51.00**

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. Read the section in your text about dimension applications and be prepared to answer questions from the reading in the next class session.
2. Read the chapter on Section Views. Consider the question, "Why are section views important to drafting?" and be prepared to discuss in the next class session.

Writing Assignments

1. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor.
2. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary (minimum 250 words) 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, search the acronym NIST and the term ISO and prepare hand-written definitions for each. Submit at the start of the next class session. No late submissions will be accepted.

Recommended Materials of Instruction

Shih, R. (2024). Principles and Practices: An Integrated Approach to Engineering Graphics and AutoCAD 2025. *SDC Publications, 2024.* 9781630576813.

Minimum Qualifications

Drafting
Engineering (Masters Required)

Created/Revised by: Manning, Phillip
Date: 04/06/2026

Catalog Description

EH 20 - Introduction to Environmental Horticulture

Transfer Status: CSU

Unit(s): 3.00
Contact Hours: 34.00 Lecture/51.00 Lab
Out of Class Hours: 68.00
Total Course Hours: 153.00

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
The ‘Green Industry’ in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
The ‘Green Industry’ in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

Plant Propagation	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

Created/Revised by: Wilmarth, Jared
Date:02/23/2015

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

Created/Revised by: Donnelly, Daniel

Date:02/04/2013

Course Outline

2026-2027 Catalog

PHO 2 - Introduction to Photography

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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, black and white film, darkroom skills, 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**

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. Lab Projects
D. Written Assignments
E. Examinations
F. Critiques/Discussion

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.

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 multimedia 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.* 9780134525815.

Barnbaum, B. (2017). The Art of Photography: An Approach to Personal Expression. *Rocky Nook Publishers, 2nd.* 978-1681982106.

Minimum Qualifications

Photography (Masters Required)
Art (Masters Required)
Photo Tech/Commercial Photo

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

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

Examples of Assignments

ATTACHMENT 1

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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/14/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	**HIGH SCHOOL:**	Come Back Butte Charter

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	CSL-20	Identity, Culture, & Education	Carlson, Devon	Online	Online	CC	Online
1	2027SP	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 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	None/Canvas	$0	N/A	$0
Money & Happiness	None/Canvas	$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	DAYS	HOURS

CBBC	1	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

BUTTE COUNTY OFFICE OF EDUCATION

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

Name: _____

Title: _____

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 – Come Back Butte Charter 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	$0	
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

CSL 20 - Identity, Culture and Education

Catalog Description

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)

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

Course Description: Students will address the challenges and transitions associated with life and the college years. Issues related to diversity, gender and how each influences the individual and group physically, socially, personally, and educationally will be studied. This class will examine the psycho-social issues and the development of individual identities to advance learning in all American communities. Students will be exposed to educational theories that affect 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.

Objectives

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

1. Analyze and articulate identity as an integrated social, psychological and physiological being.
2. Examine how various cultures view and develop personal, academic and career goals. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
3. Examine and analyze the role of gender, ethnicity, and culture as it applies to the world of work, education, and in life.
4. Examine learning and critical thinking theories and their impact on personal, health, academic and life success.
5. Describe and evaluate the structure and purpose of higher education.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Understanding Self Within a Larger Structure (college, family, society)	6.00
• History of Education in the United States, impact on social structures and the individual within those structures • Education in California - history, structures, economic and social impacts • Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits • Influence and contributions of men/women to higher education • European influence on higher education • Higher education worldwide and its influence on Western society	
Influence of Money on Time and Education, Interpersonal Communication	15.00
Education and Time	
• Personality and cultural influences that impact one's concept and use of time • Personal use of time and its relation to one's values	
Money and Privilege	
• Privilege and money • Socioeconimic influence • Classism • Influence of money on higher education	
Interpersonal Communication	
• Verbal/non-verbal cues and how they are influenced by culture and sex • Active listening in men and women • Conflict resolution vs escalation of conflict • Assertive and passive communication	
Personal Growth, Assessment of Self, and Cultural Awareness	15.00
• Self-identity, locus of control, fear of failure, fear of success, self-talk, and creating alignment • Maslow's Theory Hierarchy of Needs related to values and stress	

Topics	Lec Hrs
• Assess personality type, aspects of identity, Erickson's Theory of Psychosocial Development, Tajfel's Theory of Social Identity, Marcia's Theory of Achievement of a Personal Identity • Investigate cultural, compare and learn about diverse cultural, social and religious groups represented within the local community • Assess oneself in terms of cultural exposure, awareness and development • Exploration of one's values, work-related interests, and academic interests • Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly • Examine the role of gender, ethnicity and culture as it applies to the world of work and life • Review and study areas where one can set goals. Review how goals can be influenced by race, gender, social class, and socioeconomic status	
Lifelong Learning and Constructing a Student Identity	6.00
• Assess and identify primary learning styles strategies • Brain function and memory including storage, retention and retrieval of information • Short-term and long-term memory principles as they apply to learning in college • Active versus passive learning behaviors • Emotional intelligence • Yosso's Cultural Wealth Model	
Physical and Mental Health	9.00

• Stress Awareness and Recognizing Stress
  ◦ Types of stressors and the effects they have on men and women
  ◦ Physiological and psychological signs and impact of stress
  ◦ Stress reducing behaviors and activities for all college students
• Alcohol, Nutrition
  ◦ Physical and social effects of alcohol
  ◦ College student drinking behavior and cultural influence on drinking
  ◦ Healthy nutrition for college students
  ◦ Eating disorders that affect men and women
• Depression, Self-esteem
  ◦ Physiological and psychological indicators of depression
  ◦ Treatment options for depression
  ◦ Coopersmith's Self-esteem Theory
  ◦ Self-Determination Theory
  ◦ Terror Management Theory, self-esteem cultural based	

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. Research directed through journal

Methods of Evaluation

A. Quizzes
B. Class participation
C. Written Assignments
D. Short papers
E. 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 and the influence on society. Be prepared to discuss how these current issues are affecting society and college campuses.

Writing Assignments

1. Read the chapter on diversity in the book "Blueprint for Success" and write a 1-2 page reaction on what diversity means to you. Also identify changes in higher education as it pertains to diversity on campus and changes in perspective that universities have taken concerning diversity.
2. After reviewing your results from the VARK assessment, write a 1.5-2 page paper on how you already use your top learning styles and how you could use them more. Please note and discuss any influences from your socioeconomic or cultural background that may have also influenced your learning style.

Out-of-Class Assignments

1. In small groups, prepare a presentation on self-identity and college students. Work with your small group to collect information and complete a 2-page paper. Be prepared to present your findings to the class.
2. Prepare a 2-3 page slide presentation on assigned topics to present in class. Explain how those topics affect college students. Topics will come from all modules of the class and all textbooks/handouts presented in class.

Recommended Materials of Instruction

Dillon, Dave. (2021). Blueprint for Success in College and Career. *OpenStax, OER.* 9781989014042.

Other Learning Materials

Free short readings from Psychology of Opression by David, E.J.R., 2020
Articles & Handouts distributed by Instructor Butte College Catalog, online or print version VARK Online Assessment

Minimum Qualifications

Counseling (Masters Required)
Education (Masters Required)

Created/Revised by: Soldate, John
Date: 05/01/2023

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 **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))

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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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/11/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	**HIGH SCHOOL:**	Chico High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 730 **NUMBER OF SECTIONS: 36**	**TOTAL PROJECTED FTES: 73**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	ALH-104	Medical Terminology	Taylor, Tammara	MF	10:11AM - 11:41AM	HS	HS
1	2027SP	ALH-104	Medical Terminology	Taylor, Tammara	TTh	10:11AM - 11:41AM	HS	HS
1	2027SP	ALH-104	Medical Terminology	Taylor, Tammara	TTh	12:27PM - 1:57PM	HS	HS
1	2027SP	ALH-6	Soft Skills in Prof Hlth Care	Taylor, Tammara	MF	8:30AM - 10:00AM	HS	HS
1	2027SP	ALH-6	Soft Skills in Prof Hlth Care	Taylor, Tammara	TTh	8:30AM - 10:00AM	HS	HS
1	2026FA	CSCI-4	Introduction to Programming	Andrew, Jonathon	MF	10:11AM - 11:42AM	HS	HS
1	2026FA	CSCI-4	Introduction to Programming	Andrew, Jonathon	MF	8:30AM - 10:01AM	HS	HS
1	2026FA	CSCI-49	PCs and Peripherals/A+	Andrew, Jonathon	TTh	10:11AM - 11:41AM	HS	HS
1	2026FA	DFT-12	Beginning AutoCAD	Cockrell, Gavin	TTh	8:30AM - 10:00AM	HS	HS
1	2026FA	DFT-12	Beginning AutoCAD	Cockrell, Gavin	TTh	10:11AM - 11:41AM	HS	HS
1	2026FA	DFT-2	Engineering Graphics I	Cockrell, Gavin	MF	12:27PM - 1:57PM	HS	HS
1	2026FA	DFT-24	Architectural Drafting	Cockrell, Gavin	MF	2:03PM - 3:33PM	HS	HS
1	2026FA	EH-20	Environmental Horticulture	Anderson, Elva	TTh	8:30AM - 10:00AM	HS	HS
1	2026FA	EH-20	Environmental Horticulture	Anderson, Elva	TTh	10:11AM - 11:41AM	HS	HS
1	2026FA	ENGL-C1000	Academic Reading and Writing	Klein, John	MF Alt W	8:30AM - 9:50AM	HS	HS
1	2026FA	ENGL-C1000	Academic Reading and Writing	Klein, John	TTh Alt W	10:11AM - 11:31AM	HS	HS
1	2026FA	ENGL-C1000	Academic Reading and Writing	Klein, John	TTh Alt W	2:03PM - 3:23PM	HS	HS
1	2027SP	ENGL-C1002	Introduction to Literature	Klein, John	MF	10:11AM - 11:41AM	HS	HS
1	2027SP	ENGL-C1002	Introduction to Literature	Klein, John	TTh	8:30AM - 10:00AM	HS	HS
1	2026FA	MSP-30	Introduction to Digital Art	Browne, Brittaney	TTh	8:30AM - 10:00AM	HS	HS
1	2026FA	MSP-30	Introduction to Digital Art	Browne, Brittaney	TTh	10:11AM - 11:41AM	HS	HS
1	2026FA	MSP-30	Introduction to Digital Art	Browne, Brittaney	TTh	2:03PM - 3:33PM	HS	HS
1	2026FA	MSP-9	Concept Art & Design	Browne, Brittaney	TTh	12:27PM - 1:57PM	HS	HS
1	2026FA	PHO-15	Intermediate Digital Photo	Browne, Brittaney	MF	12:27PM - 1:57PM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Browne, Brittaney	MF	8:30AM - 10:00AM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Browne, Brittaney	MF	10:11AM - 11:41AM	HS	HS
1	2026FA	POLS-C1000	American Government & Politics	Schantz, Joseph	TTh	10:11AM - 11:41AM	HS	HS
1	2026FA	POLS-C1000	American Government & Politics	Schantz, Joseph	TTh	12:27PM - 1:57PM	HS	HS
1	2026FA	POLS-C1000	American Government & Politics	Schantz, Joseph	MF	10:11AM - 11:41AM	HS	HS
1	2027SP	POLS-C1000	American Government & Politics	Schantz, Joseph	MF	10:11AM - 11:41AM	HS	HS
1	2027SP	POLS-C1000	American Government & Politics	Schantz, Joseph	TTh	10:11AM - 11:41AM	HS	HS
1	2027SP	POLS-C1000	American Government & Politics	Schantz, Joseph	TTh	12:27PM - 1:57PM	HS	HS
1	2027SP	SPAN-14	Hispanic Short Stories	Fisher, Jamie	TTh	10:11AM - 11:41AM	HS	HS
1	2027SP	SPAN-14	Hispanic Short Stories	Fisher, Jamie	TTh	12:27PM - 1:57PM	HS	HS
1	2026FA	SPAN-16	Hispanic Film	Fisher, Jamie	TTh	10:11AM - 11:41AM	HS	HS
1	2026FA	SPAN-16	Hispanic Film	Fisher, Jamie	TTh	12:27PM - 1:57PM	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, 6th 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	Instructor curated materials and selected open-access online resources	$0	N/A
Engineering Graphics I	Instructor curated materials and selected open-access online resources	$0	N/A
Architectural Drafting	Instructor curated materials and selected open-access online resources	$0	N/A
Environmental Horticulture	Horticulture Today	$0	N/A
Academic Reading and Writing	Culture and Values 7th Edition	$0	N/A
Introduction to Literature	Culture and Values: A Survey of the Humanities, 7th edition	$0	N/A
Concept Art/Design Entertainment Media	Instructor curated materials and selected open-access online resources	$0	N/A
Introduction to Digital Art	Adobe Creative Cloud "Learn" and PHLearn	$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: $125.00 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	IT5	M-F	8:30 - 3:30PM
CHS	IT1	M-F	8:30 - 3:30PM
CHS	J121	M-F	8:30 - 3:30PM
CHS	K113	M-F	8:30 - 3:30PM
CHS	F4	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

CHICO UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 36@650, 8@125 = $24,400			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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 ATTACHMENT 1

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Smith, Michael

Date:04/04/2016

Catalog Description

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

Transfer Status: CSU

Unit(s): 3.00
Contact Hours: 51.00 Lecture
Out of Class Hours: 102.00
Total Course Hours: 153.00

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
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 • Multiple-subscripted arrays	6.25
Control structures • Selective structures: if and switch • Repetitive structures: loops	5.00
Algorithms including simple sorting and searching	5.00
File Input/Output (I/O) • Files and streams • Sequential access files	2.50
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

Topics	Lec Hrs
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

Topics	Lab Hrs
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	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

Course Outline

2026-2027 Catalog

DFT 2 - Engineering Graphics I

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: This is a computer-based graphics course that introduces students to graphical design and problem-solving using freehand sketching and the solid modeling application, SolidWorks. Topics include sketching and modeling using extrudes, sweeps, revolves, and lofts. Additional topics include assemblies' development and detail drawing output as relevant to fields such as: Manufacturing, Engineering, Production Assembly, etc. 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	Lec Hrs
Technical Graphics Applications	2.00
Engineering Design	3.00
Basic Solids Modeling Operations	3.00
Freehand Sketching and Lettering	2.00
Engineering Geometry and Modeling	3.00
Parts with Extrudes, Sweeps and Lofts	6.00
Assemblies with Mates and Limits	6.00
Drawings with Orthographic and Pictorial Views	2.00
Dimensioning, Annotation and Tolerancing	4.00
Graphic Standards	3.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
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
F. Lab Projects

Examples of Assignments

Reading Assignments

1. Read the chapter on the History of Engineering Graphics. Be prepared to discuss at our next scheduled class.
2. 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, complete the questions in the study guide and submit to the instructor.
2. After reading the preface and introduction to the ANSI Y14.5 standard, summarize in your own words (minimum 500 words) the scope of application of the standard to engineering graphics and submit to instructor.

Out-of-Class Assignments

1. Complete the study guide exercises and be prepared to review your results in groups in the next class session.
2. Use various online sources to research technical graphics in the fields of manufacturing, drafting, engineering, etc. View the online video entitled "Create an exploded view with SolidWorks 2011". Answer the following question: "How does an exploded view apply to the assembly development process?" Submit written answers (minimum 500 words) to the instructor in the next class session.

Recommended Materials of Instruction

Planchard, D. (2025). Engineering Graphics with SolidWorks 2025. *SDC Publications, 2025.* 9781630576943.
SolidWorks. *Dassault Systems, Current Academic Year.*

Zero Cost Textbook
Everything needed for the course will be provided in the form of PDF's, demonstration-driven lectures, and technical documentation.

Minimum Qualifications

Drafting
Engineering (Masters Required)

Created/Revised by: Manning, Phillip
Date: 04/06/2026

Course Outline

2026-2027 Catalog

DFT 12 - Beginning AutoCAD Drafting

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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 set up 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

Topics	Lec Hrs
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

Topics	Lab Hrs
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

Topics	Lab Hrs
Orthographic Construction Problems	8.00
Sectional Views	3.00
Auxiliary Drawings	4.00
Annotation and Pictorial Drawing Applications	6.00
Architectural Drawings, Layers and Scales	6.00
Total Hours:	**51.00**

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. Read the section in your text about dimension applications and be prepared to answer questions from the reading in the next class session.
2. Read the chapter on Section Views. Consider the question, "Why are section views important to drafting?" and be prepared to discuss in the next class session.

Writing Assignments

1. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor.
2. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary (minimum 250 words) 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, search the acronym NIST and the term ISO and prepare hand-written definitions for each. Submit at the start of the next class session. No late submissions will be accepted.

Recommended Materials of Instruction

Shih, R. (2024). Principles and Practices: An Integrated Approach to Engineering Graphics and AutoCAD 2025. *SDC Publications, 2024.* 9781630576813.

Minimum Qualifications

Drafting
Engineering (Masters Required)

Created/Revised by: Manning, Phillip
Date: 04/06/2026

Course Outline

2026-2027 Catalog

DFT 24 - Architectural Drafting Applications

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Residential design	3.00
Construction Procedures and Sketching Applications	3.00
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
Sustainability and green building design	2.00
Cover Sheet and General Notes	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Residential design	5.00
Site plans	5.00
Floor plans	6.00
Foundation plans	4.00
Roof plans	4.00
Elevations	7.00
Framing methods and plans	7.00
Supplemental floor plans	5.00
Construction Procedures and Sketching Applications	2.00

Topics	Lab Hrs
Sustainability and green building design	3.00
Cover Sheet and General Notes	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

Methods of Evaluation

A. Exams/Tests
B. Quizzes
C. Projects
D. Homework
E. Class participation
F. Practical Examinations

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.

Minimum Qualifications

Drafting
Engineering (Masters Required)

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	Lec Hrs
The ‘Green Industry’ in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
The ‘Green Industry’ in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

Plant Propagation	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

Created/Revised by: Wilmarth, Jared
Date:02/23/2015

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 ommitted 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)

Course Outline

Catalog Description

ENGL C1002 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

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:
In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature. (C-ID ENGL 120).

Objectives

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

1. Interpret and analyze a variety of diverse texts.
2. Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
3. Define common literary terms and apply them to the analysis of specific texts.
4. Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
5. Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
• A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.	51.00

Total Hours: 51.00

Topics **Lec Hrs**

- Literary terminology, devices, and critical approaches.
- Active and critical reading strategies.
- Writing and thinking critically about literature, including literary analysis.
- Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.
- The research paper, use of the library, and investigative techniques
    - How to generate our own ideas
    - How to use the ideas of other scholars
    - Using MLA style
    - 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
    - The literary canon: Diversity and Controversy
    - 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
- Literary terms
    - Tone and mood
    - Literal and non-critical statement
    - Explicit and implicit statement
    - Purpose, attitude, meaning
    - Connotation, irony, satire, sarcasm, humor
    - Diction, figurative language and symbol and their influences on theme and audience
- Critical approaches to literature
    - Political and socio-economic approaches
    - Feminist and Queer
    - Geographical
    - Ethnic and Cultural
    - Historical
    - Ecological
    - Psychoanalytical
    - Postcolonial
    - Biographical
    - Mythological

Total Hours: 51.00

Topics	Lec Hrs

- Structuralism and Poststructuralism

- The history, themes, context and elements of various modalities of literature, such as:
  - Short stories
  - Drama
  - Novels
  - Poetry
  - Film

Total Hours: 51.00

Methods of Instruction

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

Methods of Evaluation

A. Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Examples of Assignments

Reading Assignments

1. Read James Wright's "Saint Judas" and evaluate his use of allusion and the sonnet form in a minimum 300-word short writing.

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 an online discussion post of at least 100 words 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. Alternative options to complete this assignment will be identified in the instructions.

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 a minimum two page 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, M. (2024). The Compact Bedford Introduction to Literature. *Macmillan, 13th*. 9781319331825.
Barnet, Sylvan, et al. (2010). An Introduction to Literature. *Longman, 16th*. 978-0205633098.
Mays, K. (2024). The Norton Introduction to Literature. *Norton, 15th*. 9781324085898.
DiYanni, R. (2007). Literature, Approaches to Fiction, Poetry, and Drama. *McGraw-Hill, 6th*. 978-0077974916.
Gardner, Janet E. (2025). Reading and Writing About Literature. *Macmillan, 6th*. 9781319474072.
Harmon, W. (2012). A Handbook to Literature. *Pearson, 12th*. 9780205024018.
Kennedy, X. et al. (2019). Backpack Literature. *Pearson, 6th*. 9780134756790.
Hacker, D. & Sommers, N. (2024). A Writer's Reference. *MacMillan, 11th*. 978-1319413002.

Modern Language Association of America. (2021). The Modern Language Association. *9th, 9th*. 978-1603293518.

Other Learning Materials

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Full-length novels or other separately published works.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

English (Masters Required)

Created/Revised by: MacKinnon, Mary Katherine

Date:11/03/2025

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

Lecture

Topics	Lec Hrs
Elements and principles of design as they relate to digital media	4.50
Concept development as it relates to digital and time-based art	4.50
The use of technology to create art through various digital media input and output methods	5.00
Principles and uses of vector and raster-based software in the creation of digital art	5.00
Characteristics of color in additive and subtractive color systems	5.00
History, contemporary trends, language, aesthetics and emerging media as they relate to digital art	5.00
Group and individual critiques of digital images utilizing relevant terminology and concepts	5.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
Create art through various digital media input and output methods using vector or raster-based software	17.00
Assignments focusing on the conceptual development in project-based digital images and time-based works	17.00
Group and individual critiques in oral and written formats	17.00
Total Hours:	51.00

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 9 - Concept Art and Design for Entertainment Media

Transfer Status: CSU

Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
This course introduces students to visualization techniques, ideation processes, and the tools and materials used in professional concept studios in the video game and entertainment industries. Students will be introduced to the history of concept art and its evolution from industrial design and architecture to modern day use in video games, entertainment, and toy design. Students will learn how to develop concepts from the sketch phase through final presentation drawings, brainstorming and teamwork, reading and adapting project briefs, and creating professional presentation boards. This is an essential foundation course for programs and careers in concept art, video games, animation, digital design, graphic design, and industrial design.

Objectives

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

1. Define the key developments, people, and milestones in the history of industrial design.
2. Discuss current trends, techniques, and careers for concept designers in video games, entertainment, and toy design.
3. Analyze and write concept briefs and project proposals.
4. Evaluate and develop sketches and designs in a variety of media.
5. Develop orthographic production drawings and turnarounds.
6. Develop finished presentation drawings of the main subjects found in video games and entertainment properties.
7. Develop level layouts, gameflow diagrams, and storyboards for cinematics.
8. Assemble a professional presentation portfolio.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
History of industrial design and concept art	2.00
Careers in video games and entertainment and industrial design	1.00
Concept art studio practices, communication, teamwork, and production processes	1.00
Overview of entertainment media and concept requirements	2.00
Introduction to traditional and digital tools, materials, and processes	3.00
Basic sketching, design, and perspective	3.00
Orthographic views and production drawings	2.00
Character design	3.00
Creature design	3.00
Total Hours:	**34.00**

Topics	Lec Hrs
Environment design	3.00
Level design	3.00
Vehicle, hardware, and weapons design	3.00
Storyboarding	3.00
Presentation skills and techniques	2.00
Total Hours:	**34.00**

ATTACHMENT 1

Lab

Topics	Lab Hrs
History of concept art, industrial design, and milestones in video games, film, and television	1.00
Ideation processes, brainstorming, teamwork, and communication	1.00
Introduction to traditional tools, materials, and techniques	5.00
Introduction to digital tools, techniques, and workflow	5.00
Fundamentals of design, sketching, and visual thinking	2.00
Research and investigation	3.00
Basic drawing, sketching, composition, and perspective	5.00
Production and presentation drawings	5.00
Character and creature design	5.00
Vehicle, weapon, and hardware design	4.00
Environment design and architecture	4.00
Level layout	4.00
Storyboarding and gameflow	4.00
Presentation boards	3.00
Total Hours:	**51.00**

Methods of Instruction

A. Class Activities
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
G. Reading Assignments
H. AS Degree in Applied Computer Graphics

Methods of Evaluation

A. Portfolios
B. Class participation
C. Lab Projects
D. Written Assignments
E. Written or Oral Examinations
F. Critique

Examples of Assignments

ATTACHMENT 1

Reading Assignments

1. Read handouts 1-3 on the history and evolution of concept art, industrial design, and current trends. Be prepared to discuss similarities and differences across the various disciplines

2. Read Chapter 2 of Steur and Eissen's "Sketching: The Basics" on Drawing Approach. Be prepared to discuss perspective, viewpoint, and case examples and to draw basic forms in perspective.

Writing Assignments

1. Select an artist, designer, or intellectual property from the Resources handout and write a 2-3 page report on your chosen subject. Your report should include examples of major works or milestones, impacts, influences, and your impressions. Cite all sources used.

2. Using one of the case briefs, analyze, brainstorm, and design an alternate property. Write a one page proposal defining high concept, risks, assets, competition, and strategic advantages.

Out-of-Class Assignments

1. Based on your "Genesis Mashup" rolls, brainstorm and develop a set of production drawings for your character, environment, vehicle, or weapon. Make sure you utilize the full ideation process and follow through to a presentation board of your project.

2. Watch the "Metropolis" DVD (individually or in groups) and brainstorm and develop a set of production drawings for a re-imagined "False Maria" robot. Make sure you utilize the full ideation process and follow through to a presentation board of your project. Also include a style research and inspiration board.

Recommended Materials of Instruction

A.Steur, R. & Eissen, K. (2011). Sketching: The Basics. *BIS Publishers, 1st*. .
B.Tsai, Francis. (2008). 100 Ways to Create Fantasy Figures. *Impact, 1st*. .
C.Alexander, Rob. (2006). Drawing and Painting Fantasy Landscapes and Cityscapes. *Barron's Educational Series, 1st*. .

Minimum Qualifications

Computer Science (Masters Required), Graphic Arts, Media Production, or Multimedia

Created/Revised by: Trolinger, John

Date:10/24/2011

Course Outline

2026-2027 Catalog

PHO 15 - Intermediate Digital Photography

Catalog Description

Transfer Status: CSU
Prerequisite: PHO 4
Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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 professional-quality, 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	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

Topics	Lab Hrs
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. 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. Problem-Solving Sessions
F. Reading Assignments

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 1-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 2-page paper discussing the different ways that photography is used across media, society, and art.

Out-of-Class Assignments

1. Research an advanced Photoshop image editing technique and be prepared to discuss in class.
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.* 978-0240815152.
Hirsh, R. (2022). Light & Lens: Photography in the Digital Age. *Routledge, 4th.* 978-0367771935.

Minimum Qualifications

Photo Tech/Commercial Photo
Photography (Masters Required)

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

Course Outline

2026-2027 Catalog

PHO 4 - Beginning Digital Photography

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Introduction to the Lightroom Workspace	3.00
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

Topics	Lab Hrs
Final Critique	3.00
Total Hours:	**51.00**

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. Multimedia Presentations
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. Review the artist monographs and websites on the instuctor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a written outline for a 5-10 minute in-class oral presentation 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. *Pearson, 4th.* 978-0134526034.
Hirsh, R. (2015). Exploring Color Photography. *Routledge, 6th.* 978-0415730952.

Minimum Qualifications

Photography (Masters Required)
Art (Masters Required)
Photo Tech/Commercial Photo

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

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

Lecture

Topics	**Lec Hrs**
The purpose of government and nature of democratic governance	51.00

- 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

The U.S. and California Constitutions as frameworks for government

- Political philosophies of the framers and critics of the U.S. Constitution
- Processes for amending and interpreting the U.S. and California Constitutions

The theory and practice of federalism in the United States, focusing on California

Total Hours: 51.00

Topics **Lec Hrs**

- The framework and operation of federal, state, and local relations
- Interaction between the federal government and Native American tribes and entities

The structure and contemporary operations of federal, state, and local governing institutions in the United States and California including the

- Executive branch
- Legislative branch
- Judicial branch

Civil liberties and civil rights of individuals and groups

- 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

Individual and group behaviors within the context of the U.S. and California constitutions, including

- Elections, campaigns, and voting
- Political parties
- Interest groups
- Social movements

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

A. Discussion
B. Group Discussions
C. Guest Speakers
D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
E. 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, essays, field journals, projects, critical analysis papers, service learning, simulations, research demonstrations, etc.
B. Methods of evaluation and appropriate representative assignments will be determined at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. 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.

2. 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

1. 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.

2. 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

1. 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.

2. 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 Henschen. (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.

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)

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

Course Outline

2026-2027 Catalog

SPAN 14 - Hispanic Short Stories

Catalog Description

Transfer Status: CSU/UC
Prerequisite: SPAN 3
Unit(s): 3.00
Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)
Total: 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 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

Topics	Lec Hrs
Introduction to the short story	3.00
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
Literary Terms: a. Tone and mood b. Literal and non-critical statement c. Explicit and implicit statement d. Purpose, attitude, meaning e. Connotation, irony, satire, sarcasm, humor f. Diction, figurative language and symbol and their influences on theme and audience	6.00
Total Hours:	**51.00**

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

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 Poniatowsca, 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. Write a clear, well-organized 2-page paper explaining the results of your analysis.
2. Write a 3-page essay on the topic of revenge in the Colombian culture, as depicted in “Un día de éstos” by Gabriel García Marquez.

Out-of-Class Assignments

1. Research the Hispanic author Julio Cortázar. In one page, explain what aspects of his life are prevalent in his works.
2. Work in a group to collaborate and develop a short story (up to three pages) 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.* 9780132391641.

Zero Cost Textbook

Julie Ann Ward. (2022). Antologia abierta de literatura hispana. OER, . https://press.rebus.community/aalh/.

Other Learning Materials

Spanish dictionary

Minimum Qualifications

Foreign Languages (Masters Required)

Created/Revised by: McCabe, Deborah
Date: 11/06/2023

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

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. 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.

Created/Revised by: McCabe, Deborah **Date:**11/06/2023

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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	7/17/24	Appendix:	9/11/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	CORE Butte Charter School	**HIGH SCHOOL:**	CORE Butte High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 270 **NUMBER OF SECTIONS: 17**	**TOTAL PROJECTED FTES: 27**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	AGS-40	Introduction to Animal Science	Verar, Angie	TTh	2:05PM - 3:10PM	HS	HS
1	2026FA	ALH-104	Medical Terminology	Emmons, Julie	W	9:00AM - 10:35AM	HS	HS
1	2027SP	ANTH-4	Cultural Anthropology	Frawley, Susan	MW	12:30PM - 1:45PM	CC	HS
1	2026FA	AUT-101	Automotive Shop Fundamentals	Pettersen, Cameron	TTh	T 2:40PM - 5:30PM Th 2:40PM - 5:30PM	CC	CC/HS
1	2027SP	AUT-3	Specialized Auto Electronics	Kielb, Craig	MW	Hybrid	CC	CC/HS
1	2026FA	CLP-101	Career Ed/Life Choices	Henderson, Christine	M/W	9:00AM-10:05AM 11:00-12:50PM	HS	HS
1	2026FA	CLP-101	Career Ed/Life Choices	Ruby, Leslie	M	9:00AM-10:05AM 11:00-12:50PM	HS	HS
1	2027SP	COMM-C1000	Intro to Public Speaking	TBA	MW	11:00AM - 12:15PM	CC	HS
1	2026FA	ENGL-C1000	Academic Reading and Writing	Collins, Nathan	TTh	2:05PM - 3:55PM	HS	HS
1	2027SP	ENGL-C1000	Academic Reading and Writing	Collins, Nathan	TTh	2:05PM - 3:55PM	HS	HS
1	2026FA	HIST-C1002	United States Hist Since 1865	Martin, Daniel	MW	12:30PM - 1:50PM	HS	HS
1	2027SP	HIST-C1002	United States Hist Since 1865	Martin, Daniel	MW	12:30PM - 1:45PM	HS	HS
1	2026FA	MUS-1	Music Appreciation	Nicolay, Luke	MW	11:00AM - 12:15PM	CC	HS
1	2026FA	PHIL-8	Methods of Argument	Bootman, Scott	TTh	2:05PM - 3:25PM	HS	HS
1	2027SP	PHIL-8	Methods of Argument	Bootman, Scott	TTh	2:05PM - 3:20PM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Collins, Nathan	TTh	11:35-12:30PM Hybrid	HS	HS
1	2027SP	STAT-C1000	Introduction to Statistics	Aulakh, Ripandeep		Online	CC/HS	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
Cultural Anthropology	None	$0	N/A
Automotive Shop Fundamentals	Automotive Service Inspection Maintenance Repair, 6th Edit	$0	N/A
Specialized Auto Electronics	979-8-9989322-2-9 Voucher	$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
Beginning Digital Photography	Instructor curated materials and selected open-access online resources	$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	112	M-F	8:30 - 3:30PM
CBHS	2602B	M-F	8:30 - 3:30PM
CBHS	113	M-F	8:30 - 3:30PM
CBHS	Skyway/Online	M-F	8:30 - 3:30PM
CBHS	110	M-F	8:30 - 3:30PM
CBHS	2704	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	2702	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

CORE BUTTE CHARTER SCHOOL

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount: 11$500, 7@100, 1@200 = $6,400		
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required. (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
Animal agriculture	3.00

1. Career opportunities

Total Hours: 34.00

Topics	**Lec Hrs**
2. Importance of domestic animals to the world and to the United States	ATTACHMENT 1
3. Economic importance of animal agriculture	
4. Animal contributions to human needs	
5. Ethnic and cultural contributions to animal domestication	
Anatomy and physiology	
1. Cellular and molecular biology of animals 2. Identification of external anatomy for various species 3. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	4.00
Genetics	
1. Introduction and review of genetic principles 2. Gene modification and genetic interactions 3. Genetic improvement and variation 4. Inheritance and population genetics	4.00
Unique adaptations of various species	
1. Natural selection vs artificial selection 2. Meat animal use and production 3. Fiber production 4. Dairy production 5. Recreational and companionship use of animals	3.00
Animal reproduction	
1. Animal breeding systems 2. Reproductive management and technology 3. Fertility assessment	4.00
Nutrition	
1. Classes of nutrients 2. Feed identification and composition 3. Livestock feeding management practices	4.00
Animal behavior (ethology)	
1. Behavioral characteristics 2. Animal handling and safety 3. Conditioning	3.00
Animal health	3.00
1. Biosecurity	
Total Hours:	**34.00**

Topics	Lec Hrs
2. Vital Signs 3. Indications of health vs disease 4. Common diseases Issues affecting animal agriculture 1. Animal welfare issues 2. Advances in biotechnology 3. Governmental and environmental concerns 4. Food safety 5. Public policy and consumer awareness	3.00
The scientific method 1. Research in animal agriculture 2. Developing a research model 3. Humane treatment of research animals	3.00
Total Hours:	**34.00**

ATTACHMENT 1

Lab

Topics	Lab Hrs
The scientific method	6.00
Natural selection vs. artificial selection	6.00
Genetics	6.00
Anatomy and physiology	6.00
Unique adaptions of various species	6.00
Animal reproduction	6.00
Nutrition	6.00
Biosecurity	3.00
Animal behavior (ethology)	3.00
Issues affecting animal agriculture	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. Laboratory Experiments
D. Lecture
E. Problem-Solving Sessions
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read a peer-reviewed academic article related to livestock genetics and be prepared to discuss in class.
2. Read the textbook chapter on the scientific method in animal agriculture and be prepared to discuss in class.

Writing Assignments

1. Conduct a literature review on the epidemiology of infectious and non-infectious diseases in livestock and write a 2-page meta-analysis of findings.
2. Read the textbook chapter on animal behavior and write a 2-page paper on the fields of animal behavior and systems of animal behavior.

Out-of-Class Assignments

1. Use the library website to conduct a literature review on animal agriculture and submit a 1-2 page paper on your findings.
2. Collect and analyze data from a local livestock operation and share your findings with the class.

Recommended Materials of Instruction

Flanders, F., et al.. (2025). Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357543733.
Flanders, F., et al.. (2024). Lab Manual for Flanders' Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357924464.

Zero Cost Textbook
Lawson, R. (2025). Anatomy and physiology of animals. Wikibooks. (OER). https://en.wikibooks.org/wiki/Anatomy_and_Physiology_of_Animals

Other Learning Materials

Proper clothing for labs

ATTACHMENT 1

Minimum Qualifications

Agriculture (Masters Required), or Agricultural Production

Created/Revised by: Vazquez, Jacob

Date:12/01/2025

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 ATTACHMENT 1

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

Course Outline

2026-2027 Catalog

ANTH 4 - Cultural Anthropology

Catalog Description

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)

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

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

E. Multimedia Presentations

Methods of Evaluation

A. Quizzes
B. Written Assignments
C. Written Examinations
D. Essays and research papers
E. Students will be required to write 2,500 words or more through formal research based writing assignments.

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 ethnographic essay on a chosen cultural community, describing culture core characteristics, including environment, technology, and subsistence practices. Then, cover 4 additional cultural traditions practiced by your community. You will need to provide 3 published sources for this research project.

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. (2021). Cultural Anthropology. *Pearson, 15th.* 9780134732831.
Conrad Kottak. (2022). Cultural Anthropology. *McGraw Hill, 19th.* 9781260259278.

Zero Cost Textbook

Nina Brown, Thomas McIlwraith, Laura Tubelle de González. Perspectives: An Open Introduction to Cultural Anthropology (2020). OER. https://pressbooks.pub/perspectives/

Dianna Repp. Cultural Anthropology (n.d.) OER. https://library.achievingthedream.org/pimaant112/

Minimum Qualifications

Anthropology (Masters Required)

Created/Revised by: Bynoe, Cynthia
Date: 12/16/2024

Course Outline

2026-2027 Catalog

AUT 101 - Automotive Shop Fundamentals

Catalog Description

Transfer Status: NT

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

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)	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	Lab Hrs
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. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Homework
C. Class participation
D. Written Assignments
E. Performance Examinations
F. Class Discussion

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), describe the steps to measure engine oil level accurately, 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

Gilles, T. (2020). Automotive Service: Inspection, Maintenance, Repair. *Cengage, 6th.* 9781337794039.
Duffy, J. (2020). Modern Automotive Technology. *Goodhart-Wilcox, 10th.* 9781645646884.
VanGelder, K. (2023). Fundamentals of Automotive Technology. *Jones & Bartlett, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Minimum Qualifications

Automotive Technology

Created/Revised by: Kielb, Craig
Date: 12/01/2025

Course Outline

2026-2027 Catalog

AUT 3 - Specialized Automotive Electronics

Catalog Description

Transfer Status: CSU

Unit(s): 6.00

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

Lab: 102.00 Contact hours/0.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Total: 170.00 Contact hours/136.00 Out of class hours/306.00 Total hours/6.00 Unit(s)

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 transistor operation and test multiplex control module inputs and outputs.
5. Use industry standard tools to diagnose parasitic draws.
6. Properly use tools and equipment for testing and repairing electrical faults.
7. 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. Discussion
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. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Quizzes
C. Class participation
D. Written or Oral Examinations
E. Practical Evaluations

Examples of Assignments

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. Using the assignment rubric, write a minimum 100-word discussion entry on the knowledge that you gained reading “Electrical Circuits and Ohm’s Law.” Reply and critique two of your peer's posts using the assignment rubric.
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. Using Ohm's law and the assignment rubric, describe the relationship between volts, ohms, and amps on a discussion board. Reply and critique two of your peer's posts using the assignment rubric.

Recommended Materials of Instruction

Duffy, J. & McNally, C. (202). Auto Electricity & Electronics. *Goodheart Wilcox, 8th.* 9798888172087.

Minimum Qualifications

Automotive Technology

Created/Revised by: Kielb, Craig
Date: 12/01/2025

Course Outline

2026-2027 Catalog

CLP 101 - Career, Education and Life Choices

Catalog Description

Transfer Status: NT

Unit(s): 3.00

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

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

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. Document preliminary career research from online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Demonstrate the ability to overcome obstacles and refine personal goals using basic problem-solving techniques.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop 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**

Methods of Instruction

A. Class Activities
B. Group Discussions
C. Guest Speakers
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. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments
F. Final Project

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 about 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 your envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

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

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2019). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 6th.* 978-1-878787-97-5.
Bingham, Mindy. (2022). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 6th.* 978-1-878787-97-5.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations
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.

Minimum Qualifications

Business (Masters Required)
Child Dev/Early Childhood Ed
Coaching
Counseling (Masters Required)
Education (Masters Required)
Family and Consumer Studies/Home Economics (Masters Required)
Family & Cons Study/Home Ec
Child Development/ (Masters Required)

Created/Revised by: Donnelly, Brian
Date: 10/21/2024

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)
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)
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

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 ommitted 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 C1002 - United States History since 1865

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 a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. The course encompasses important economic, political, cultural and social developments. (C-ID HIST 140).

Objectives

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

1. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
2. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity.
3. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
4. Analyze the relevance of Modern American History to the present day.
5. Recognize the diversity of historical experiences and the contributions of major social and ethnic groups.
6. Explain historical events and developments in chronological and contextual relation to one another.
7. Discuss America’s growth in a global context.
8. Employ knowledge of the past and ability to analyze information to think critically about self, society, and the world.
9. Examine how American institutions and culture have changed over time and how they have remained the same.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	**Lec Hrs**
Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.	ATTACHMENT 1
1. Introduction to basic methods of historical research and analysis.	
2. Reconstruction and the New South.	
3. Immigration, industrialization, and urbanization in the Gilded Age.	
4. Closing of the frontier and Resistance of Indigenous Peoples.	
5. Progressive Era Reform Movements.	
6. Imperialist expansion and emergence of the United States as a world power.	
7. World War I.	
8. Post-War America and the 1920s.	
9. The Great Depression and the New Deal.	51.00
10. World War II and Its Aftermath.	
11. Cold War Era.	
12. Civil Rights Movements.	
13. Vietnam, the Great Society, and the Transformation of America.	
14. From Nixon to Reagan.	
15. Entering the New Millennium.	
16. Twenty-first century and the recent past.	
17. Gilded Age Reform: Civil Service, Populism, and the Labor Movement.	
18. Globalization.	
Total Hours:	**51.00**

Methods of Instruction

A. Class Activities
B. Collaborative Group Work

C. Guest Speakers
D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
E. Lecture
F. 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. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research.

Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Examples of Assignments

Reading 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 500-word essay, identify the author and his perspective, and explain his key ideas regarding the number of Supreme Court justices.

Recommended Materials of Instruction

Gonzales, Manuel G. (2019). Mexicanos, Third Edition: A History of Mexicans in the United States. *Indiana University Press, 3rd*. 978-0253041722.
Ling, H. (2023). Asian American History. *Rutgers University Press, 1st*. 978-1978826236.
Choy, C., et al. (2023). Asian American Histories of the United States. *Beacon Press, 1st*. 978-0807012710.
Kendi, I., et al. (2017). Stamped from the Beginning: The Definitive History of Racist Ideas in America. *Bold Type Books, 1st*. 978-1568584645.
White, D., et al. (2020). Freedom on My Mind: A History of African Americans, with Documents. *Macmillan, 3rd*. 9781319210151.

DuBois, E., & Lynn D. (2024). Through Women's Eyes, Combined Volume: An American History with Documents. *Macmillan, 6th*. 9781319244569.
Brown, L., et al. (2017). U.S. Women's History: Untangling the Threads of Sisterhood. *Rutgers University Press, 1st*. 978-0813575841.
Calloway, C. (2024). First Peoples: A Documentary Survey of Native American History. *Macmillan, 6th*. 9781319244576.
Shi, D. (2022). America: A Narrative History. *W. W. Norton & Company, 13th*. 9781324084280.
Roark, J., et al. (2022). The American Promise. *Macmillan, 1st*. 9781319329914.
Nash, G., et al. (2019). The American People: Creating a Nation and a Society. *Pearson, 8th*. 9780135571019.
Murrin, J., et al. (2020). Liberty, Equality, Power: A History of the American People. *Cengage, 7th*. 9781305492899.
Kennedy, D., et al. (2025). The American Pageant. *Cengage, 18th*. 9780357898864.
Kamensky, Jane., et al. (2019). A People and a Nation: A History of the United States. *Cengage, 11th*. 9781337402712.
Goldfield, D., et al. (2019). The American Journey: A History of the United States. *Pearson, 8th*. 9780135496794.
Foner, E., et al. (2025). Give Me Liberty!. *W. W. Norton Company, 8th*. 9781324103943.
Faragher, J., et al. (2021). Out of Many: A History of the American People. *Pearson, 9th*. 9780135179550.
Carnes, M. C. and Garraty, J. A. (2021). The American Nation. *Pearson, 15th*. 9780135570791.

Zero Cost Textbook

Corbett, P., et al. (2025). U.S. History. (OER). https://openstax.org/details/books/us-history
Locke, J. and Wright, B. (2019). American Yawp. Stanford University Press, 1st ed. https://www.americanyawp.com/text/wp-content/uploads/Locke_American-Yawp_V1.pdf

Other Learning Materials

Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Minimum Qualifications

History (Masters Required)

Created/Revised by: Bynoe, Cynthia

Date:11/03/2025

Course Outline

2026-2027 Catalog

MUS 1 - Music Appreciation

Catalog Description

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)

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

Course Description: A survey of art music in western civilization. Topics studied include but are not limited to elements of music, basic musical forms, music periods, styles, and the role of music and musicians in the western world. Students will develop active listening skills and explore music's connections to history, culture, other art forms, and the interplay of global musical traditions. (C-ID MUS 100).

Objectives

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

1. Identify musical instruments and ensembles.
2. Recognize and compare major eras, styles, composers, and works of Western art music.
3. Use active listening skills to analyze and evaluate musical performances critically, considering their artistic, cultural, and historical significance.
4. Discuss music within its historical, cultural, and societal contexts.
5. Apply appropriate musical terminology to identify and analyze the fundamental elements of music—pitch, rhythm, texture, form, timbre, and dynamics.
6. Examine the interplay between Western and non-Western musical traditions and how they have influenced each other over time.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Music Fundamentals	6.00
• The elements of music: melody, rhythm, texture, form, timbre, and dynamics • Introduction to musical terminology and its application in listening and analysis • Overview of active listening techniques for deeper engagement with music	
Musical Instruments and Ensembles	3.00
• Identification of instrument families • Overview of ensembles • Cultural roles and significance of instruments in Western and non-Western traditions	
Evaluation of Musical Performances	3.00
• Techniques for analyzing live and recorded performances • Evaluating artistic intent, cultural context, and emotional impact • Listening practice with a variety of genres and styles	
The Intersection of Western and Non-Western Music	6.00
• Interactions and influences between Western and non-Western music traditions • Cross-cultural collaborations in modern music • The evolution of music into a global medium, blending traditions and styles across cultures	
The Development of Western Art Music	27.00
• Major eras of Western music: Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Blues, Jazz, Rock, Hip Hop and Rap, and Popular • Key composers and works in each era and their historical/cultural significance • Evolution of musical styles, forms, and innovations across periods	
Music in Historical and Cultural Contexts	3.00
• How music reflects and influences societal events and movements • The role of music in rituals, politics, and social change • Case studies: music of the Civil Rights Movement, protest songs, and national anthems	
Music and Other Art Forms	3.00

Topics	Lec Hrs
• Connections between music and visual art, literature, and theater • The role of music in film, dance, video games, and multimedia	

Total Hours: 51.00

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. Lecture
E. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Research Projects
C. Class participation
D. Final Examination
E. Written Assignments
F. Evaluation of live performance

Examples of Assignments

Reading Assignments

1. Read a biography of a composer of your choice and write a short one-page summary 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 one of the assigned eras and prepare a two-page critical analysis of the music. Be prepared to discuss your findings in class.
2. For this assignment, create a playlist featuring at least 10 selections from various historical periods and genres covered in the course, including pieces from the Medieval and Renaissance periods through to modern Hip Hop & Rap. Alongside your playlist, write a 900-word paper explaining your selections and reflect on how they relate to your personal interests and course content. In your paper, discuss how the course has shaped your musical preferences and deepened your understanding of different genres. Highlight how the chosen pieces resonate with you, exploring what impacted your musical journey and how your appreciation of music has evolved throughout the course.

Out-of-Class Assignments

1. Attend a live or online concert and write a 600-word detailed review that analyzes the performance from multiple angles. Start by providing context for the concert, including the venue, the performers, and the atmosphere of the event. Focus on the musicians' technical proficiency, discussing their skill, interpretation, and overall execution of the repertoire. Examine how well they engaged with the music and each other, and note any standout soloists or memorable moments. Reflect on the balance between instruments, sound quality, and the use of dynamics and phrasing. Pay attention to the audience’s reactions and how the performance affected you personally, whether it met your expectations or surprised you in some way. Conclude your review by summarizing the impact of the concert, considering both the technical and emotional elements that made it a unique experience. The goal is to provide a thoughtful, balanced critique that captures the essence of the performance in a clear and engaging manner.
2. Work in small groups to select and research a specific era of music, such as the Baroque, Classical, Romantic, or 20th Century. Prepare an in-class group presentation focused on two main areas: the evolution of musical forms during that era and the use of instruments. In discussing musical forms, the presentation should highlight how different structures, like the symphony, sonata, or concerto, developed over time and their significance in the era. For the use of instruments, the group will examine how instruments were used, evolved, or innovated during the period, noting any advancements in instrument design or technique. The presentation should be both informative and engaging, incorporating examples of key composers and pieces that illustrate these developments.

Recommended Materials of Instruction

Roger Kamien. (2025). Music: An Appreciation. *McGraw Hill, Updated Release.* 9781264933907.

Zero Cost Textbook

Clark, N. Alan; Heflin, Thomas; Kluball, Jeffrey; and Kramer, Elizabeth, "Understanding Music: Past and Present" (2015). Fine Arts Open Textbooks. 1.

https://oer.galileo.usg.edu/arts-textbooks/1

Other Learning Materials

Recordings, listening examples, performances, and readings as provided by instructor

Minimum Qualifications

Music (Masters Required)

Created/Revised by: Heimlich, Ryan
Date: 04/21/2025

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

Topics	**Lec Hrs**
Reading arguments a. Examining assumptions (stated and unstated) b. Active reading (summarizing and paraphrasing, thesis identification)	6.00
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 c. Genre identification (such as satire, sarcasm, polemical work, philosophical essay)	6.00

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 c. Construction an argument (planning, drafting, and revising a paper)	ATTACHMENT 1	6.00
Using sources a. Evaluating print and electronic sources b. Quoting from sources; plagiarism c. Integrating arguments and sources d. Documentation		6.00
Case Studies in Education for Argument Analysis a. Compulsory education vs. home schooling b. Conservative, progressive, and radical education		6.00
Case Studies in Moral Philosophy for Argument Analysis a. Utilitarianism b. Duty-based ethics c. Virtue ethics		6.00
Case Studies in Personal Ethics for Argument Analysis a. Self-deception b. Happiness		6.00
Analysis of Philosophical Essays a. John Stuart Mill b. Immanuel Kant c. Aristotle		6.00
Analysis of Book-Length Philosophical Argument a. Approaches b. Vocabulary c. Research d. Application		3.00
	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

F. Class participation

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

Course Outline

2026-2027 Catalog

PHO 4 - Beginning Digital Photography

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Introduction to the Lightroom Workspace	3.00
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

Topics	Lab Hrs
Final Critique	3.00
Total Hours:	**51.00**

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. Multimedia Presentations
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. Review the artist monographs and websites on the instuctor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a written outline for a 5-10 minute in-class oral presentation 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. *Pearson, 4th.* 978-0134526034.
Hirsh, R. (2015). Exploring Color Photography. *Routledge, 6th.* 978-0415730952.

Minimum Qualifications

Photography (Masters Required)
Art (Masters Required)
Photo Tech/Commercial Photo

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

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

Lecture

Topics	Lec Hrs
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 **Corning 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, 2026**, 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:	6/24/26	Appendix:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	6/18/26	Appendix:	9/10/26

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:	Jessica Marquez	Title:	Administrative Assistant
Telephone:	(530)824-8000	Email:	jmarquez@corninghs.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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Corning Union High School District	**HIGH SCHOOL:**	Corning Union High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 45 **NUMBER OF SECTIONS: 3**	**TOTAL PROJECTED FTES: 4.5**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	ITEC-55	Intro to Industrial Trades	Sutton, James	TWThF	10:14AM - 11:04AM	HS	HS
1	2026FA	ITEC-55	Intro to Industrial Trades	Sutton, James	TWThF	8:00AM - 8:50AM	HS	HS
1	2026FA	ITEC-55	Intro to Industrial Trades	Sutton, James	TWThF	9:07AM - 9:57AM	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 Industrial Trades	Paxton Patterson online curriculum	$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
CUHS	G2	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

CORNING UNION HIGH SCHOOL DISTRICT

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

Name: _____

Title: _____

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:	CORNING UNION HIGH SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Corning Union High School 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 3@$500, 1@$100 = $1,600			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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	Lec Hrs
Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00

Basic Electricity	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

Topics	**Lab Hrs**
Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
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.

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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/16/26

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:	Marty Wilkes	Title:	Principal
Telephone:	(530) 895-4685	Email:	mwilkes@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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Durham Unified School District	**HIGH SCHOOL:**	Durham High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 195 **NUMBER OF SECTIONS: 11**	**TOTAL PROJECTED FTES: 19.5**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	AGS-51	Fertilizers and Plant Nutrition	Luce, Makenna	TWThF	8:05AM - 8:55AM	HS	HS
1	2027SP	AGS-51	Fertilizers and Plant Nutrition	Luce, Makenna	TWThF	9:00AM - 9:50AM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Kenny, Mary	TWThF	2:25PM - 3:16PM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Kenny, Mary	TWThF	10:05AM - 10:56AM	HS	HS
1	2026FA	AUT-101	Automotive Shop Fundamentals	Luther, Jon-Mikel	TWThF	8:05AM - 8:55AM	CC	HS
1	2026FA	COMM-C1000	Intro to Public Speaking	Rapozo Davis, Laura		Online	CC	HS/Online
1	2026FA	EH-38	Greenhouse Production	Trujillo, Anyssa	TWThF	11:55AM - 12:45PM	HS	HS
1	2027SP	PSY-15	Lifespan Psychology	Valle, Heather		Online	CC	HS/Online
1	2027SP	SPAN-16	Hispanic Film	Carrillo, Heidi	TWThF	10:05AM - 10:55AM	HS	HS
1	2026FA	SPAN-3	Third Semester Spanish	Carrillo, Heidi	TWThF	10:05AM - 10:55AM	HS	HS
1	2027SP	STAT-C1000	Intro to Statistics	Bear, Bryan	TWThF	1:30PM - 2:20PM	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
Fertilizers and Plant Nutrition	TBD	$0	N/A
Beginning Ceramics	Instructor curated materials and selected open-access online resources	$0	N/A
Automotive Shop Fundamentals	Tim Gilles, Automotive Service Inspection Maintenance Repair, Sixth Edition	$0	N/A
Public Speaking	None	$0	N/A
Greenhouse Production	Greenhouse Operation & Management	$0	N/A
Lifespan Psychology	TBD	$0	N/A
Hispanic Film	Cinema for Spanish conversation	$0	N/A
Third Semester Spanish	Realidades, level 3 2014 edition/Somos curriculum	$0	N/A
Intro to Statistics	The Practice of Statistics 6th edition by Starns and Tabor, 2020	$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: <u>For facilitation of an online course $200.00 per completed section. For teaching of a course $500.00 per completed section.</u>

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	AG1	M-F	8:00 - 3:30PM
DHS	110	M-F	8:00 - 3:30PM
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
DHS	P60	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

DURHAM UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 8@$500, 5@100, 2@200 = $4,900			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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 51 - Fertilizers and Plant Nutrition

Transfer Status: CSU

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 examines the composition, value, selection, and application of fertilizer materials and soil amendments, including natural organic and synthetic amendments, in relation to soil, plant, and fertilizer interactions. Emphasis is placed on current application practices utilized in California agriculture.

Objectives

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

1. Analyze the role of natural and organic fertilizers within ecological systems, including their impact on soil health, nutrient cycling, and environmental sustainability.
2. Name the effect of major nutrients on plant growth, development, and disease resistance.
3. Identify the basic fertilizer requirements of major crops grown in the area.
4. Explain the importance of fertilizers in agricultural production.
5. List the different methods of applying fertilizers including the advantages and disadvantages of each method.
6. Explain the effect on pH that fertilizers have regarding crops, soil and fertilizer interactions.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Essential plant growth elements and soil relationships	8.00
The fertilizer industry	3.00
Nitrogen, Phosphorus, Potasium (N-P-K)	10.00
Secondary elements	6.00
Total Hours:	**51.00**

Topics	Lec Hrs
Trace elements	3.00
Methods of application	5.00
Fertilizer-pesticide combinations	2.00
Economics of fertilizer usage	4.00
pH effect on nutrients and pH control	5.00
Farm wastes	3.00
Nutrient budgets and regulatory compliance	2.00
Total Hours:	**51.00**

Methods of Instruction

A. Guest Speakers
B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
C. Lecture
D. Problem-Solving Sessions
E. Reading Assignments
F. Agriculture Science

Methods of Evaluation

A. Quizzes
B. Oral Presentation
C. Homework
D. Mid-term and final examinations
E. Essays and research papers

Examples of Assignments

Reading Assignments

1. Read through the information provided by the instructor on essential plant nutrients. Be prepared to identify deficiency symptoms, causes, and treatments.

2. Read the chapter on your text on information on soil pH and implications for macro and micro nutrient interactions. Be prepared to compare and contrast low and high pH soils.

Writing Assignments

1. Select an essential plant nutrient and indicate 1) mode of action in the plant, 2) fertilizer sources, 3) methods of application. Summarize in 3-4 page plan and accompanying PowerPoint.

2. Select from the following low productivity soils: Saline, Sodic, Alkaline, Acidic. And develop a 3-4 page plan that identifies methods of remediation.

Out-of-Class Assignments

1. Visit a wholesale fertilizer distributor. Prepare a 2-page written analysis of the products and services they provide. Alternative options to complete this assignment will be identified in the instructions.

2. Locate at least three plants that exhibit signs of nutrient deficiency symptoms and take digital photographs of each. Be prepared to present your photographs to the class in a PowerPoint presentation.

Recommended Materials of Instruction

IPNI. (2019). Soil Fertility Manual. *International Plant Nutrition Institute, 2019 update*. 9781734386004.
Havlin, J., et al. (2021). Soil Fertility and Fertilizers. *Pearson, 8th*. 9780135033739.

Zero Cost Textbook
Magdoff, F. & van Es, H. Building Soils for Better Crops - Ecological Management for Healthy Soils 4e. (OER). https://geo.libretexts.org/Bookshelves/Soil_Science/Building_Soils_for_Better_Crops_-_Ecological_Management_for_Healthy_Soils_4e_(Magdoff_and_van_Es)

Minimum Qualifications

Ag Business And Related Serv., Agriculture (Masters Required), or Agricultural Production

Created/Revised by: Kim, Esther

Date:12/01/2025

Course Outline

2026-2027 Catalog

ART 50 - Beginning Ceramics

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 25.50 Contact hours/51.00 Out of class hours/76.50 Total hours/1.50 Unit(s)

Lab: 76.50 Contact hours/0.00 Out of class hours/76.50 Total hours/1.50 Unit(s)

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
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 sigilata, glaze, burnishing, in various firing atmospheres and temperatures.	4.50
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	2.00
Techniques and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.	6.00
Overview of ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft.	6.00
Critical evaluation and critique of class projects using correct terminology in oral or written formats.	1.00
Studio, equipment, and material use and safety.	2.00
Total Hours:	**25.50**

Lab

Topics	Lab Hrs
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
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	6.50
Total Hours:	**76.50**

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. Class participation
D. Lab Projects
E. Practical Evaluations
F. Numerous class critiques will be given on work in progress as well as finished work. A notebook of class handouts and notes taken from lecture/ demonstrations may be required.

Examples of Assignments

Reading Assignments

1. Read Chapter 1 in the textbook "The Ceramics Bible". Come to class prepared to discuss the types of clay and their earliest uses by people living in small-scale societies.
2. Read Chapter 9 in the textbook "The Ceramics Bible". 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 1-2-page paper describing, interpreting, and evaluating one of the artist's 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

Taylor, L. (2022). The Ceramics Bible. *Chronicle Books, Revised Edition.* 978-1797215143.

Other Learning Materials

Students will purchase their own clay and tools.

Minimum Qualifications

Art (Masters Required)
Ceramic Technology

Created/Revised by: Smallhouse, Sara
Date: 09/22/2025

Course Outline

2026-2027 Catalog

AUT 101 - Automotive Shop Fundamentals

Catalog Description

Transfer Status: NT

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

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)	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	Lab Hrs
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. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Homework
C. Class participation
D. Written Assignments
E. Performance Examinations
F. Class Discussion

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), describe the steps to measure engine oil level accurately, 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

Gilles, T. (2020). Automotive Service: Inspection, Maintenance, Repair. *Cengage, 6th.* 9781337794039.
Duffy, J. (2020). Modern Automotive Technology. *Goodhart-Wilcox, 10th.* 9781645646884.
VanGelder, K. (2023). Fundamentals of Automotive Technology. *Jones & Bartlett, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Minimum Qualifications

Automotive Technology

Created/Revised by: Kielb, Craig
Date: 12/01/2025

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)
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)
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

	6.00
Total Hours:	51.00

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

PSY 15 - Lifespan Psychology

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 provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. (C-ID PSY 180).

Objectives

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

1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).
2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.
3. Identify biological, psychological, and sociocultural influences on lifespan development.
4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
6. Identify and describe the techniques and methods used by developmental psychologists to study human development.
7. Identify and describe classic and contemporary theories and research in lifespan psychology.
8. Describe the developing person at different periods of the lifespan.
9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
a. Human development - definitions and controversies in the field (traditional Vs lifespan, continuous Vs discontinuous, nature Vs nurture) b. The scientific method c. Approaches to studying change over time	9.50
Developmental Theories a. Psychodynamic theories b. Learning theories c. Contextual theories (e.g., sociocultural) d. Cognitive theories e. Humanistic theories	17.50
Genetics a. Genes, chromosomes and genetic transmission b. Genetic and chromosomal disorders	6.00
Prenatal Development and Birth a. Stages of prenatal development and birth (labor) b. Effects of the environment on prenatal development c. Neonatal testing and competencies	12.00
Physical, cognitive and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood	3.00
Death and dying	3.00
Total Hours:	**51.00**

Methods of Instruction

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

Methods of Evaluation

A. Exams/Tests
B. Research Projects
C. Papers
D. Projects
E. Homework
F. Class participation
G. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter on Language Development and write 300 words on the following prompt: Language development in humans is vast, ranging from the non-verbal (think body posture such as being relaxed or still, gestures, and facial expressions) to the overtly verbal. What sorts of messages can language bring to your psychological processes? In other words, how has the language of others OR language you unintentionally sent to others (non-verbal or verbal) affected you in the past?

2. Read the chapter on Attachment Theory and write 100 words on the following prompt: After reading this week's content on Attachment Theory, how do you think your own attachment style, in your closest relationships, helps or hinders you? Use studies cited in this week's chapter to support your statement and write 300 words on it.

Writing Assignments

1. Write 100 words to a group member about your first experience with a bully or dominant personality. Then describe major theoretical views of the causes of bullying behavior.

2. Describe how early attachment styles can impact adult relationships in a 300 word reflection using relevant theoretical structures to support your analysis.

Out-of-Class Assignments

1. Watch children playing on a playground for 20 minutes and record what you see with 100 words using research strategies common to Naturalist Observation.

2. Observe the body language of couples in a mall in 3 age groups: teen, "middle age" and elderly. Record what you notice in 100 words.

Recommended Materials of Instruction

Berk, L. (2022). Development Through the Lifespan. *Pearson, 7th*. 978-0134419695.
Steinberg. L. (2010). Lifespan Development: Infancy Through Adulthood. *Wadsworth, 1st*. 978-0618721566.
Lally and French. (2023). Lifespan Development: A Psychological Perspective - OER. *OER, 2nd*. N/A.

Minimum Qualifications

Psychology (Masters Required)

Created/Revised by: Valle, Heather

Date:10/23/2023

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

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. 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.

Created/Revised by: McCabe, Deborah **Date:**11/06/2023

Course Outline

2026-2027 Catalog

SPAN 3 - Third Semester Spanish

Catalog Description

Transfer Status: CSU/UC
Prerequisite: SPAN 2
Unit(s): 4.00
Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)
Total: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)
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. Compare and contrast cultural nuances of the Hispanic/Latino world.
5. Listen and comprehend Spanish at the intermediate level.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introductions	2.00
Formal Usted/Ustedes commands	2.00
Present subjunctive and relative pronouns	4.00
Subjunctive with verbs of will or influence	3.00
The subjunctive with verbs of emotion, doubt, disbelief or denial	6.00
The subjunctive with conjunctions and adjective clauses	3.00
Nosotros/Nosotras commands	2.00
Past participles used as adjectives	3.00
The present perfect and past perfect	3.00
The present perfect subjunctive	3.00
The future and future perfect	3.00
The past subjunctive	3.00
The conditional and conditional perfect	3.00
The past perfect subjunctive	3.00
Si clauses	3.00
Summary of the uses of the subjunctive	4.00
Review and refinement of grammatical concepts and structures introduced in Spanish 1 and 2	6.00
Exploration of cultures of the Spanish-speaking world including but not limited to values, lifestyle, geography, art, history, and literature	6.00
Vocabulary expansion	6.00
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 Spanish except when English is needed to explain structural elements and to give other important explanations.

Methods of Evaluation

A. Exams/Tests
B. Portfolios
C. Oral Presentation
D. Homework
E. Journal
F. Class participation
G. Written Assignments
H. Essays and research papers

Examples of Assignments

Reading Assignments

1. Read and be prepared to discuss the characters and main themes of a short story by Isabel Allende selected by the instructor.
2. Read and be prepared to discuss the characters and main themes of the short story “Un día de estos” by Gabriel García Márquez.

Writing Assignments

1. Write a 2-page essay in Spanish on the historical significance of the Inca civilization in the modern Peruvian society.
2. Using the future tense and at least 10 different verbs, write a paragraph in Spanish about what the world will be like in 200 years. Mention how current issues and problems in the Spanish-speaking world will either be resolved or made worse. Use your imagination and be creative. Your paragraph should be at least 250 words in length.

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 someone from a Spanish-speaking country and present your findings in class.

Recommended Materials of Instruction

Blanco, José A., Donley, Philip Redwine. (2023). VISTAS: Introducción a la lengua española. *Vista Higher Learning, 7th.* 978-1-54339-517-4.

Zero Cost Textbook

Vanessa Botts. (2022). Intermediate Spanish I. OER, . https://oercommons.org/courseware/lesson/89651.

Minimum Qualifications

Foreign Languages (Masters Required)

Created/Revised by: McCabe, Deborah
Date: 11/06/2023

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

Lecture

Topics	Lec Hrs
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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	7/25/24	Appendix:	9/22/26

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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Stony Creek Joint Unified	**HIGH SCHOOL:**	Elk Creek Junior Senior High

POJECTED NUMBER OF STUDENTS TO BE SERVED: 10	**TOTAL PROJECTED FTES: 1**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	CLP-101	Career Ed/Life Choices	Tucker, Dallan	MTW	11:19AM - 12:09PM	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-Th	8:00AM – 4:00PM

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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

STONY CREEK JOINT UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount: 1@500, 1@100 = $600		
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

CLP 101 - Career, Education and Life Choices

Catalog Description

Transfer Status: NT

Unit(s): 3.00

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

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

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. Document preliminary career research from online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Demonstrate the ability to overcome obstacles and refine personal goals using basic problem-solving techniques.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop 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**

Methods of Instruction

A. Class Activities
B. Group Discussions
C. Guest Speakers
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. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments
F. Final Project

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 about 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 your envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

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

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2019). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 6th.* 978-1-878787-97-5.
Bingham, Mindy. (2022). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 6th.* 978-1-878787-97-5.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations
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.

Minimum Qualifications

Business (Masters Required)
Child Dev/Early Childhood Ed
Coaching
Counseling (Masters Required)
Education (Masters Required)
Family and Consumer Studies/Home Economics (Masters Required)
Family & Cons Study/Home Ec
Child Development/ (Masters Required)

Created/Revised by: Donnelly, Brian
Date: 10/21/2024

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 **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:	9/9/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/2/26

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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Gridley Unified School District	**HIGH SCHOOL:**	Esperanza High School

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	CSL-20	Identity, Culture, & Education	Carlson, Devon	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
Identity, Culture, & Education	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
EHS	Online	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

GRIDLEY UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 – Esperanza High 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	1@200 = $200	
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

CSL 20 - Identity, Culture and Education

Catalog Description

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)

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

Course Description: Students will address the challenges and transitions associated with life and the college years. Issues related to diversity, gender and how each influences the individual and group physically, socially, personally, and educationally will be studied. This class will examine the psycho-social issues and the development of individual identities to advance learning in all American communities. Students will be exposed to educational theories that affect 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.

Objectives

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

1. Analyze and articulate identity as an integrated social, psychological and physiological being.
2. Examine how various cultures view and develop personal, academic and career goals. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
3. Examine and analyze the role of gender, ethnicity, and culture as it applies to the world of work, education, and in life.
4. Examine learning and critical thinking theories and their impact on personal, health, academic and life success.
5. Describe and evaluate the structure and purpose of higher education.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Understanding Self Within a Larger Structure (college, family, society)	6.00
• History of Education in the United States, impact on social structures and the individual within those structures • Education in California - history, structures, economic and social impacts • Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits • Influence and contributions of men/women to higher education • European influence on higher education • Higher education worldwide and its influence on Western society	
Influence of Money on Time and Education, Interpersonal Communication	15.00
Education and Time	
• Personality and cultural influences that impact one's concept and use of time • Personal use of time and its relation to one's values	
Money and Privilege	
• Privilege and money • Socioeconimic influence • Classism • Influence of money on higher education	
Interpersonal Communication	
• Verbal/non-verbal cues and how they are influenced by culture and sex • Active listening in men and women • Conflict resolution vs escalation of conflict • Assertive and passive communication	
Personal Growth, Assessment of Self, and Cultural Awareness	15.00
• Self-identity, locus of control, fear of failure, fear of success, self-talk, and creating alignment • Maslow's Theory Hierarchy of Needs related to values and stress	

Topics	Lec Hrs
• Assess personality type, aspects of identity, Erickson's Theory of Psychosocial Development, Tajfel's Theory of Social Identity, Marcia's Theory of Achievement of a Personal Identity • Investigate cultural, compare and learn about diverse cultural, social and religious groups represented within the local community • Assess oneself in terms of cultural exposure, awareness and development • Exploration of one's values, work-related interests, and academic interests • Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly • Examine the role of gender, ethnicity and culture as it applies to the world of work and life • Review and study areas where one can set goals. Review how goals can be influenced by race, gender, social class, and socioeconomic status	
Lifelong Learning and Constructing a Student Identity	6.00
• Assess and identify primary learning styles strategies • Brain function and memory including storage, retention and retrieval of information • Short-term and long-term memory principles as they apply to learning in college • Active versus passive learning behaviors • Emotional intelligence • Yosso's Cultural Wealth Model	
Physical and Mental Health	9.00

• Stress Awareness and Recognizing Stress
  ◦ Types of stressors and the effects they have on men and women
  ◦ Physiological and psychological signs and impact of stress
  ◦ Stress reducing behaviors and activities for all college students
• Alcohol, Nutrition
  ◦ Physical and social effects of alcohol
  ◦ College student drinking behavior and cultural influence on drinking
  ◦ Healthy nutrition for college students
  ◦ Eating disorders that affect men and women
• Depression, Self-esteem
  ◦ Physiological and psychological indicators of depression
  ◦ Treatment options for depression
  ◦ Coopersmith's Self-esteem Theory
  ◦ Self-Determination Theory
  ◦ Terror Management Theory, self-esteem cultural based	

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. Research directed through journal

Methods of Evaluation

A. Quizzes
B. Class participation
C. Written Assignments
D. Short papers
E. 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 and the influence on society. Be prepared to discuss how these current issues are affecting society and college campuses.

Writing Assignments

1. Read the chapter on diversity in the book "Blueprint for Success" and write a 1-2 page reaction on what diversity means to you. Also identify changes in higher education as it pertains to diversity on campus and changes in perspective that universities have taken concerning diversity.
2. After reviewing your results from the VARK assessment, write a 1.5-2 page paper on how you already use your top learning styles and how you could use them more. Please note and discuss any influences from your socioeconomic or cultural background that may have also influenced your learning style.

Out-of-Class Assignments

1. In small groups, prepare a presentation on self-identity and college students. Work with your small group to collect information and complete a 2-page paper. Be prepared to present your findings to the class.
2. Prepare a 2-3 page slide presentation on assigned topics to present in class. Explain how those topics affect college students. Topics will come from all modules of the class and all textbooks/handouts presented in class.

Recommended Materials of Instruction

Dillon, Dave. (2021). Blueprint for Success in College and Career. *OpenStax, OER.* 9781989014042.

Other Learning Materials

Free short readings from Psychology of Opression by David, E.J.R., 2020
Articles & Handouts distributed by Instructor Butte College Catalog, online or print version VARK Online Assessment

Minimum Qualifications

Counseling (Masters Required)
Education (Masters Required)

Created/Revised by: Soldate, John
Date: 05/01/2023

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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/16/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	**HIGH SCHOOL:**	Fair View High School

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	AUT-101	Automotive Shop Fundamentals	Pettersen, Cameron		Hybrid	CC	CC/HS Online
1	2027SP	AUT-101	Automotive Shop Fundamentals	Pettersen, Cameron		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: $125.00 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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

CHICO UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	2@$400	
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

AUT 101 - Automotive Shop Fundamentals

Catalog Description

Transfer Status: NT

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

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)	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	Lab Hrs
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. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Homework
C. Class participation
D. Written Assignments
E. Performance Examinations
F. Class Discussion

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), describe the steps to measure engine oil level accurately, 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

Gilles, T. (2020). Automotive Service: Inspection, Maintenance, Repair. *Cengage, 6th.* 9781337794039.
Duffy, J. (2020). Modern Automotive Technology. *Goodhart-Wilcox, 10th.* 9781645646884.
VanGelder, K. (2023). Fundamentals of Automotive Technology. *Jones & Bartlett, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Minimum Qualifications

Automotive Technology

Created/Revised by: Kielb, Craig
Date: 12/01/2025

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))

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1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/2/26

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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Gridley Unified School District	**HIGH SCHOOL:**	Gridley High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 280	**TOTAL PROJECTED FTES: 28**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	AGS-40	Introduction to Animal Science	Dillon, Lindsey	MTThF	1:07PM - 1:57PM	HS	HS
1	2027SP	ALH-104	Medical Terminology	LaMendola, Shelby	MTThF	1:07PM - 1:57PM	HS	HS
1	2027SP	ALH-3	Intro to Public Health	LaMendola, Shelby	MTThF	8:00AM - 8:50AM	HS	HS
1	2027SP	ALH-3	Intro to Public Health	LaMendola, Shelby	MTThF	11:23AM - 12:13PM	HS	HS
1	2027SP	ALH-6	Soft Skills in Prof Hlth Care	LaMendola, Shelby	MTThF	9:05AM - 9:55AM	HS	HS
1	2027SP	ALH-6	Soft Skills in Prof Hlth Care	LaMendola, Shelby	MTThF	2:11PM - 3:01PM	HS	HS
1	2026FA	CLP-101	Career Ed/Life Choices	LaMendola, Shelby	MTThF	8:00AM - 8:50AM	HS	HS
1	2026FA	CLP-101	Career Ed/Life Choices	LaMendola, Shelby	MTThF	11:23AM - 12:13PM	HS	HS
1	2026FA	EH-38	Greenhouse Production	Wellborn, Jamie	MTThF	1:07PM - 1:57PM	HS	HS
1	2026FA	ITEC-55	Intro to Industrial Trades	Dreesmann, Nicholas	MTThF	10:19AM - 11:08AM	HS	HS
1	2026FA	ITEC-55	Intro to Industrial Trades	Dreesmann, Nicholas	MTThF	11:23AM - 12:12AM	HS	HS
1	2026FA	MSP-50	Digital Publication Design	Ayon, Elizebeth	MTThF	8:00AM - 8:50AM	HS	HS
1	2026FA	MUS 51	Digital Music Production I	Jacobsen, Ethan	MTThF	9:05AM - 9:55AM	HS	HS
1	2027SP	MUS-1	Music Appreciation	Jacobsen, Ethan	MTThF	2:11PM - 3:01PM	HS	HS
1	2027SP	SPAN-14	Hispanic Short Stories	Romo, Maria	MTThF	2:11PM - 3:01PM	HS	HS
1	2027SP	SPAN-3	Third Semester Spanish	Romo, Maria	MTThF	11:23AM - 12:13PM	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
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 Publication Design	Photo & Digital Imaging	$0	N/A
Digital Music Production I	PDF Text: Mixing Secrets for the Small Studio by Mike Senior	$0	N/A
Music Appreciation	Clark, N. Alan; Heflin, Thomas; Kluball, Jeffrey; and Kramer, Elizabeth, "Understanding Music	$0	N/A
Hispanic Short Stories	2026-27: Vista Higher Learning (VHL) - Galería A	$0	N/A
Third Semester Spanish	2026-27: Vista Higher Learning (VHL) - Encuentros (Levels 1-3)	$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
GHS	406	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

GRIDLEY UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 16@500, 7@100 = $8,700			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required. (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
Animal agriculture	3.00

1. Career opportunities

Total Hours: 34.00

Topics	**Lec Hrs**
2. Importance of domestic animals to the world and to the United States	ATTACHMENT 1
3. Economic importance of animal agriculture	
4. Animal contributions to human needs	
5. Ethnic and cultural contributions to animal domestication	
Anatomy and physiology	
1. Cellular and molecular biology of animals 2. Identification of external anatomy for various species 3. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	4.00
Genetics	
1. Introduction and review of genetic principles 2. Gene modification and genetic interactions 3. Genetic improvement and variation 4. Inheritance and population genetics	4.00
Unique adaptations of various species	
1. Natural selection vs artificial selection 2. Meat animal use and production 3. Fiber production 4. Dairy production 5. Recreational and companionship use of animals	3.00
Animal reproduction	
1. Animal breeding systems 2. Reproductive management and technology 3. Fertility assessment	4.00
Nutrition	
1. Classes of nutrients 2. Feed identification and composition 3. Livestock feeding management practices	4.00
Animal behavior (ethology)	
1. Behavioral characteristics 2. Animal handling and safety 3. Conditioning	3.00
Animal health	3.00
1. Biosecurity	
Total Hours:	**34.00**

Topics	Lec Hrs
2. Vital Signs 3. Indications of health vs disease 4. Common diseases Issues affecting animal agriculture 1. Animal welfare issues 2. Advances in biotechnology 3. Governmental and environmental concerns 4. Food safety 5. Public policy and consumer awareness	3.00
The scientific method 1. Research in animal agriculture 2. Developing a research model 3. Humane treatment of research animals	3.00
Total Hours:	**34.00**

ATTACHMENT 1

Lab

Topics	Lab Hrs
The scientific method	6.00
Natural selection vs. artificial selection	6.00
Genetics	6.00
Anatomy and physiology	6.00
Unique adaptions of various species	6.00
Animal reproduction	6.00
Nutrition	6.00
Biosecurity	3.00
Animal behavior (ethology)	3.00
Issues affecting animal agriculture	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. Laboratory Experiments
D. Lecture
E. Problem-Solving Sessions
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read a peer-reviewed academic article related to livestock genetics and be prepared to discuss in class.
2. Read the textbook chapter on the scientific method in animal agriculture and be prepared to discuss in class.

Writing Assignments

1. Conduct a literature review on the epidemiology of infectious and non-infectious diseases in livestock and write a 2-page meta-analysis of findings.
2. Read the textbook chapter on animal behavior and write a 2-page paper on the fields of animal behavior and systems of animal behavior.

Out-of-Class Assignments

1. Use the library website to conduct a literature review on animal agriculture and submit a 1-2 page paper on your findings.
2. Collect and analyze data from a local livestock operation and share your findings with the class.

Recommended Materials of Instruction

Flanders, F., et al.. (2025). Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357543733.
Flanders, F., et al.. (2024). Lab Manual for Flanders' Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357924464.

Zero Cost Textbook
Lawson, R. (2025). Anatomy and physiology of animals. Wikibooks. (OER). https://en.wikibooks.org/wiki/Anatomy_and_Physiology_of_Animals

Other Learning Materials

Proper clothing for labs

ATTACHMENT 1

Minimum Qualifications

Agriculture (Masters Required), or Agricultural Production

Created/Revised by: Vazquez, Jacob

Date:12/01/2025

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 ATTACHMENT 1

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

Course Outline

2026-2027 Catalog

ALH 3 - Introduction to Public Health

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

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

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

Course Description: This course presents an overview of the disciplines of community and public health. Topics include the basic concepts and terminologies of public health; an overview of various public health professions and organizations; the study, prevention and control of disease in the community; the analysis of the social determinants of health; strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; school health promotion; environmental health and safety; and an overview of the healthcare delivery system in the United States. Emphasis will be placed on the development of knowledge and preliminary skills to serve as an effective advocate for community and public health. (C-ID PH 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 diseases.
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.
13. Describe the Dual Diagnosis/Co-Occurring Disorders approach to treating people who suffer from both an addiction and a psychiatric disorder.
14. Identify the components of the Whole School, Whole Child, Whole Community (WSCC) model designed to improve learning and health in our nation’s schools
15. Describe the inter-relationship between human beings and their environment and public health initiatives and policies to protect the planet.
16. Communicate orally and in writing in the scientific language of the discipline.
17. Identify common practices that contribute to intentional and unintentional workplace injuries and public health policies that would reduce their occurrences.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Definition of Public Health	5.00
a. Distinction between personal and public health	
b. History and accomplishments of public health officials and agencies	
c. Core functions of public health professions and institutions	
Analytical Methods of Public Health	6.00
a. Epidemiology: the basic science of public health	
b. Principles, methods and limitations	
c. Statistics: making sense of uncertainty	
d. The role of data in public health	
e. Rates, cases and populations at risk	

Topics	Lec Hrs
f. Risk factors, incidence and prevalence g. Morbidity and Mortality	
The Biomedical Basis of Public Health a. The conquest of infectious disease b. New infectious disease c. Chronic disease d. Genetic disease e. Prevention, detection and control	5.00
Community Organizing and Health Promotion Programming a. Assessing needs b. Setting goals and objectives c. Developing interventions d. Implementing interventions e. Evaluating results	5.00
Social and Behavioral Factors in Public Health a. Health inequities among ethnic and minority groups b. Education and socioeconomic status and health c. Community concerns: including, but not limited to addiction, obesity, and violence d. Maternal, infant and child, adolescent, adulthood and elder health	5.50
Environmental Issues in Public Health a. Clean air b. Clean water c. Garbage d. Food and drug safety e. Population control f. Injury prevention g. Emergency Preparedness	5.50
Medical Care and Public Health a. Study of healthcare systems b. Public health vs western medicine c. Population-based services	4.00
Workplace safety a. Intentional injuries b. Unintentional injuries c. Prevention (including Occupational Safety and Health Association OSHA regulations)	5.00
Whole School, Whole Child, Whole Community (WSCC) school health promotion model a. Health education b. Physical education and physical activity c. Nutrition environment and services d. Health services e. Counseling, psychological, and social services f. Social and emotional climate g. Physical environment h. Employee wellness i. Family engagement j. Community involvement	5.00
Social determinants of health a. Gestational endowment b. Social circumstances c. Environmental conditions d. Behavioral choices e. Access to medical care f. Individual and community health status g. Local, state, national, and global health organization and policy	5.00
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

Methods of Evaluation

A. Exams/Tests
B. Quizzes
C. Projects
D. Written Assignments

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, write a 100-word short answer for each item under the In-Text questions 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

Seabert, McKenzie, & Pinger. (2022). McKenzie's An Introduction to Community and Public Health. *Jones & Bartlett Learning, 10th.* 9781284202687.

Schneider, Mary-Jane. (2021). Introduction To Public Health. *Jones & Bartlett Learning, 6th.* 9781284197594.

Reigelman, Richard and Kirkwood, Brenda. (2025). Public Health 101. *Jones & Bartlett Learning, 4th.* 9781284230383.

Minimum Qualifications

Emergency Medical Technologies
Health (Masters Required)
Health Care Ancillaries

Created/Revised by: Gunn, Lisa
Date: 02/03/2025

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	Lec Hrs
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

Course Outline

2026-2027 Catalog

CLP 101 - Career, Education and Life Choices

Catalog Description

Transfer Status: NT

Unit(s): 3.00

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

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

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. Document preliminary career research from online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Demonstrate the ability to overcome obstacles and refine personal goals using basic problem-solving techniques.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop 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**

Methods of Instruction

A. Class Activities
B. Group Discussions
C. Guest Speakers
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. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments
F. Final Project

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 about 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 your envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

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

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2019). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 6th.* 978-1-878787-97-5.
Bingham, Mindy. (2022). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 6th.* 978-1-878787-97-5.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations
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.

Minimum Qualifications

Business (Masters Required)
Child Dev/Early Childhood Ed
Coaching
Counseling (Masters Required)
Education (Masters Required)
Family and Consumer Studies/Home Economics (Masters Required)
Family & Cons Study/Home Ec
Child Development/ (Masters Required)

Created/Revised by: Donnelly, Brian
Date: 10/21/2024

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

	6.00
Total Hours:	51.00

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	Lec Hrs
Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00

Basic Electricity	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

Topics	**Lab Hrs**
Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
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.

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 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	Lec Hrs
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	Lab Hrs
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

Course Outline

2026-2027 Catalog

MUS 1 - Music Appreciation

Catalog Description

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)

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

Course Description: A survey of art music in western civilization. Topics studied include but are not limited to elements of music, basic musical forms, music periods, styles, and the role of music and musicians in the western world. Students will develop active listening skills and explore music's connections to history, culture, other art forms, and the interplay of global musical traditions. (C-ID MUS 100).

Objectives

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

1. Identify musical instruments and ensembles.
2. Recognize and compare major eras, styles, composers, and works of Western art music.
3. Use active listening skills to analyze and evaluate musical performances critically, considering their artistic, cultural, and historical significance.
4. Discuss music within its historical, cultural, and societal contexts.
5. Apply appropriate musical terminology to identify and analyze the fundamental elements of music—pitch, rhythm, texture, form, timbre, and dynamics.
6. Examine the interplay between Western and non-Western musical traditions and how they have influenced each other over time.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Music Fundamentals	6.00
• The elements of music: melody, rhythm, texture, form, timbre, and dynamics • Introduction to musical terminology and its application in listening and analysis • Overview of active listening techniques for deeper engagement with music	
Musical Instruments and Ensembles	3.00
• Identification of instrument families • Overview of ensembles • Cultural roles and significance of instruments in Western and non-Western traditions	
Evaluation of Musical Performances	3.00
• Techniques for analyzing live and recorded performances • Evaluating artistic intent, cultural context, and emotional impact • Listening practice with a variety of genres and styles	
The Intersection of Western and Non-Western Music	6.00
• Interactions and influences between Western and non-Western music traditions • Cross-cultural collaborations in modern music • The evolution of music into a global medium, blending traditions and styles across cultures	
The Development of Western Art Music	27.00
• Major eras of Western music: Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Blues, Jazz, Rock, Hip Hop and Rap, and Popular • Key composers and works in each era and their historical/cultural significance • Evolution of musical styles, forms, and innovations across periods	
Music in Historical and Cultural Contexts	3.00
• How music reflects and influences societal events and movements • The role of music in rituals, politics, and social change • Case studies: music of the Civil Rights Movement, protest songs, and national anthems	
Music and Other Art Forms	3.00

Topics	Lec Hrs
• Connections between music and visual art, literature, and theater • The role of music in film, dance, video games, and multimedia	

Total Hours: 51.00

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. Lecture
E. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Research Projects
C. Class participation
D. Final Examination
E. Written Assignments
F. Evaluation of live performance

Examples of Assignments

Reading Assignments

1. Read a biography of a composer of your choice and write a short one-page summary 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 one of the assigned eras and prepare a two-page critical analysis of the music. Be prepared to discuss your findings in class.
2. For this assignment, create a playlist featuring at least 10 selections from various historical periods and genres covered in the course, including pieces from the Medieval and Renaissance periods through to modern Hip Hop & Rap. Alongside your playlist, write a 900-word paper explaining your selections and reflect on how they relate to your personal interests and course content. In your paper, discuss how the course has shaped your musical preferences and deepened your understanding of different genres. Highlight how the chosen pieces resonate with you, exploring what impacted your musical journey and how your appreciation of music has evolved throughout the course.

Out-of-Class Assignments

1. Attend a live or online concert and write a 600-word detailed review that analyzes the performance from multiple angles. Start by providing context for the concert, including the venue, the performers, and the atmosphere of the event. Focus on the musicians' technical proficiency, discussing their skill, interpretation, and overall execution of the repertoire. Examine how well they engaged with the music and each other, and note any standout soloists or memorable moments. Reflect on the balance between instruments, sound quality, and the use of dynamics and phrasing. Pay attention to the audience’s reactions and how the performance affected you personally, whether it met your expectations or surprised you in some way. Conclude your review by summarizing the impact of the concert, considering both the technical and emotional elements that made it a unique experience. The goal is to provide a thoughtful, balanced critique that captures the essence of the performance in a clear and engaging manner.
2. Work in small groups to select and research a specific era of music, such as the Baroque, Classical, Romantic, or 20th Century. Prepare an in-class group presentation focused on two main areas: the evolution of musical forms during that era and the use of instruments. In discussing musical forms, the presentation should highlight how different structures, like the symphony, sonata, or concerto, developed over time and their significance in the era. For the use of instruments, the group will examine how instruments were used, evolved, or innovated during the period, noting any advancements in instrument design or technique. The presentation should be both informative and engaging, incorporating examples of key composers and pieces that illustrate these developments.

Recommended Materials of Instruction

Roger Kamien. (2025). Music: An Appreciation. *McGraw Hill, Updated Release.* 9781264933907.

Zero Cost Textbook

Clark, N. Alan; Heflin, Thomas; Kluball, Jeffrey; and Kramer, Elizabeth, "Understanding Music: Past and Present" (2015). Fine Arts Open Textbooks. 1.

https://oer.galileo.usg.edu/arts-textbooks/1

Other Learning Materials

Recordings, listening examples, performances, and readings as provided by instructor

Minimum Qualifications

Music (Masters Required)

Created/Revised by: Heimlich, Ryan
Date: 04/21/2025

Course Outline

2026-2027 Catalog

MUS 51 - Digital Music Production I

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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. Navigate computer operating systems.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Navigating and using computer operating systems on Mac and PC	2.00
File structure stratagies for musical projects	1.00
Setting up and using a computer recording interface	1.00
Introduction and concepts of the Digital Audio Workstation	1.00
Customizing Digital Audio Workstations preferences and audio settings	1.00
Working with loops in the Digital Audio Workstation and creating an arrangement	2.00
Create a mix using balance, pan and plugins	2.00
Recording software instruments using MIDI programming	3.00
Editing and arranging MIDI compositions	2.00
Mixing with Plugins: EQ	4.00
Mixing with Plugins: Compression	2.00
Mixing with Plugins: Effects	4.00
Apply automation to tracks and effects	1.00
Finishing the mix: bounce and deliver digital file	2.00
Compositon using software instruments, loops and samples	3.00
Mixing a composition using plugins and digital processing	3.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Add loops to a project and create an arrangement	6.00
Balance, pan, and create a basic mix	5.00
Recording software instruments with MIDI	6.00
Editing and arranging MIDI recordings	4.00
Apply pan, balance and gain staging techniques to a mix project	4.00
Apply compression, eq, reverb and effects	6.00
Apply automation and Master Bus setup	4.00
Composition and mix project	6.00
Record, edit and mix a podcast	4.00

Topics	Lab Hrs
Compose, record, arrange and mix a final song	6.00
Total Hours:	**51.00**

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. Instructor Demonstrations
E. Lecture
F. Multimedia Presentations
G. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read an article on features and uses of reverb and share your findings in the discussion assignment.
2. Read an article on getting balance in a mix and create a Google Slides presentation with 5 slides sharing your findings for the class discussion.

Writing Assignments

1. Write a 500-word review of a recording interface, discussing the features and uses in the canvas discussion created for this assignment.
2. Write a 500-word essay describing the features of your DAW of choice, and share that essay with the class in the group discussion.

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. Share with the class.

Recommended Materials of Instruction

Nahmani, D. (2021). Logic Pro X 10.5 - Apple Pro Training Series: Professional Music Production. *Pearson, 1st.* 9780137460243.
Frank D. Cook. (2021). Pro Tools Fundamentals. *Avid, 2020/2021.* 978-1-943446-83-4.

Other Learning Materials

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

Minimum Qualifications

Commercial Music
Music (Masters Required)

Created/Revised by: Elke, David
Date: 05/20/2024

Course Outline

2026-2027 Catalog

SPAN 14 - Hispanic Short Stories

Catalog Description

Transfer Status: CSU/UC
Prerequisite: SPAN 3
Unit(s): 3.00
Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)
Total: 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 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

Topics	Lec Hrs
Introduction to the short story	3.00
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
Literary Terms: a. Tone and mood b. Literal and non-critical statement c. Explicit and implicit statement d. Purpose, attitude, meaning e. Connotation, irony, satire, sarcasm, humor f. Diction, figurative language and symbol and their influences on theme and audience	6.00
Total Hours:	**51.00**

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

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 Poniatowsca, 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. Write a clear, well-organized 2-page paper explaining the results of your analysis.
2. Write a 3-page essay on the topic of revenge in the Colombian culture, as depicted in “Un día de éstos” by Gabriel García Marquez.

Out-of-Class Assignments

1. Research the Hispanic author Julio Cortázar. In one page, explain what aspects of his life are prevalent in his works.
2. Work in a group to collaborate and develop a short story (up to three pages) 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.* 9780132391641.

Zero Cost Textbook

Julie Ann Ward. (2022). Antologia abierta de literatura hispana. OER, . https://press.rebus.community/aalh/.

Other Learning Materials

Spanish dictionary

Minimum Qualifications

Foreign Languages (Masters Required)

Created/Revised by: McCabe, Deborah
Date: 11/06/2023

Course Outline

2026-2027 Catalog

SPAN 3 - Third Semester Spanish

Catalog Description

Transfer Status: CSU/UC
Prerequisite: SPAN 2
Unit(s): 4.00
Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)
Total: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)
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. Compare and contrast cultural nuances of the Hispanic/Latino world.
5. Listen and comprehend Spanish at the intermediate level.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introductions	2.00
Formal Usted/Ustedes commands	2.00
Present subjunctive and relative pronouns	4.00
Subjunctive with verbs of will or influence	3.00
The subjunctive with verbs of emotion, doubt, disbelief or denial	6.00
The subjunctive with conjunctions and adjective clauses	3.00
Nosotros/Nosotras commands	2.00
Past participles used as adjectives	3.00
The present perfect and past perfect	3.00
The present perfect subjunctive	3.00
The future and future perfect	3.00
The past subjunctive	3.00
The conditional and conditional perfect	3.00
The past perfect subjunctive	3.00
Si clauses	3.00
Summary of the uses of the subjunctive	4.00
Review and refinement of grammatical concepts and structures introduced in Spanish 1 and 2	6.00
Exploration of cultures of the Spanish-speaking world including but not limited to values, lifestyle, geography, art, history, and literature	6.00
Vocabulary expansion	6.00
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 Spanish except when English is needed to explain structural elements and to give other important explanations.

Methods of Evaluation

A. Exams/Tests
B. Portfolios
C. Oral Presentation
D. Homework
E. Journal
F. Class participation
G. Written Assignments
H. Essays and research papers

Examples of Assignments

Reading Assignments

1. Read and be prepared to discuss the characters and main themes of a short story by Isabel Allende selected by the instructor.
2. Read and be prepared to discuss the characters and main themes of the short story “Un día de estos” by Gabriel García Márquez.

Writing Assignments

1. Write a 2-page essay in Spanish on the historical significance of the Inca civilization in the modern Peruvian society.
2. Using the future tense and at least 10 different verbs, write a paragraph in Spanish about what the world will be like in 200 years. Mention how current issues and problems in the Spanish-speaking world will either be resolved or made worse. Use your imagination and be creative. Your paragraph should be at least 250 words in length.

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 someone from a Spanish-speaking country and present your findings in class.

Recommended Materials of Instruction

Blanco, José A., Donley, Philip Redwine. (2023). VISTAS: Introducción a la lengua española. *Vista Higher Learning, 7th.* 978-1-54339-517-4.

Zero Cost Textbook

Vanessa Botts. (2022). Intermediate Spanish I. OER, . https://oercommons.org/courseware/lesson/89651.

Minimum Qualifications

Foreign Languages (Masters Required)

Created/Revised by: McCabe, Deborah
Date: 11/06/2023

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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/28/24	Appendix:	8/26/26

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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Hamilton Unified School District	**HIGH SCHOOL:**	Hamilton High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 130	**TOTAL PROJECTED FTES: 13**

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	M	1:29PM - 2:19PM	HS	HS
1	2026SP	AB-26	Intro to AG Business	Lohse, Janice	MTW	10:11AM – 11:00AM	HS	HS
1	2025FA	AGS-40	Introduction to Animal Science	Hautala, Ashley	MTWTh	2:26PM – 3:16PM	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	Oelrichs, Amy	Online	Online	CC	HS/Online
1	2025FA	EH-20	Intro-Environ Horticult	Lohse, Janice	MTWTh	8:10AM - 9:00AM	HS	HS
1	2026SP	ENGL-C1000	Academic Reading and Writing	Vera, Austin	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

HAMILTON UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 4@500, 2@100, 4@200 = $3,000			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

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

Catalog Description

Transfer Status: CSU

Unit(s): 1.00

Lecture: 17.00 Contact hours/34.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 17.00 Contact hours/34.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

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 career goals and create a plan to achieve these goals.
3. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Methods of Instruction

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

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. Alternative options to complete this assignment will be identified in the instructions.
2. Use resources in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you. Alternative options to complete this assignment will be identified in the instructions.

Recommended Materials of Instruction

Zero Cost Textbook

Bortot, L. & Employment Support Centre Algonquin College (2021). Be the Boss of Your Career: A Complete Guide for Students & Grads. (OER). https://ecampusontario.pressbooks.pub/bethebossofyourcareer/

Minimum Qualifications

Ag Business And Related Serv.
Agriculture (Masters Required)
Ornamental Horticulture

Created/Revised by: Vazquez, Jacob
Date: 02/09/2026

Course Outline

2026-2027 Catalog

AB 26 - Introduction to Agriculture Business

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

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

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

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.
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.
7. Identify and explain the four functions of management and how they relate to the agribusiness organization.

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 d. Types of business structure e. Managing the agribusiness	8.50
Management a. Planning b. Leading c. Organizing d. Controlling	8.50
Human Resource Management a. The role of the agriculture manager b. Agriculture employee motivation c. Team and team building d. Labor relations	8.50
Financial Management and Control of Agribusiness a. General business economics b. Overview of financial statements	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
Managerial Problem Solving in Agriculture a. Diagnosis of the situation b. Generating alternative c. Evaluating alternatives d. Selecting the best alternative	8.50

Topics	Lec Hrs
e. Implementing the alternative f. Evaluation of results	
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. Reading Assignments

Methods of Evaluation

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

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 2-3 page research 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 2-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

Akridge, J. T., et al. (2026). Agribusiness Management. *Routledge, 7th.* 9781032784038.

Zero Cost Textbook

Anonymous. Exploring Business. (OER). https://biz.libretexts.org/Bookshelves/Business/Introductory_Business/An_Introduction_to_Business

Minimum Qualifications

Ag Business And Related Serv.
Agriculture (Masters Required)

Created/Revised by: Vazquez, Jacob
Date: 02/09/2026

Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required. (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
Animal agriculture	3.00

1. Career opportunities

Total Hours: 34.00

Topics	**Lec Hrs**
2. Importance of domestic animals to the world and to the United States	ATTACHMENT 1
3. Economic importance of animal agriculture	
4. Animal contributions to human needs	
5. Ethnic and cultural contributions to animal domestication	
Anatomy and physiology	
1. Cellular and molecular biology of animals 2. Identification of external anatomy for various species 3. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	4.00
Genetics	
1. Introduction and review of genetic principles 2. Gene modification and genetic interactions 3. Genetic improvement and variation 4. Inheritance and population genetics	4.00
Unique adaptations of various species	
1. Natural selection vs artificial selection 2. Meat animal use and production 3. Fiber production 4. Dairy production 5. Recreational and companionship use of animals	3.00
Animal reproduction	
1. Animal breeding systems 2. Reproductive management and technology 3. Fertility assessment	4.00
Nutrition	
1. Classes of nutrients 2. Feed identification and composition 3. Livestock feeding management practices	4.00
Animal behavior (ethology)	
1. Behavioral characteristics 2. Animal handling and safety 3. Conditioning	3.00
Animal health	3.00
1. Biosecurity	
Total Hours:	**34.00**

Topics	Lec Hrs
2. Vital Signs 3. Indications of health vs disease 4. Common diseases Issues affecting animal agriculture 1. Animal welfare issues 2. Advances in biotechnology 3. Governmental and environmental concerns 4. Food safety 5. Public policy and consumer awareness	3.00
The scientific method 1. Research in animal agriculture 2. Developing a research model 3. Humane treatment of research animals	3.00
Total Hours:	**34.00**

ATTACHMENT 1

Lab

Topics	Lab Hrs
The scientific method	6.00
Natural selection vs. artificial selection	6.00
Genetics	6.00
Anatomy and physiology	6.00
Unique adaptions of various species	6.00
Animal reproduction	6.00
Nutrition	6.00
Biosecurity	3.00
Animal behavior (ethology)	3.00
Issues affecting animal agriculture	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. Laboratory Experiments
D. Lecture
E. Problem-Solving Sessions
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read a peer-reviewed academic article related to livestock genetics and be prepared to discuss in class.
2. Read the textbook chapter on the scientific method in animal agriculture and be prepared to discuss in class.

Writing Assignments

1. Conduct a literature review on the epidemiology of infectious and non-infectious diseases in livestock and write a 2-page meta-analysis of findings.
2. Read the textbook chapter on animal behavior and write a 2-page paper on the fields of animal behavior and systems of animal behavior.

Out-of-Class Assignments

1. Use the library website to conduct a literature review on animal agriculture and submit a 1-2 page paper on your findings.
2. Collect and analyze data from a local livestock operation and share your findings with the class.

Recommended Materials of Instruction

Flanders, F., et al.. (2025). Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357543733.
Flanders, F., et al.. (2024). Lab Manual for Flanders' Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357924464.

Zero Cost Textbook
Lawson, R. (2025). Anatomy and physiology of animals. Wikibooks. (OER). https://en.wikibooks.org/wiki/Anatomy_and_Physiology_of_Animals

Other Learning Materials

Proper clothing for labs

ATTACHMENT 1

Minimum Qualifications

Agriculture (Masters Required), or Agricultural Production

Created/Revised by: Vazquez, Jacob

Date:12/01/2025

Catalog Description

EH 20 - Introduction to Environmental Horticulture

Transfer Status: CSU

Unit(s): 3.00
Contact Hours: 34.00 Lecture/51.00 Lab
Out of Class Hours: 68.00
Total Course Hours: 153.00

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
The ‘Green Industry’ in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
The ‘Green Industry’ in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

Plant Propagation	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

Created/Revised by: Wilmarth, Jared
Date:02/23/2015

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

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 ommitted 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

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)
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)
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

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

Topics	**Lec Hrs**
Reading arguments a. Examining assumptions (stated and unstated) b. Active reading (summarizing and paraphrasing, thesis identification)	6.00
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 c. Genre identification (such as satire, sarcasm, polemical work, philosophical essay)	6.00

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 c. Construction an argument (planning, drafting, and revising a paper)	ATTACHMENT 1	6.00
Using sources a. Evaluating print and electronic sources b. Quoting from sources; plagiarism c. Integrating arguments and sources d. Documentation		6.00
Case Studies in Education for Argument Analysis a. Compulsory education vs. home schooling b. Conservative, progressive, and radical education		6.00
Case Studies in Moral Philosophy for Argument Analysis a. Utilitarianism b. Duty-based ethics c. Virtue ethics		6.00
Case Studies in Personal Ethics for Argument Analysis a. Self-deception b. Happiness		6.00
Analysis of Philosophical Essays a. John Stuart Mill b. Immanuel Kant c. Aristotle		6.00
Analysis of Book-Length Philosophical Argument a. Approaches b. Vocabulary c. Research d. Application		3.00
	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

F. Class participation

Examples of Assignments

ATTACHMENT 1

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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/14/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	**HIGH SCHOOL:**	Hearthstone School

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	BUS-62	Money & Happiness	TBA		Online	CC	HS/Online
1	2026FA	CLP-101	Career Ed/Life Choices	Abbay, Mark	MF	9:45AM - 10:55AM	HS	HS
1	2027SP	CSL-20	Identity, Culture, & Education	Carlson, Devon		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
Money & Happiness	None/Canvas	$0	N/A	$0
Career Ed/Life Choices	Career Choices and Changes	$0	N/A	$0
Identity, Culture, & Education	None/Canvas	$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	DAYS	HOURS
HRST	9	M-F	8:30 - 3:30PM
HRST	1	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

BUTTE COUNTY OFFICE OF EDUCATION

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 1@500, 1@100, 2@200 = $1,000			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

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

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

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

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

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	6.00
Life Planning a. Effective goal setting b. Life stages c. Role of personal finance	5.00
Consumerism and 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 and bad debt (credit cards, home, car, student loans) c. Getting out of debt	4.00
Healthcare a. Private and government programs (insurance, Medicare, Medicaid) b. Income level and physical/mental health c. Disease prevention and economics of healthcare (preventive care, smoking, other lifestyles issues)	5.00
Investing to Achieve Goals a. Types and characteristics of investments b. Investment valuation theories	6.00

Topics	Lec Hrs
c. Behavioral finance - fear and greed d. Investment selection and life stage	
Retirement a. Lifestyle choices b. Emotional and psychological effects of aging and retirement c. Social security d. Tax advantages accounts and social policy	6.00
Death and Dying a. Long term care and disability b. Medical directives, durable powers of attorney, and living wills c. Estate planning issues	6.00
Tax Planning - Social Policy through Incentives and Penalties a. Individual income taxes b. Estate and gift taxes	3.00
Sex and Money a. Relationships and money b. Divorce and money c. Domestic partnership issues d. Investing and gender differences	4.00
Total Hours:	**51.00**

Methods of Instruction

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

Methods of Evaluation

A. Exams/Tests
B. Papers
C. Homework
D. Written Assignments
E. Class Discussion
F. 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 and 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 be prepared to explain the different types of securities as well as their risk and return properties.

Writing Assignments

1. In 4-6 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 each 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 and income as well as budgeted spending and income (if different); d. statement of financial position (list of all assets, liabilities, and net worth); e. statement of financial goals; f. debt reduction worksheet; g. insurance analysis (optional unless have dependents); h. investment analysis (optional); and 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 on learning management system. Be prepared to discuss this in class.

2. After reading the "How Money Relates to Happiness" chapter, write a 1-page paper addressing the following questions: a) What were the three most meaningful or important ideas discussed in the chapter?; b) How can you apply these ideas to your life?; and c) What concept from the chapter was the least meaningful or did the author “get wrong?”

Recommended Materials of Instruction

Mellan, Olivia. (2014). Money Harmony: Resolving Money Conflicts in Your Life & Relationships. *Money Harmony Books, 2nd.* 978-0982289518.

Kapoor, J., Delabay, L., Hughes, R., Hart, M. (2022). Personal Finance. *McGraw Hill, 14th.* 978-1266475801.

Erin Lowry. (2017). Broke Millennial: Stop Scraping By and Get Your Financial Life Together. *Tarcher Perigree, 1st.* 978-0143130406.

Minimum Qualifications

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

Created/Revised by: Christensen, Patrick
Date: 05/05/2025

Course Outline

2026-2027 Catalog

CLP 101 - Career, Education and Life Choices

Catalog Description

Transfer Status: NT

Unit(s): 3.00

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

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

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. Document preliminary career research from online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Demonstrate the ability to overcome obstacles and refine personal goals using basic problem-solving techniques.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop 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**

Methods of Instruction

A. Class Activities
B. Group Discussions
C. Guest Speakers
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. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments
F. Final Project

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 about 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 your envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

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

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2019). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 6th.* 978-1-878787-97-5.
Bingham, Mindy. (2022). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 6th.* 978-1-878787-97-5.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations
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.

Minimum Qualifications

Business (Masters Required)
Child Dev/Early Childhood Ed
Coaching
Counseling (Masters Required)
Education (Masters Required)
Family and Consumer Studies/Home Economics (Masters Required)
Family & Cons Study/Home Ec
Child Development/ (Masters Required)

Created/Revised by: Donnelly, Brian
Date: 10/21/2024

Course Outline

2026-2027 Catalog

CSL 20 - Identity, Culture and Education

Catalog Description

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)

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

Course Description: Students will address the challenges and transitions associated with life and the college years. Issues related to diversity, gender and how each influences the individual and group physically, socially, personally, and educationally will be studied. This class will examine the psycho-social issues and the development of individual identities to advance learning in all American communities. Students will be exposed to educational theories that affect 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.

Objectives

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

1. Analyze and articulate identity as an integrated social, psychological and physiological being.
2. Examine how various cultures view and develop personal, academic and career goals. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
3. Examine and analyze the role of gender, ethnicity, and culture as it applies to the world of work, education, and in life.
4. Examine learning and critical thinking theories and their impact on personal, health, academic and life success.
5. Describe and evaluate the structure and purpose of higher education.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Understanding Self Within a Larger Structure (college, family, society)	6.00
• History of Education in the United States, impact on social structures and the individual within those structures • Education in California - history, structures, economic and social impacts • Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits • Influence and contributions of men/women to higher education • European influence on higher education • Higher education worldwide and its influence on Western society	
Influence of Money on Time and Education, Interpersonal Communication	15.00
Education and Time	
• Personality and cultural influences that impact one's concept and use of time • Personal use of time and its relation to one's values	
Money and Privilege	
• Privilege and money • Socioeconimic influence • Classism • Influence of money on higher education	
Interpersonal Communication	
• Verbal/non-verbal cues and how they are influenced by culture and sex • Active listening in men and women • Conflict resolution vs escalation of conflict • Assertive and passive communication	
Personal Growth, Assessment of Self, and Cultural Awareness	15.00
• Self-identity, locus of control, fear of failure, fear of success, self-talk, and creating alignment • Maslow's Theory Hierarchy of Needs related to values and stress	

Topics	Lec Hrs
• Assess personality type, aspects of identity, Erickson's Theory of Psychosocial Development, Tajfel's Theory of Social Identity, Marcia's Theory of Achievement of a Personal Identity • Investigate cultural, compare and learn about diverse cultural, social and religious groups represented within the local community • Assess oneself in terms of cultural exposure, awareness and development • Exploration of one's values, work-related interests, and academic interests • Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly • Examine the role of gender, ethnicity and culture as it applies to the world of work and life • Review and study areas where one can set goals. Review how goals can be influenced by race, gender, social class, and socioeconomic status	
Lifelong Learning and Constructing a Student Identity	6.00
• Assess and identify primary learning styles strategies • Brain function and memory including storage, retention and retrieval of information • Short-term and long-term memory principles as they apply to learning in college • Active versus passive learning behaviors • Emotional intelligence • Yosso's Cultural Wealth Model	
Physical and Mental Health	9.00

• Stress Awareness and Recognizing Stress
  ◦ Types of stressors and the effects they have on men and women
  ◦ Physiological and psychological signs and impact of stress
  ◦ Stress reducing behaviors and activities for all college students
• Alcohol, Nutrition
  ◦ Physical and social effects of alcohol
  ◦ College student drinking behavior and cultural influence on drinking
  ◦ Healthy nutrition for college students
  ◦ Eating disorders that affect men and women
• Depression, Self-esteem
  ◦ Physiological and psychological indicators of depression
  ◦ Treatment options for depression
  ◦ Coopersmith's Self-esteem Theory
  ◦ Self-Determination Theory
  ◦ Terror Management Theory, self-esteem cultural based	

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. Research directed through journal

Methods of Evaluation

A. Quizzes
B. Class participation
C. Written Assignments
D. Short papers
E. 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 and the influence on society. Be prepared to discuss how these current issues are affecting society and college campuses.

Writing Assignments

1. Read the chapter on diversity in the book "Blueprint for Success" and write a 1-2 page reaction on what diversity means to you. Also identify changes in higher education as it pertains to diversity on campus and changes in perspective that universities have taken concerning diversity.
2. After reviewing your results from the VARK assessment, write a 1.5-2 page paper on how you already use your top learning styles and how you could use them more. Please note and discuss any influences from your socioeconomic or cultural background that may have also influenced your learning style.

Out-of-Class Assignments

1. In small groups, prepare a presentation on self-identity and college students. Work with your small group to collect information and complete a 2-page paper. Be prepared to present your findings to the class.
2. Prepare a 2-3 page slide presentation on assigned topics to present in class. Explain how those topics affect college students. Topics will come from all modules of the class and all textbooks/handouts presented in class.

Recommended Materials of Instruction

Dillon, Dave. (2021). Blueprint for Success in College and Career. *OpenStax, OER.* 9781989014042.

Other Learning Materials

Free short readings from Psychology of Opression by David, E.J.R., 2020
Articles & Handouts distributed by Instructor Butte College Catalog, online or print version VARK Online Assessment

Minimum Qualifications

Counseling (Masters Required)
Education (Masters Required)

Created/Revised by: Soldate, John
Date: 05/01/2023

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

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT

APPENDIX

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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))

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Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	10/14/26

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Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/14/26

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:	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.

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PROGRAM YEAR:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Inspire School of Arts and Sciences	**HIGH SCHOOL:**	Inspire School of Arts and Sciences

POJECTED NUMBER OF STUDENTS TO BE SERVED: 225 **NUMBER OF SECTIONS: 18**	**TOTAL PROJECTED FTES: 22.5**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	ART-31	Graphic Art Design I	Hall, Erin	TTh	9:55AM - 11:15AM	HS	HS
1	2026FA	BIOL-C1000	Intro to Biology with Lab	Metzger, Hannah	TTh	12:45PM - 2:05PM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Metzger, Hannah	MW	8:30AM - 9:50AM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Metzger, Hannah	MW	12:45PM - 2:05PM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Metzger, Hannah	MW	2:10PM - 3:30PM	HS	HS
1	2026FA	CSCI-20	Programming & Algorithms I	Browne, April		Online	CC	HS/Online
1	2026FA	CSCI-4	Introduction to Programming	Browne, April		Online	CC	HS/Online
1	2026FA	MSP-10	Digital Video Design & Production	Hall, Erin	TTh	8:30AM - 9:50AM	HS	HS
1	2026FA	MSP-12	Two-Dimensional Animation	Hall, Erin	TTh	2:10PM - 3:30PM	HS	HS
1	2026FA	MSP-30	Intro to Digital Art	Hall, Erin	MW	12:45PM - 2:05PM	HS	HS
1	2026FA	MSP-30	Intro to Digital Art	Hall, Erin	MW	2:10PM - 3:30PM	HS	HS
1	2026FA	MSP-74	Multimedia Production I	Hall, Erin	MW	9:55AM - 11:15AM	HS	HS
1	2027SP	MUS-20	Guitar I	White, Jim	TTh	9:55AM - 11:15AM	HS	HS
1	2027SP	MUS-40	Piano I	White, Jim	MW	9:55AM - 11:15AM	HS	HS
1	2026FA	MUS-51	Digital Music Production I	White, Jim	TTh	12:45PM - 2:05PM	HS	HS
1	2026FA	MUS-52	Intro to Recording Techniques	White, Jim	MW	12:45PM - 2:05PM	HS	HS
1	2026FA	MUS-80	Theory & Musicianship I	White, Jim	TThF	8:30AM - 9:50AM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Hall, Erin	TTh	12:45PM - 2:05PM	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
Graphic Art Design I	Graphic Design School 5th edition/Adobe Illustrator Made Simple	$0	N/A
Intro to Biology with Lab	Instructor curated materials and selected open-access online resources	$0	N/A
Career, Education & Life Choices	Career Choices and Changes	$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
Digital Video Design & Production	Instructor curated materials and selected open-access online resources	$0	N/A
Two-Dimensional Animation	The Animator's Survival Kit/instructor materials/open-access online resources	$0	N/A
Intro to Digital Art	Adobe Photoshop Classroom in a Book/online resources	$0	N/A
Multimedia Production I	Adobe Photoshop Classroom in a Book/online resources	$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
Beginning Digital Photography	Adobe Lightroom Classic Classroom in a Book/The Photographers Eye	$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	D101	M-F	8:30AM - 3:30PM
IHS	C201	M-F	8:30AM - 3:30PM
IHS	F201	M-F	8:30AM - 3:30PM
IHS	Online	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

INSPIRE SCHOOL OF ARTS AND SCIENCES

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 18@500, 3@100, 2@200 = $9,700			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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 31 - Graphic Design I

Transfer Status: CSU

Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
This course is an introduction to the general field of graphic design. Students will explore and apply professional skills in design, layout, and production. Areas of study will include advertising design and layouts, corporate identity, publication design, packaging and producing print-ready artwork.

Objectives

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

1. Identify materials and processes involved in producing print-ready artwork.
2. Demonstrate technical proficiency in artwork production processes.
3. Recognize contemporary job markets in the design fields.
4. Use software and graphic design skills to create hands-on design projects.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Use of software for design	1.00
Advertising design	6.00
Business system design	6.00
Package design	2.00
Typographical processes	6.00
Basic printing processes	6.00
Publication design	2.00
Presentation methods	4.00
Basic typography	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Use of software for design	1.50
Advertising design	9.00
Business system design	9.00
Typographical processes	9.00
Basic printing processes	12.00
Presentation methods	9.00
Total Hours:	**51.00**

Topics	Lab Hrs
Basic typography	1.50
Total Hours:	**51.00**

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. Critiques of class projects

Methods of Evaluation

A. Exams/Tests
B. Quizzes
C. Projects
D. Written Assignments
E. Essays and research papers
F. Critique, notebook

Examples of Assignments

Reading Assignments

1. Research interviews of two designers. Be prepared to share and discuss the interviews in an oral report with the class.

2. Find and read an article relating to new technologies in the graphic design industries. Write a one-page summary of the article.

Writing Assignments

1. Design and produce a tri-fold brochure. This includes brochure cover content as well as interior brochure content. A minimum of two interior panels must have written content along with images.

2. Create a blog using a blogging website. Write in this blog once a week on a subject related to current class projects.

Out-of-Class Assignments

1. Visit a grocery store and write down how many types of products are on one specific aisle, while taking notes on the product packaging and what stands out most to a consumer. • Alternative options to complete this assignment will be identified in the instructions.

2. Use a digital camera to take photos of your neighborhood, with images focusing on the typography and design of elements within the area of interest. Alternative options to complete this assignment will be identified in the instructions.

Recommended Materials of Instruction

Other Learning Materials
Instructor handouts, tutorials

Minimum Qualifications

Art (Masters Required), Commercial Art, Graphic Arts, or Printing Technology

Created/Revised by: Smallhouse, Sara

Date:10/06/2025

Catalog Description

BIOL C1000 - Introduction to Biology with Lab

Transfer Status: CSU/UC

Unit(s): 4.00
Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 102.00 Contact hours/102.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description:
This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society.

Objectives

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

1. Apply the scientific method, including recognizing the elements of experimental design, gathering and analyzing data, and interpreting results.
2. Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences.
3. Describe how living things are made of smaller structures that work together to enable the organism to survive.
4. Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.

5. Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection.
6. Collaborate on laboratory investigations of the biological content using appropriate, safe methods and equipment.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	**Lec Hrs**
1. The scientific method and the process of science	51.00
2. Cellular chemistry and biochemistry	
a. Atoms and bonding	
b. Properties of water	
c. Structure and function of biological molecules	
3. Cell structure and function	
a. Cells, membranes, and organelles	
b. Prokaryotes versus eukaryotes	
c. Transport across the cell membrane	
4. Cellular metabolism	
a. Enzyme structure and function	
b. Photosynthesis	

Total Hours: 51.00

Topics	Lec Hrs
c. Cellular respiration	
d. Fermentation	
5. Cellular division	
a. Prokaryotic binary fission	
b. Eukaryotic cell cycle	
c. Eukaryotic asexual reproduction (mitosis)	
d. Eukaryotic sexual reproduction (meiosis)	
6. DNA structure and function	
a. DNA replication	
b. Transcription and translation	
c. Regulation of gene expression	
d. The impact of mutations	
e. The impact of biotechnology	
7. Principles of heredity	
a. Mendelian genetics	
b. Non-Mendelian genetics	
c. Application to human genetics	
8. Principles of evolution	
Total Hours:	**51.00**

Topics **Lec Hrs**

a. Evolutionary mechanisms

b. Evolutionary evidence

c. Speciation and classification

d. The effect of extinction

e. Survey of biodiversity across Domains

9. Principles of ecology

a. Biosphere and biomes

b. Population growth and regulation

c. Community interactions

d. Flow of energy and matter in ecosystem

e. Human interactions with the biosphere

f. Conservation biology and sustainability

Total Hours: **51.00**

Lab

Topics	**Lab Hrs**
1. Process of science and experimental design	51.00
2. Personal protective equipment, care and safe use of laboratory equipment	
3. Utilization of microscopy to visualize and identify cell structures	
4. Cellular transport mechanisms	
5. Energy cycling and metabolism	

Total Hours: **51.00**

Topics	Lab Hrs
6. Cell division	
7. Genetics and inheritance	
8. Diversity of life	
9. Evolution	
10. Ecology	
Total Hours:	**51.00**

Methods of Instruction

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

Methods of Evaluation

A. Examples of evaluation methods used to observe or measure students' achievement of course outcomes and objectives may 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 textbook sections on prokaryotic and eukaryotic cells and then construct a Venn diagram that compares and contrasts bacterial cells, plant cells, and animal cells. Be prepared to discuss in class.

2. Read the textbook section on the biogeochemical cycle of carbon and then construct a diagram that demonstrates the path of carbon through ecosystems. Include at least 3 human activities that impact the carbon cycle.

Writing Assignments

1. In lab this week you calculated your ecological footprint and compared it to the average ecological footprint in several different countries around the world. Watch a few videos on our Resource page in Canvas on climate justice. Write a 1-2 page personal reflection discussing the contributions to your ecological footprint that you can change, and those that you can't change. In your written reflection, include at least three changes that could be made at the individual, campus, or community level that would lower your ecological footprint. Include an explanation of climate justice in your written reflection. Who is contributing the most to climate change, and who is being disproportionately harmed?

2. Write a 1-2 page description of a current ethical issue in biotechnology. It could be one we've discussed in class (GMOs, gene therapies, vaccines) or one you pick on your own. Describe the pros and cons of this technology and whether you support its use or do not support its use. Be sure to include who may be harmed by using or not using the technology, what the current use of the technology is, and what the future implications of its use could be.

Out-of-Class Assignments

1. Go to the HHMI Virus Explorer and click on "Launch Interactive". Click on a few different viruses to explore the types of information included in this resource. Take notes as you explore these viruses to answer the following questions that we will discuss in class next week:
   a. What do you notice about these viruses?
   b. What do you wonder about viruses as you explore this site?
   c. Choose two viruses to further investigate. What two viruses did you choose to further investigate? Why did you select these viruses? What characteristics do your two viruses have in common? How are they different?
   d. Look at the labeled structures of each of your viruses. What type of biological molecule is each structure an example of?
   e. Compare and contrast these viruses with cells. What characteristics do these viruses share with cells? How are these viruses different from cells?

2. The ancestors of land plants lived in water. What challenges did plants face as they moved onto land? What structures allowed plants to overcome these challenges? You can turn in your answer in the form of three written paragraphs, a song, poem, table, audio recording, animation, sketch, or video. Include at least three challenges to living on land, and the structures that allow land plants to overcome each of those challenges.

Recommended Materials of Instruction

Simon, E., Dickey, J., & Reece J. (2019). Campbell Essential Biology. *Pearson, 7th*. 9780134765037.
Hoefnagels, M. (2025). Biology: The Essentials. *McGraw Hill, 4th*. 9781264388950.
Bres, M., & Weisshaar, A. (2019). Thinking About Biology: An Introductory Lab Manual (What's New in Biology). *Pearson, 6th*. 9780134765624.

Zero Cost Textbook
Fowler, S., Wise, J., & Roush, R. (2025). Concepts of Biology. (OER). https://openstax.org/books/concepts-biology/pages/1-introduction
Melody Schmid. Biology 1 Lab Guides. Butte Campus Publishing. https://sites.google.com/view/biol1-lab-guides/home
Melody Schmid. Biology 1 Lab Manual. (2025). Butte Campus Publishing. 3rd. 9798331638429

Other Learning Materials
Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

Biological Sciences (Masters Required)

Created/Revised by: Wood, Kelly

Date:11/03/2025

Course Outline

2026-2027 Catalog

CLP 101 - Career, Education and Life Choices

Catalog Description

Transfer Status: NT

Unit(s): 3.00

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

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

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. Document preliminary career research from online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Demonstrate the ability to overcome obstacles and refine personal goals using basic problem-solving techniques.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop 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**

Methods of Instruction

A. Class Activities
B. Group Discussions
C. Guest Speakers
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. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments
F. Final Project

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 about 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 your envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

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

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2019). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 6th.* 978-1-878787-97-5.
Bingham, Mindy. (2022). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 6th.* 978-1-878787-97-5.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations
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.

Minimum Qualifications

Business (Masters Required)
Child Dev/Early Childhood Ed
Coaching
Counseling (Masters Required)
Education (Masters Required)
Family and Consumer Studies/Home Economics (Masters Required)
Family & Cons Study/Home Ec
Child Development/ (Masters Required)

Created/Revised by: Donnelly, Brian
Date: 10/21/2024

Catalog Description

CSCI 20 - Programming and Algorithms I

Transfer Status: CSU/UC

Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
This course is an introduction to the discipline of computer science, with a focus on the design and implementation of algorithms to solve simple problems using a high-level programming language. Topics include fundamental programming constructs, problem-solving strategies, debugging techniques, declaration models, and an overview of procedural and object-oriented programming languages. Students will learn to design, implement, test, and debug algorithms using pseudocode and a high-level programming language. (C-ID COMP 122).

Objectives

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

1. Design, implement, test, and debug computer programs using basic computation, simple Input/Output (I/O), standard conditional and iterative structures, and functions.
2. Use pseudocode and a high-level programming language to implement, test, and debug algorithms that solve simple problems.
3. Summarize the evolution of programming languages and describe how this evolution has led to the programming paradigms in use today.
4. Identify and demonstrate different forms of variable binding, visibility, scoping, and lifetime management.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Basic syntax and semantics	4.00
Total Hours:	**34.00**

Topics	Lec Hrs
Variables, types, expressions, and assignment	3.00
I/O	3.00
Conditional and iterative control structures	4.00
Functions and parameter passing	6.00
Structured decomposition	2.00
Problem-solving strategies and the role of algorithms in the problem-solving process	2.00
Implementation and debugging strategies for algorithms	2.00
Properties of algorithms	2.00
History of programming languages and survey of programming paradigms	1.00
Procedural and object-oriented programming languages	2.00
Variable binding, visibility, scope, lifetime, and type-checking	3.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Basic syntax and semantics	6.00
Variables, types, expressions, and assignment	6.00
I/O	4.50
Conditional and iterative control structures	6.00
Functions and parameter passing	9.00
Structured decomposition	3.00
Problem-solving strategies	3.00
Implementation and debugging strategies for algorithms	6.00
Procedural and object-oriented programming languages	3.00
Variable binding, visibility, scope, lifetime, and type-checking	4.50
Total Hours:	**51.00**

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

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read the chapter in your textbook on dynamic arrays. Be prepared to explain in class the difference between dynamic and static allocation of arrays, and demonstrate the C++ code needed to declare, initialize, and destroy a dynamic array.

2. Read the brief history of the Ada programming language presented online at adacore.com. Prepare a short summary of Ada language features, and compare/contrast with the features of C++.

Writing Assignments

1. Write the pseudocode for the algorithm to bubble sort the contents of an integer array. Prepare a brief analysis of your algorithm, including a description of its efficiencies (or inefficiencies) and debugging techniques suitable for your algorithm.

2. Write a short outline to decompose the following programming problem: create a program to model a game of Hangman on the computer. Your decomposition should include all user inputs, program outputs, conditional and iterative constructs, and processing required to create this program.

Out-of-Class Assignments

1. Use the Internet to locate four programming languages (not including the language being used in this class). Write a brief summary of the four languages, including key language features and the programming paradigm(s) that the languages support.

2. Visit the website freecode.com and search through the projects on the website. What do you find to be the 2-3 most popular programming languages? What do you find to be the 2-3 least popular languages? Be prepared to discuss your findings in class.

Recommended Materials of Instruction

Forouzan, Behrouz A.; Gilberg, Richard. (2020). C++ Programming: An Object-Oriented Approach. *McGraw Hill, 1st*. 9780073523385.
Savitch, Walter; Mock, Kenrick. (2017). Problem Solving with C++. *Pearson, 10th*. 978-0134448282.
Murach, Joel. (2018). Murach's C++ Programming. *Mike Murach,* . 978-1943872275.

Minimum Qualifications

Computer Science (Masters Required)

Created/Revised by: Sathrum, Luke

Date:05/02/2022

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 • Multiple-subscripted arrays	6.25
Control structures • Selective structures: if and switch • Repetitive structures: loops	5.00
Algorithms including simple sorting and searching	5.00
File Input/Output (I/O) • Files and streams • Sequential access files	2.50
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

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

Topics	Lec Hrs
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

Topics	Lab Hrs
Prepare and Organize Materials	4.00

Understanding the Video software Interface		5.00
The Capture Process	ATTACHMENT 1	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

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 12 - Two-Dimensional Animation

Transfer Status: CSU

Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
This course introduces students to two-dimensional animation. Topics include storyboards, drawing extremes and in-betweens, defining motion paths, creating illusion of depth, basic ActionScripting for animation, use of type in animated sequences, and other animation techniques.

Objectives

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

1. List and describe major animation techniques, and identify these techniques in real-world implementations.
2. Idenfity and describe animation that is used to influence contemporary visual culture.
3. Demonstrate an understanding of and employ animation principles and techniques to create short computer animations.
4. Use animation software to produce finished animations.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to animation software	4.00
Manipulating animation tools/menus	3.00
File formats, saving/converting files	3.00
Movement of simple geometric shapes	8.00
Storyboarding/Animation strategy	4.00
Drawing extremes/in-betweens	4.00
Total Hours:	**34.00**

Topics	Lec Hrs
Symbols: Movie Clips, Buttons, Graphics	4.00
Motion path analysis, fills and color creation	4.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Introduction to animation software	6.00
Manipulating animation tools/menus	4.50
File formats, saving/converting files	4.50
Movement of simple geometric shapes	12.00
Storyboarding/Animation strategy	6.00
Drawing extremes/in-betweens	6.00
Symbols: Movie Clips, Buttons, Graphics	6.00
Motion path analysis, fills and color creation	6.00
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/Lab demonstration
Hands-on practice completing assigned animation projects
Presentation of professionally produced animations

Methods of Evaluation

A. Homework: research animated projects on the Internet, Participation in critiques of in-class projects, Assigned projects and reading, Identify well designed and poorly designed animated projects, write a paper describing the qualities of each project.

Examples of Assignments

Reading Assignments

1. Research an animator or animation studio on the Internet and read a profile or interview about the individual or company. Be prepared to share the information with the class through an oral report.
2. Read an article related to the animation industry and share with the class.

Writing Assignments

1. Write a one-page description of the process used to create a stop-motion animation.
2. Develop a story board and write a script that relates to the animation process.

Out-of-Class Assignments

1. Research new technologies and software for animation. Share with the class.
2. Use a camera to capture still images and create a frame by frame animation implementing these images.

Recommended Materials of Instruction

Other Learning Materials
Software instruction manual

Other Learning Materials
Class handouts

Other Learning Materials
Class tutorials

Other Learning Materials
Internet sites

Minimum Qualifications

Art (Masters Required), Graphic Arts, or Multimedia

Created/Revised by: Donnelly, Daniel

Date:02/04/2013

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

Lecture

Topics	Lec Hrs
Elements and principles of design as they relate to digital media	4.50
Concept development as it relates to digital and time-based art	4.50
The use of technology to create art through various digital media input and output methods	5.00
Principles and uses of vector and raster-based software in the creation of digital art	5.00
Characteristics of color in additive and subtractive color systems	5.00
History, contemporary trends, language, aesthetics and emerging media as they relate to digital art	5.00
Group and individual critiques of digital images utilizing relevant terminology and concepts	5.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
Create art through various digital media input and output methods using vector or raster-based software	17.00
Assignments focusing on the conceptual development in project-based digital images and time-based works	17.00
Group and individual critiques in oral and written formats	17.00
Total Hours:	51.00

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 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

Created/Revised by: Donnelly, Daniel

Date:02/04/2013

Course Outline

2026-2027 Catalog

MUS 20 - Guitar I

Catalog Description

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: This course offers personalized study of guitar techniques and repertoire at the beginning level. It emphasizes essential fundamentals including posture, hand position, fingering, rhythm, chords, strumming, reading music, chord progressions and playing acoustic guitar songs. No prior experience necessary.

Objectives

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

1. Demonstrate appropriate blend and balance when performing with another musician.
2. Demonstrate accurate rhythmic execution in performances.
3. Perform the correct pitches with precise intonation.
4. Execute articulation, dynamics, phrasing, and expression that are appropriate to the selected repertoire.
5. Create and perform improvised solos as appropriate.
6. Memorize and accurately perform selected pieces from the repertoire, demonstrating proficiency as appropriate to the performance medium and artistic tradition.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
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	Lab Hrs
Reading guitar tablature and symbols as well as standard musical notation; how they compare.	4.00
Country and folk accompanyment 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**

Methods of Instruction

A. Collaborative Group Work
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

Methods of Evaluation

A. Exams/Tests
B. Final Examination
C. Performance Examinations
D. Short papers
E. Subjective judgment of improvement determined by instructor

Examples of Assignments

Reading Assignments

1. Read selected chapters from the assigned textbook that cover the fundamentals of guitar playing. Write a 750-word summary that should include an overview of the guitar parts and their functions, an explanation of the importance of proper posture and hand positioning to avoid strain, a summary of essential music theoretical concepts such as scales and chords, and an introduction to reading musical notation.
2. Read selected excerpts from the course textbook and articles from guitar magazines like Guitar Player or Guitar World. The focus areas will include essential guitar techniques, basic music notation, various picking styles, finger placement for chords, and an introduction to reading both tablature and standard notation. Prepare a 2-3-page report summarizing your key learnings from the readings.

Writing Assignments

1. Attend or experience a live guitar performance—this could be a concert, open mic night, or a streamed performance online. After the event, write a 1500-word reflection that captures your experience, including details about the performance such as the artist or band, the style of music, the venue, and your overall impressions.
2. Research a famous guitarist who has made a significant impact on the music world. Choose a guitarist from any genre, explore their life, career, and contributions to guitar playing and music as a whole. Write a 750–1000-word paper, properly cited, and include at least three sources.

Out-of-Class Assignments

1. Maintain a practice journal over the course of two weeks. The journal will help track your progress, set specific goals, and reflect on your practice sessions. At the end of the two-week period, submit your practice journal for review. Include a brief summary of your overall experience and any key insights gained from this activity.
2. Conduct research on a guitar technique or musical style of your choice. This assignment will encourage a deeper understanding of the subject and its application in guitar playing. Select a specific guitar technique (e.g., fingerpicking, barre chords, sweep picking) or a musical style (e.g., blues, jazz, rock, classical). Submit a written summary of your research (500-750 words) along with your presentation notes. Include citations for your sources.

Recommended Materials of Instruction

Nelson, T. (2020). Memorize & Master the Guitar Fretboard in 14 Days: Daily Lessons for Memorizing & Navigating the Guitar Neck. *Independently published, 1st.* 979-8661211798.
Hite, A. (2021). Music Theory for Guitar: Level One. *Independently published, 1st.* 979-8509099786.
Guitar Head. (2020). Guitar Exercises for Beginners: 10x Your Guitar Skills in 10 Minutes a Day. *Independently published, 1st.* 979-8673965283.

Other Learning Materials

Guitar in playable condition, flatpick, and music notation book

Minimum Qualifications

Music (Masters Required)
Commercial Music

Created/Revised by: Elke, David
Date: 09/22/2025

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

Topics	Lec Hrs
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

Topics	Lab Hrs
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	Lab Hrs
The dominant and dominant seventh chords	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**

ATTACHMENT 1

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

Course Outline

2026-2027 Catalog

MUS 51 - Digital Music Production I

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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. Navigate computer operating systems.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Navigating and using computer operating systems on Mac and PC	2.00
File structure stratagies for musical projects	1.00
Setting up and using a computer recording interface	1.00
Introduction and concepts of the Digital Audio Workstation	1.00
Customizing Digital Audio Workstations preferences and audio settings	1.00
Working with loops in the Digital Audio Workstation and creating an arrangement	2.00
Create a mix using balance, pan and plugins	2.00
Recording software instruments using MIDI programming	3.00
Editing and arranging MIDI compositions	2.00
Mixing with Plugins: EQ	4.00
Mixing with Plugins: Compression	2.00
Mixing with Plugins: Effects	4.00
Apply automation to tracks and effects	1.00
Finishing the mix: bounce and deliver digital file	2.00
Compositon using software instruments, loops and samples	3.00
Mixing a composition using plugins and digital processing	3.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Add loops to a project and create an arrangement	6.00
Balance, pan, and create a basic mix	5.00
Recording software instruments with MIDI	6.00
Editing and arranging MIDI recordings	4.00
Apply pan, balance and gain staging techniques to a mix project	4.00
Apply compression, eq, reverb and effects	6.00
Apply automation and Master Bus setup	4.00
Composition and mix project	6.00
Record, edit and mix a podcast	4.00

Topics	Lab Hrs
Compose, record, arrange and mix a final song	6.00
Total Hours:	**51.00**

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. Instructor Demonstrations
E. Lecture
F. Multimedia Presentations
G. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read an article on features and uses of reverb and share your findings in the discussion assignment.
2. Read an article on getting balance in a mix and create a Google Slides presentation with 5 slides sharing your findings for the class discussion.

Writing Assignments

1. Write a 500-word review of a recording interface, discussing the features and uses in the canvas discussion created for this assignment.
2. Write a 500-word essay describing the features of your DAW of choice, and share that essay with the class in the group discussion.

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. Share with the class.

Recommended Materials of Instruction

Nahmani, D. (2021). Logic Pro X 10.5 - Apple Pro Training Series: Professional Music Production. *Pearson, 1st.* 9780137460243.
Frank D. Cook. (2021). Pro Tools Fundamentals. *Avid, 2020/2021.* 978-1-943446-83-4.

Other Learning Materials

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

Minimum Qualifications

Commercial Music
Music (Masters Required)

Created/Revised by: Elke, David
Date: 05/20/2024

Course Outline

2026-2027 Catalog

MUS 52 - Introduction to Recording Techniques

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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	Lec Hrs
The recording chain and signal flow basics.	2.00
Elements of sound and audio theory.	3.00
Studio acoustics and design.	2.00
Equipping a studio.	1.00
Monitoring in the studio and artist mixes.	2.00
Microphone types and features.	4.00
Microphone recording techniques.	5.00
Analog/Hybrid studio recording techniques.	3.00
Effects and signal processors.	3.00
Analog and digital mixing consoles.	3.00
Studio production techniques.	4.00
Microphone Pre-amps features and uses.	2.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Recording studio overview and introduction.	2.00
Setup recording and monitoring for single instrument recording.	2.00
Setup recording and monitoring for two sources. Record, playback, SSL and signal flow.	3.00
Microphone properties and uses.	3.00
Gain staging.	3.00
Microphone placement technique for acoustic guitar, electric guitar, grand piano, drums, bass and vocals.	15.00
Class song project.	6.00
Using compressors on recordings.	3.00
Signal flow via patch bays.	3.00
Signal flow via analog and digital consoles.	6.00
Analog and digital post-production mixing.	5.00
Total Hours:	**51.00**

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. Research Projects
C. Projects
D. Homework
E. Lab Projects
F. Practical Evaluations
G. Group Participation

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. (2023). The Recording Engineers Handbook. *Bobby Owinski Media Group, 5th.* 978-1946837189.

Minimum Qualifications

Commercial Music
Music (Masters Required)

Created/Revised by: Elke, David
Date: 05/20/2024

Course Outline

2026-2027 Catalog

MUS 80 - Theory & Musicianship I

Catalog Description

Transfer Status: CSU/UC

Unit(s): 4.00

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

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 102.00 Contact hours/102.00 Out of class hours/204.00 Total hours/4.00 Unit(s)

Course Description: A comprehensive study of diatonic harmony and musicianship, including principles of voice leading in four-part texture, harmonic analysis, melody harmonization, non-chord tones, and basic forms (strophic, binary, ternary). Musicianship component develops skills in sight singing and dictation, including rhythmic exercises, interval recognition, melodic reading and dictation in major and minor scales, and basic harmonic dictation. (C-ID MUS 120/MUS 125).

Objectives

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

1. Identify all diatonic triads and 7th chords using lead-sheet symbols and Roman numeral analysis.
2. Identify all standard non-chord tones.
3. Voice lead a chord progression in SATB texture using diatonic root position triads.
4. Identify and sight sing melodies in major and minor scales including leaps within the primary triads.
5. Identify and singing all diatonic triads and 7th chord.
6. Analyze simple phrase structures, including all types of cadences.
7. Sight-reading common rhythmic patterns with division of the beats, dotted notes, and ties in both simple and compound meters.
8. Identify and sing all types of intervals through the octave.
9. Dictation of basic diatonic harmonic progressions using root position triads.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Review music fundamentals: Basic music theory from notation to intervals and chords	18.00
Principles of four-part texture writing (SATB)	6.00
Roman numeral analysis	3.00
Cadences, phrase structure, and period structure	3.00
Basic forms: Strophic, Binary, and Ternary	3.00
Figured bass and non-chord tones	3.00
Voice leading using triads in root position	3.00
Voice leading using triads in first inversion	3.00
Function of triads in second inversion	3.00
Harmonizing a melody line	3.00
Basic principles of harmonic analysis	3.00
Total Hours:	**51.00**

Lab

Topics	Lab Hrs
Sight-reading rhythms in beat level, divisions of the beats, and dotted note values, and ties in both simple and compound meters	9.00
Sight signing simple melodies in major and minor scales with leaps from primary triads	9.00
Dictation of simple melodies in major and minor scales with leaps from primary triads	12.00
Dictation of common rhythmic lines in beat level, divisions of beats, and dotted note durations	9.00
Basic harmonic dictation using diatonic triads in root position	6.00
Identifying all intervals up to an octave through listening	3.00
Identifying triads' and 7th chords' qualities through listening	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

Methods of Evaluation

A. Quizzes
B. Demonstration
C. Lab Projects
D. Written Assignments
E. Composition assignments; individual sight singing/rhythm exercises and examinations; dictation exercises and examinations; written exercises

Examples of Assignments

Reading Assignments

1. Research about the importance of learning tonal harmony for musicians from varying backgrounds and interests and be prepared to discuss it in class.
2. Read through the chapter on minor scales on Open Music Theory, and be prepared to discuss two interesting concepts you learned from this chapter.

Writing Assignments

1. What is the most memorable melody that you have heard? Choose one that resonates with you the most, and explain what makes this melody so memorable for you. Put aside non-musical connections you might have to this melody, and focus on the musical elements. In a 1-2 page paper, identify which musical elements and decisions lead to making this melody so special for you.
2. Choose three instrumental families, and one instrument from each family. Write one paragraph for each instrument and explain why you are interested in the timbre of this instrument and what are the possibilities for its timbre when it comes to arrangement and orchestration.

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. Sight-sing this week's melodies (one per day), and be prepared to sing in class, using Solfege and conducting patterns.

Recommended Materials of Instruction

Stefan Kostka and Dorothy Payne and Byron Almén. (2024). Tonal Harmony. *McGraw Hill, 9th.* 9781265307356.
Stefan Kostka. (2024). Workbook for Tonal Harmony. *McGraw Hill, 9th.* 9781265308001.

Minimum Qualifications

Music (Masters Required)

Created/Revised by: Abedini, Hesam
Date: 04/21/2025

Course Outline

2026-2027 Catalog

PHO 4 - Beginning Digital Photography

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Introduction to the Lightroom Workspace	3.00
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

Topics	Lab Hrs
Final Critique	3.00
Total Hours:	**51.00**

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. Multimedia Presentations
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. Review the artist monographs and websites on the instuctor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a written outline for a 5-10 minute in-class oral presentation 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. *Pearson, 4th.* 978-0134526034.
Hirsh, R. (2015). Exploring Color Photography. *Routledge, 6th.* 978-0415730952.

Minimum Qualifications

Photography (Masters Required)
Art (Masters Required)
Photo Tech/Commercial Photo

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/16/26

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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Oroville Union High School District	**HIGH SCHOOL:**	Las Plumas High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 320 **NUMBER OF SECTIONS: 20**	**TOTAL PROJECTED FTES: 32**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	AB-26	Intro to AG Business	Earley, Andree	MTWThF	11:48AM - 12:38PM	HS	HS
1	2026FA	AET-22	Nat Res/Agri-Construct	Daley, Robert	MTWThF	1:30PM - 2:20PM	HS	HS
1	2026FA	AGS-40	Introduction to Animal Science	Daley, Robert	MTWThF	10:45AM - 11:35AM	HS	HS
1	2026FA	AGS-40	Introduction to Animal Science	LaFayette, Laura	MTWThF	2:33PM - 3:23PM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Allen, Taren	MTWThF	8:30AM - 9:21AM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Allen, Taren	MTWThF	9:33AM - 10:24AM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Allen, Taren	MTWThF	11:48AM - 12:39PM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Allen, Taren	MTWThF	2:33PM - 3:24PM	HS	HS
1	2026FA	AUT-101	Automotive Shop Fundamentals	Upton, West	MTWThF	9:33AM - 10:23AM	HS	HS
1	2026FA	AUT-101	Automotive Shop Fundamentals	Upton, West	MTWThF	1:30PM - 2:20PM	HS	HS
1	2026FA	AUT-101	Automotive Shop Fundamentals	Upton, West	MTWThF	2:33PM - 3:23PM	HS	HS
1	2027SP	ITEC-55	Intro to Industrial Trades	Daley, Robert	MTWThF	11:48AM - 12:39PM	HS	HS
1	2027SP	ITEC-55	Intro to Industrial Trades	Daley, Robert	MTWThF	2:33PM - 3:23PM	HS	HS
1	2027SP	MUS-1	Music Appreciation	Paim, Marco Paulo	MTWThF	11:48AM - 12:38PM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Tooker, Julie	MTWThF	2:33PM - 3:23PM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Tooker, Julie	MTWThF	11:48AM - 12:38PM	HS	HS
1	2027SP	STAT-C1000	Introduction to Statistics	Rankin Wagenaar, Rebecca	MTWThF	9:33AM - 10:23AM	HS	HS
1	2027SP	STAT-C1000	Introduction to Statistics	Rankin Wagenaar, Rebecca	MTWThF	1:30PM - 2:20PM	HS	HS
1	2026FA	COMM-C1000	Intro to Public Speaking	Peterson, Sue		Online	CC	HS/Online
1	2026FA	COMM-C1000	Intro to Public Speaking	Peterson, Sue		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 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
Intro to Industrial Trades	Agricultural Mechanics-Fundamental and Applications, 6th Edition	$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
Intro to Public Speaking	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	8:30 - 3:30PM
LPHS	1020	M-F	8:30 - 3:30PM
LPHS	2005	M-F	8:30 - 3:30PM
LPHS	1504	M-F	8:30 - 3:30PM
LPHS	623	M-F	8:30 - 3:30PM
LPHS	BAND	M-F	8:30 - 3:30PM
LPHS	1502	M-F	8:30 - 3:30PM
LPHS	618	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 18@500, 8@100, 2@200 = $10,200			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

AB 26 - Introduction to Agriculture Business

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

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

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

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.
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.
7. Identify and explain the four functions of management and how they relate to the agribusiness organization.

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 d. Types of business structure e. Managing the agribusiness	8.50
Management a. Planning b. Leading c. Organizing d. Controlling	8.50
Human Resource Management a. The role of the agriculture manager b. Agriculture employee motivation c. Team and team building d. Labor relations	8.50
Financial Management and Control of Agribusiness a. General business economics b. Overview of financial statements	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
Managerial Problem Solving in Agriculture a. Diagnosis of the situation b. Generating alternative c. Evaluating alternatives d. Selecting the best alternative	8.50

Topics	Lec Hrs
e. Implementing the alternative f. Evaluation of results	
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. Reading Assignments

Methods of Evaluation

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

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 2-3 page research 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 2-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

Akridge, J. T., et al. (2026). Agribusiness Management. *Routledge, 7th.* 9781032784038.

Zero Cost Textbook

Anonymous. Exploring Business. (OER). https://biz.libretexts.org/Bookshelves/Business/Introductory_Business/An_Introduction_to_Business

Minimum Qualifications

Ag Business And Related Serv.
Agriculture (Masters Required)

Created/Revised by: Vazquez, Jacob
Date: 02/09/2026

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Other Learning Materials
Students will need to provide:

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Enyeart, Bruce

Date:11/17/2014

Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required. (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
Animal agriculture	3.00

1. Career opportunities

Total Hours: 34.00

Topics	**Lec Hrs**
2. Importance of domestic animals to the world and to the United States	ATTACHMENT 1
3. Economic importance of animal agriculture	
4. Animal contributions to human needs	
5. Ethnic and cultural contributions to animal domestication	
Anatomy and physiology	
1. Cellular and molecular biology of animals 2. Identification of external anatomy for various species 3. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	4.00
Genetics	
1. Introduction and review of genetic principles 2. Gene modification and genetic interactions 3. Genetic improvement and variation 4. Inheritance and population genetics	4.00
Unique adaptations of various species	
1. Natural selection vs artificial selection 2. Meat animal use and production 3. Fiber production 4. Dairy production 5. Recreational and companionship use of animals	3.00
Animal reproduction	
1. Animal breeding systems 2. Reproductive management and technology 3. Fertility assessment	4.00
Nutrition	
1. Classes of nutrients 2. Feed identification and composition 3. Livestock feeding management practices	4.00
Animal behavior (ethology)	
1. Behavioral characteristics 2. Animal handling and safety 3. Conditioning	3.00
Animal health	3.00
1. Biosecurity	
Total Hours:	**34.00**

Topics	Lec Hrs
2. Vital Signs 3. Indications of health vs disease 4. Common diseases Issues affecting animal agriculture 1. Animal welfare issues 2. Advances in biotechnology 3. Governmental and environmental concerns 4. Food safety 5. Public policy and consumer awareness	3.00
The scientific method 1. Research in animal agriculture 2. Developing a research model 3. Humane treatment of research animals	3.00
Total Hours:	**34.00**

ATTACHMENT 1

Lab

Topics	Lab Hrs
The scientific method	6.00
Natural selection vs. artificial selection	6.00
Genetics	6.00
Anatomy and physiology	6.00
Unique adaptions of various species	6.00
Animal reproduction	6.00
Nutrition	6.00
Biosecurity	3.00
Animal behavior (ethology)	3.00
Issues affecting animal agriculture	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. Laboratory Experiments
D. Lecture
E. Problem-Solving Sessions
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read a peer-reviewed academic article related to livestock genetics and be prepared to discuss in class.
2. Read the textbook chapter on the scientific method in animal agriculture and be prepared to discuss in class.

Writing Assignments

1. Conduct a literature review on the epidemiology of infectious and non-infectious diseases in livestock and write a 2-page meta-analysis of findings.
2. Read the textbook chapter on animal behavior and write a 2-page paper on the fields of animal behavior and systems of animal behavior.

Out-of-Class Assignments

1. Use the library website to conduct a literature review on animal agriculture and submit a 1-2 page paper on your findings.
2. Collect and analyze data from a local livestock operation and share your findings with the class.

Recommended Materials of Instruction

Flanders, F., et al.. (2025). Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357543733.
Flanders, F., et al.. (2024). Lab Manual for Flanders' Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357924464.

Zero Cost Textbook
Lawson, R. (2025). Anatomy and physiology of animals. Wikibooks. (OER). https://en.wikibooks.org/wiki/Anatomy_and_Physiology_of_Animals

Other Learning Materials

Proper clothing for labs

ATTACHMENT 1

Minimum Qualifications

Agriculture (Masters Required), or Agricultural Production

Created/Revised by: Vazquez, Jacob

Date:12/01/2025

Course Outline

2026-2027 Catalog

ART 50 - Beginning Ceramics

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 25.50 Contact hours/51.00 Out of class hours/76.50 Total hours/1.50 Unit(s)

Lab: 76.50 Contact hours/0.00 Out of class hours/76.50 Total hours/1.50 Unit(s)

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
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 sigilata, glaze, burnishing, in various firing atmospheres and temperatures.	4.50
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	2.00
Techniques and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.	6.00
Overview of ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft.	6.00
Critical evaluation and critique of class projects using correct terminology in oral or written formats.	1.00
Studio, equipment, and material use and safety.	2.00
Total Hours:	**25.50**

Lab

Topics	Lab Hrs
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
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	6.50
Total Hours:	**76.50**

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. Class participation
D. Lab Projects
E. Practical Evaluations
F. Numerous class critiques will be given on work in progress as well as finished work. A notebook of class handouts and notes taken from lecture/ demonstrations may be required.

Examples of Assignments

Reading Assignments

1. Read Chapter 1 in the textbook "The Ceramics Bible". Come to class prepared to discuss the types of clay and their earliest uses by people living in small-scale societies.
2. Read Chapter 9 in the textbook "The Ceramics Bible". 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 1-2-page paper describing, interpreting, and evaluating one of the artist's 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

Taylor, L. (2022). The Ceramics Bible. *Chronicle Books, Revised Edition.* 978-1797215143.

Other Learning Materials

Students will purchase their own clay and tools.

Minimum Qualifications

Art (Masters Required)
Ceramic Technology

Created/Revised by: Smallhouse, Sara
Date: 09/22/2025

Course Outline

2026-2027 Catalog

AUT 101 - Automotive Shop Fundamentals

Catalog Description

Transfer Status: NT

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

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)	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	Lab Hrs
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. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Homework
C. Class participation
D. Written Assignments
E. Performance Examinations
F. Class Discussion

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), describe the steps to measure engine oil level accurately, 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

Gilles, T. (2020). Automotive Service: Inspection, Maintenance, Repair. *Cengage, 6th.* 9781337794039.
Duffy, J. (2020). Modern Automotive Technology. *Goodhart-Wilcox, 10th.* 9781645646884.
VanGelder, K. (2023). Fundamentals of Automotive Technology. *Jones & Bartlett, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Minimum Qualifications

Automotive Technology

Created/Revised by: Kielb, Craig
Date: 12/01/2025

Catalog Description

ITEC 55 - Introduction to Industrial Trades

Transfer Status: CSU

Unit(s): 2.00
Contact Hours: 17.00 Lecture/51.00 Lab
Out of Class Hours: 34.00
Total Course Hours: 102.00

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00

Basic Electricity	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

Topics	**Lab Hrs**
Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
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.

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

Course Outline

2026-2027 Catalog

MUS 1 - Music Appreciation

Catalog Description

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)

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

Course Description: A survey of art music in western civilization. Topics studied include but are not limited to elements of music, basic musical forms, music periods, styles, and the role of music and musicians in the western world. Students will develop active listening skills and explore music's connections to history, culture, other art forms, and the interplay of global musical traditions. (C-ID MUS 100).

Objectives

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

1. Identify musical instruments and ensembles.
2. Recognize and compare major eras, styles, composers, and works of Western art music.
3. Use active listening skills to analyze and evaluate musical performances critically, considering their artistic, cultural, and historical significance.
4. Discuss music within its historical, cultural, and societal contexts.
5. Apply appropriate musical terminology to identify and analyze the fundamental elements of music—pitch, rhythm, texture, form, timbre, and dynamics.
6. Examine the interplay between Western and non-Western musical traditions and how they have influenced each other over time.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Music Fundamentals	6.00
• The elements of music: melody, rhythm, texture, form, timbre, and dynamics • Introduction to musical terminology and its application in listening and analysis • Overview of active listening techniques for deeper engagement with music	
Musical Instruments and Ensembles	3.00
• Identification of instrument families • Overview of ensembles • Cultural roles and significance of instruments in Western and non-Western traditions	
Evaluation of Musical Performances	3.00
• Techniques for analyzing live and recorded performances • Evaluating artistic intent, cultural context, and emotional impact • Listening practice with a variety of genres and styles	
The Intersection of Western and Non-Western Music	6.00
• Interactions and influences between Western and non-Western music traditions • Cross-cultural collaborations in modern music • The evolution of music into a global medium, blending traditions and styles across cultures	
The Development of Western Art Music	27.00
• Major eras of Western music: Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Blues, Jazz, Rock, Hip Hop and Rap, and Popular • Key composers and works in each era and their historical/cultural significance • Evolution of musical styles, forms, and innovations across periods	
Music in Historical and Cultural Contexts	3.00
• How music reflects and influences societal events and movements • The role of music in rituals, politics, and social change • Case studies: music of the Civil Rights Movement, protest songs, and national anthems	
Music and Other Art Forms	3.00

Topics	Lec Hrs
• Connections between music and visual art, literature, and theater • The role of music in film, dance, video games, and multimedia	

Total Hours: 51.00

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. Lecture
E. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Research Projects
C. Class participation
D. Final Examination
E. Written Assignments
F. Evaluation of live performance

Examples of Assignments

Reading Assignments

1. Read a biography of a composer of your choice and write a short one-page summary 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 one of the assigned eras and prepare a two-page critical analysis of the music. Be prepared to discuss your findings in class.
2. For this assignment, create a playlist featuring at least 10 selections from various historical periods and genres covered in the course, including pieces from the Medieval and Renaissance periods through to modern Hip Hop & Rap. Alongside your playlist, write a 900-word paper explaining your selections and reflect on how they relate to your personal interests and course content. In your paper, discuss how the course has shaped your musical preferences and deepened your understanding of different genres. Highlight how the chosen pieces resonate with you, exploring what impacted your musical journey and how your appreciation of music has evolved throughout the course.

Out-of-Class Assignments

1. Attend a live or online concert and write a 600-word detailed review that analyzes the performance from multiple angles. Start by providing context for the concert, including the venue, the performers, and the atmosphere of the event. Focus on the musicians' technical proficiency, discussing their skill, interpretation, and overall execution of the repertoire. Examine how well they engaged with the music and each other, and note any standout soloists or memorable moments. Reflect on the balance between instruments, sound quality, and the use of dynamics and phrasing. Pay attention to the audience’s reactions and how the performance affected you personally, whether it met your expectations or surprised you in some way. Conclude your review by summarizing the impact of the concert, considering both the technical and emotional elements that made it a unique experience. The goal is to provide a thoughtful, balanced critique that captures the essence of the performance in a clear and engaging manner.
2. Work in small groups to select and research a specific era of music, such as the Baroque, Classical, Romantic, or 20th Century. Prepare an in-class group presentation focused on two main areas: the evolution of musical forms during that era and the use of instruments. In discussing musical forms, the presentation should highlight how different structures, like the symphony, sonata, or concerto, developed over time and their significance in the era. For the use of instruments, the group will examine how instruments were used, evolved, or innovated during the period, noting any advancements in instrument design or technique. The presentation should be both informative and engaging, incorporating examples of key composers and pieces that illustrate these developments.

Recommended Materials of Instruction

Roger Kamien. (2025). Music: An Appreciation. *McGraw Hill, Updated Release.* 9781264933907.

Zero Cost Textbook

Clark, N. Alan; Heflin, Thomas; Kluball, Jeffrey; and Kramer, Elizabeth, "Understanding Music: Past and Present" (2015). Fine Arts Open Textbooks. 1.

https://oer.galileo.usg.edu/arts-textbooks/1

Other Learning Materials

Recordings, listening examples, performances, and readings as provided by instructor

Minimum Qualifications

Music (Masters Required)

Created/Revised by: Heimlich, Ryan
Date: 04/21/2025

Course Outline

2026-2027 Catalog

PHO 4 - Beginning Digital Photography

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Introduction to the Lightroom Workspace	3.00
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

Topics	Lab Hrs
Final Critique	3.00
Total Hours:	**51.00**

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. Multimedia Presentations
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. Review the artist monographs and websites on the instuctor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a written outline for a 5-10 minute in-class oral presentation 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. *Pearson, 4th.* 978-0134526034.
Hirsh, R. (2015). Exploring Color Photography. *Routledge, 6th.* 978-0415730952.

Minimum Qualifications

Photography (Masters Required)
Art (Masters Required)
Photo Tech/Commercial Photo

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

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

Lecture

Topics	Lec Hrs
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

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)
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)
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

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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/16/26

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:	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

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	AET-22	Nat Res/Agri-Construct	Morgan, Jerad	Th	10:30AM - 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
Nat Res/Agri-Construct	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

LONG VALLEY CHARTER SCHOOL

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	1@500, 1@100 = $600	
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		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	Lec Hrs
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	Lab Hrs
Safety and orientation to to work areas	3.00
Maintenance and proper use of tools and equipment	3.00
Concrete and masonry	6.00
Plumbing	6.00
Electrical	6.00
Three dimensional drawings and cost estimates	6.00
Carpentry and project construction	21.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

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

Recommended Materials of Instruction

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

Other Learning Materials
Students will need to provide:

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

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Enyeart, Bruce

Date:11/17/2014

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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/15/24	Appendix:	9/17/26

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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Orland Unified School District	**HIGH SCHOOL:**	Orland High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 210 **NUMBER OF SECTIONS: 14**	**TOTAL PROJECTED FTES: 21**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	AGS-40	Introduction to Animal Science	Close, Brendan	MTThF	2:17PM - 3:07PM	HS	HS
1	2026FA	AUT-101	Automotive Shop Fundamentals	Moore, Travis	MTThF	9:04AM - 9:54AM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Jones, Kathleen	MTThF	8:10AM - 9:00AM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Jones, Kathleen	MTThF	9:04AM - 9:54AM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Jones, Kathleen	MTThF	10:03AM - 10:53AM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Jones, Kathleen	MTThF	12:30PM - 1:20PM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Jones, Kathleen	MTThF	1:23PM - 2:13PM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Reimers, Lindsey	MTThF	10:57AM - 11:47AM	HS	HS
1	2027SP	CLP-101	Career Ed/Life Choices	Reimers, Lindsey	MTThF	2:16PM - 3:06PM	HS	HS
1	2026FA	EH-20	Intro-Environ Horticult	Close, Brendan	MTThF	10:57AM - 11:47AM	HS	HS
1	2027SP	ITEC-55	Intro to Industrial Trades	Weatherby, Austin	MTThF	2:16PM - 2:29PM	HS	HS
1	2027SP	MATH-20	Trigonometry	Giannini, Scott		Online	CC	HS/Online
1	2026FA	MATH-26	College Algebra	Bartsch, Kimberly		Online	CC	HS/Online
1	2026FA	MSP-50	Digital Publication Design	Davis, Brooke	MTThF	8:10AM - 9:00AM	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
Automotive Shop Fundamentals	TBD	$0	N/A
Career Ed/Life Choices	Career Choices and Changes	$0	N/A
Intro to Environmental Horticulture	Introductory Horticulture	$0	N/A
Intro to Industrial Trades	Wood Technology & Processes	$0	N/A
Trigonometry	None	$0	N/A
College Algebra	None	$0	N/A
Digital Publication Design	Instructor curated materials and selected open-access 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 $250.00 per completed section. For teaching of a course $625.00 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: $125.00 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	SHOP	M-F	8:00AM – 3:30PM
ORLN	102	M-F	8:00AM – 3:30PM
ORLN	201	M-F	8:00AM – 3:30PM
ORLN	207	M-F	8:00AM – 3:30PM
ORLN	31	M-F	8:00AM – 3:30PM
ORLN	28	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

ORLAND UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 12@625, 6@125, 2@250 = $8,750			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:
A scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. Emphasis on the origin, characteristics, adaptations and contributions of livestock to the modern agriculture industry. Field trips may be required. (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
Animal agriculture	3.00

1. Career opportunities

Total Hours: 34.00

Topics	**Lec Hrs**
2. Importance of domestic animals to the world and to the United States	ATTACHMENT 1
3. Economic importance of animal agriculture	
4. Animal contributions to human needs	
5. Ethnic and cultural contributions to animal domestication	
Anatomy and physiology	
1. Cellular and molecular biology of animals 2. Identification of external anatomy for various species 3. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	4.00
Genetics	
1. Introduction and review of genetic principles 2. Gene modification and genetic interactions 3. Genetic improvement and variation 4. Inheritance and population genetics	4.00
Unique adaptations of various species	
1. Natural selection vs artificial selection 2. Meat animal use and production 3. Fiber production 4. Dairy production 5. Recreational and companionship use of animals	3.00
Animal reproduction	
1. Animal breeding systems 2. Reproductive management and technology 3. Fertility assessment	4.00
Nutrition	
1. Classes of nutrients 2. Feed identification and composition 3. Livestock feeding management practices	4.00
Animal behavior (ethology)	
1. Behavioral characteristics 2. Animal handling and safety 3. Conditioning	3.00
Animal health	3.00
1. Biosecurity	
Total Hours:	**34.00**

Topics	Lec Hrs
2. Vital Signs 3. Indications of health vs disease 4. Common diseases Issues affecting animal agriculture 1. Animal welfare issues 2. Advances in biotechnology 3. Governmental and environmental concerns 4. Food safety 5. Public policy and consumer awareness	3.00
The scientific method 1. Research in animal agriculture 2. Developing a research model 3. Humane treatment of research animals	3.00
Total Hours:	**34.00**

ATTACHMENT 1

Lab

Topics	Lab Hrs
The scientific method	6.00
Natural selection vs. artificial selection	6.00
Genetics	6.00
Anatomy and physiology	6.00
Unique adaptions of various species	6.00
Animal reproduction	6.00
Nutrition	6.00
Biosecurity	3.00
Animal behavior (ethology)	3.00
Issues affecting animal agriculture	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. Laboratory Experiments
D. Lecture
E. Problem-Solving Sessions
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read a peer-reviewed academic article related to livestock genetics and be prepared to discuss in class.
2. Read the textbook chapter on the scientific method in animal agriculture and be prepared to discuss in class.

Writing Assignments

1. Conduct a literature review on the epidemiology of infectious and non-infectious diseases in livestock and write a 2-page meta-analysis of findings.
2. Read the textbook chapter on animal behavior and write a 2-page paper on the fields of animal behavior and systems of animal behavior.

Out-of-Class Assignments

1. Use the library website to conduct a literature review on animal agriculture and submit a 1-2 page paper on your findings.
2. Collect and analyze data from a local livestock operation and share your findings with the class.

Recommended Materials of Instruction

Flanders, F., et al.. (2025). Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357543733.
Flanders, F., et al.. (2024). Lab Manual for Flanders' Modern Livestock & Poultry Production. *Cengage, 10th*. 9780357924464.

Zero Cost Textbook
Lawson, R. (2025). Anatomy and physiology of animals. Wikibooks. (OER). https://en.wikibooks.org/wiki/Anatomy_and_Physiology_of_Animals

Other Learning Materials

Proper clothing for labs

ATTACHMENT 1

Minimum Qualifications

Agriculture (Masters Required), or Agricultural Production

Created/Revised by: Vazquez, Jacob

Date:12/01/2025

Course Outline

2026-2027 Catalog

AUT 101 - Automotive Shop Fundamentals

Catalog Description

Transfer Status: NT

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

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)	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	Lab Hrs
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. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Homework
C. Class participation
D. Written Assignments
E. Performance Examinations
F. Class Discussion

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), describe the steps to measure engine oil level accurately, 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

Gilles, T. (2020). Automotive Service: Inspection, Maintenance, Repair. *Cengage, 6th.* 9781337794039.
Duffy, J. (2020). Modern Automotive Technology. *Goodhart-Wilcox, 10th.* 9781645646884.
VanGelder, K. (2023). Fundamentals of Automotive Technology. *Jones & Bartlett, 3rd.* 9781284230352.

Other Learning Materials

Safety Glasses

Minimum Qualifications

Automotive Technology

Created/Revised by: Kielb, Craig
Date: 12/01/2025

Course Outline

2026-2027 Catalog

CLP 101 - Career, Education and Life Choices

Catalog Description

Transfer Status: NT

Unit(s): 3.00

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

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

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. Document preliminary career research from online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Demonstrate the ability to overcome obstacles and refine personal goals using basic problem-solving techniques.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop 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**

Methods of Instruction

A. Class Activities
B. Group Discussions
C. Guest Speakers
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. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments
F. Final Project

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 about 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 your envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

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

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2019). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 6th.* 978-1-878787-97-5.
Bingham, Mindy. (2022). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 6th.* 978-1-878787-97-5.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations
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.

Minimum Qualifications

Business (Masters Required)
Child Dev/Early Childhood Ed
Coaching
Counseling (Masters Required)
Education (Masters Required)
Family and Consumer Studies/Home Economics (Masters Required)
Family & Cons Study/Home Ec
Child Development/ (Masters Required)

Created/Revised by: Donnelly, Brian
Date: 10/21/2024

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	Lec Hrs
The ‘Green Industry’ in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
The ‘Green Industry’ in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

Plant Propagation	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

Created/Revised by: Wilmarth, Jared
Date:02/23/2015

Catalog Description

ITEC 55 - Introduction to Industrial Trades

Transfer Status: CSU

Unit(s): 2.00
Contact Hours: 17.00 Lecture/51.00 Lab
Out of Class Hours: 34.00
Total Course Hours: 102.00

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00

Basic Electricity	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

Topics	**Lab Hrs**
Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
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.

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

Course Outline

ATTACHMENT 1

Catalog Description

MATH 20 - Trigonometry

Transfer Status: CSU

Prerequisite: Intermediate Algebra or equivalent

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 covers the theory and applications of trigonometry. The topics include definitions of circular and right triangle trigonometric functions, graphs, identities, equations, solutions of right and oblique triangles, vectors, polar coordinates, and complex numbers.

Objectives

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

1. Recall the three definitions for the six trigonometric functions and state their values for angles which are multiples of 30 and 45 degrees and their equivalent in radians.
2. Apply the definitions of the six trigonometric functions, the Pythagorean Theorem, the Law of Sines, and the Law of Cosines to solve any given triangle.
3. Prove a variety of trigonometric identities by applying knowledge of the basic identities, definitions, algebraic manipulation of rational expressions, and polynomial factoring.
4. Solve trigonometric applications, using triangles, circles, and vectors.
5. Graph the six trigonometric functions and their transformations.
6. Solve trigonometric equations by applying inverse trigonometric functions and algebraic reasoning.
7. Apply identity formulas involving the sum and difference of angles and double- and half-angles.
8. Convert between polar and rectangular forms of coordinates and equations and graph these in the polar plane, and use vectors to represent the trigonometric form of complex numbers in the complex plane.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Defining Trigonometric Functions	5.00
Total Hours:	**51.00**

Topics	Lec Hrs
Right Triangle Trigonometry	7.00
Radian Measure	6.00
Graphing and Inverse Functions	8.00
Identities and Formulas	8.00
Equations	6.00
Oblique Triangles and Vectors	8.00
Complex Numbers	3.00
Total Hours:	**51.00**

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. Exams/Tests
B. Quizzes
C. Class Assignments and Class Response, Daily Homework Assignments, where the student will demonstrate problem-solving
skills

Examples of Assignments

Reading Assignments

1. Read the section in the textbook on Solving Right Triangles and be able to use Sine, Cosine, and Tangent to find the missing sides and angles of a right triangle when one acute angle and a side is given, or when two sides are given.

2. Read the section in the textbook on Graphing Trigonometric Functions and be able to graph one cycle of the Sine, Cosine, Tangen, Cosecant, Secant, and Cotangent functions. Where applicable, be able to identify the period, amplitude, and phase shift of each function from the graph.

Writing Assignments

1. Graph examples of the Sine, Cosine, Tangent, Cosecant, Secant, and Cotangent functions. Where applicable, identify the period, amplitude, and phase shift of each function from the graph. Conversely, starting with a graph, describe the steps one must follow to find an equation that matches the graph. Assume you are explaining this to a group of students hearing this for the first time and write a detailed explanation.

2. Explain the relationship between Definition 1 of Trigonometic Functions which utilizes the rectangular coordinate system and a circle, and Definition 2, which uses a right triangle only. Compare and contrast the advantages and disadvantages of the two definitions.

Out-of-Class Assignments

1. Review section on Right Triangle Trigonometry and do the problems assigned by the instructor, showing all work.

2. Review the section on Finding a Trigonometric Equation from its Graph and do the problems assigned by the instructor, showing all steps.

Recommended Materials of Instruction

Lial, M.L., Hornsby, J., Schneidier, D. & Daniels, C. (2017). Trigonometry. *Pearson, 11th*. .

Other Learning Materials
Scientific calculator or graphing calculator without symbolic algebra capabilities

Minimum Qualifications

Mathematics (Masters Required)

Created/Revised by: Bartsch, Kimberly

Date:03/21/2022

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

Methods of Instruction

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

Methods of Evaluation

A. Exams/Tests
B. Quizzes

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

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	Lec Hrs
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	Lab Hrs
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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/16/26

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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Oroville Union High School District	**HIGH SCHOOL:**	Oroville High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 45	**TOTAL PROJECTED FTES: 4.5**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	SPAN-14	Hispanic Short Stories	Castillo, Diana	MTThF	1:30PM - 2:20PM	HS	HS
1	2027SP	SPAN-3	Third Semester Spanish	Castillo, Diana	MTWThF	1:30PM - 2:20PM	HS	HS
1	2027SP	STAT-C1000	Introduction to Statistics	Giannini, Scott	MTThF	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
Music Appreciation	Music: An Appreciation	$0	N/A
Hispanic Short Stories	Reflexiones: Introducción a la literatura Hispánica by Rodriguez, 2013	$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

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
OVHS	H2	M-F	8:30 - 3:30PM
OVHS	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 2@500, 1@100, 1@200 = $1,300			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

SPAN 3 - Third Semester Spanish

Catalog Description

Transfer Status: CSU/UC
Prerequisite: SPAN 2
Unit(s): 4.00
Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)
Total: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s)
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. Compare and contrast cultural nuances of the Hispanic/Latino world.
5. Listen and comprehend Spanish at the intermediate level.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introductions	2.00
Formal Usted/Ustedes commands	2.00
Present subjunctive and relative pronouns	4.00
Subjunctive with verbs of will or influence	3.00
The subjunctive with verbs of emotion, doubt, disbelief or denial	6.00
The subjunctive with conjunctions and adjective clauses	3.00
Nosotros/Nosotras commands	2.00
Past participles used as adjectives	3.00
The present perfect and past perfect	3.00
The present perfect subjunctive	3.00
The future and future perfect	3.00
The past subjunctive	3.00
The conditional and conditional perfect	3.00
The past perfect subjunctive	3.00
Si clauses	3.00
Summary of the uses of the subjunctive	4.00
Review and refinement of grammatical concepts and structures introduced in Spanish 1 and 2	6.00
Exploration of cultures of the Spanish-speaking world including but not limited to values, lifestyle, geography, art, history, and literature	6.00
Vocabulary expansion	6.00
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 Spanish except when English is needed to explain structural elements and to give other important explanations.

Methods of Evaluation

A. Exams/Tests
B. Portfolios
C. Oral Presentation
D. Homework
E. Journal
F. Class participation
G. Written Assignments
H. Essays and research papers

Examples of Assignments

Reading Assignments

1. Read and be prepared to discuss the characters and main themes of a short story by Isabel Allende selected by the instructor.
2. Read and be prepared to discuss the characters and main themes of the short story “Un día de estos” by Gabriel García Márquez.

Writing Assignments

1. Write a 2-page essay in Spanish on the historical significance of the Inca civilization in the modern Peruvian society.
2. Using the future tense and at least 10 different verbs, write a paragraph in Spanish about what the world will be like in 200 years. Mention how current issues and problems in the Spanish-speaking world will either be resolved or made worse. Use your imagination and be creative. Your paragraph should be at least 250 words in length.

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 someone from a Spanish-speaking country and present your findings in class.

Recommended Materials of Instruction

Blanco, José A., Donley, Philip Redwine. (2023). VISTAS: Introducción a la lengua española. *Vista Higher Learning, 7th.* 978-1-54339-517-4.

Zero Cost Textbook

Vanessa Botts. (2022). Intermediate Spanish I. OER, . https://oercommons.org/courseware/lesson/89651.

Minimum Qualifications

Foreign Languages (Masters Required)

Created/Revised by: McCabe, Deborah
Date: 11/06/2023

Course Outline

2026-2027 Catalog

SPAN 14 - Hispanic Short Stories

Catalog Description

Transfer Status: CSU/UC
Prerequisite: SPAN 3
Unit(s): 3.00
Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)
Total: 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 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

Topics	Lec Hrs
Introduction to the short story	3.00
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
Literary Terms: a. Tone and mood b. Literal and non-critical statement c. Explicit and implicit statement d. Purpose, attitude, meaning e. Connotation, irony, satire, sarcasm, humor f. Diction, figurative language and symbol and their influences on theme and audience	6.00
Total Hours:	**51.00**

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

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 Poniatowsca, 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. Write a clear, well-organized 2-page paper explaining the results of your analysis.
2. Write a 3-page essay on the topic of revenge in the Colombian culture, as depicted in “Un día de éstos” by Gabriel García Marquez.

Out-of-Class Assignments

1. Research the Hispanic author Julio Cortázar. In one page, explain what aspects of his life are prevalent in his works.
2. Work in a group to collaborate and develop a short story (up to three pages) 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.* 9780132391641.

Zero Cost Textbook

Julie Ann Ward. (2022). Antologia abierta de literatura hispana. OER, . https://press.rebus.community/aalh/.

Other Learning Materials

Spanish dictionary

Minimum Qualifications

Foreign Languages (Masters Required)

Created/Revised by: McCabe, Deborah
Date: 11/06/2023

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

Lecture

Topics	Lec Hrs
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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/20/24	Appendix:	9/15/26

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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Paradise Unified School District	**HIGH SCHOOL:**	Paradise High School

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	PHO-4	Beginning Digital Photography	Murphy, Janel	MTThF	10:42AM - 11:32AM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Murphy, Janel	MTThF	11:44AM - 12:34PM	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
Beginning Digital Photography	Instructor Curated/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	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

PARADISE UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 2@500, 1@100 = $1,100			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

PHO 4 - Beginning Digital Photography

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Introduction to the Lightroom Workspace	3.00
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

Topics	Lab Hrs
Final Critique	3.00
Total Hours:	**51.00**

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. Multimedia Presentations
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. Review the artist monographs and websites on the instuctor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a written outline for a 5-10 minute in-class oral presentation 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. *Pearson, 4th.* 978-0134526034.
Hirsh, R. (2015). Exploring Color Photography. *Routledge, 6th.* 978-0415730952.

Minimum Qualifications

Photography (Masters Required)
Art (Masters Required)
Photo Tech/Commercial Photo

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/21/24	Appendix:	9/11/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Chico Unified School District	**HIGH SCHOOL:**	Pleasant Valley High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 775 **NUMER OF SECTIONS: 40**	**TOTAL PROJECTED FTES: 77.5**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	ALH 104	Medical Terminology	Bechtold, Laurel	MT	12:27PM - 1:57PM	HS	HS
1	2027SP	ALH 104	Medical Terminology	Carras, Patrick	MT	2:03PM - 3:33PM	HS	HS
1	2027SP	ALH 104	Medical Terminology	Carras, Patrick	ThF	12:27PM - 1:57PM	HS	HS
1	2027SP	ALH-3	Intro to Public Health	Bechtold, Laurel	ThF	10:11AM - 11:41AM	HS	HS
1	2027SP	ALH-6	Soft Skills in Prof Hlth Care	Bechtold, Laurel	MT	10:11AM - 11:41AM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Summerville, Jean	MT Alt-W	8:30AM - 9:50AM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Summerville, Jean	MT Alt-W	10:11AM -11:31AM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Summerville, Jean	MT Alt-W	12:27PM - 1:47PM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Summerville, Jean	ThF Alt-W	8:30AM - 9:50AM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Summerville, Jean	ThF Alt-W	10:11AM -11:31AM	HS	HS
1	2026FA	ART-50	Beginning Ceramics	Summerville, Jean	ThF Alt-W	12:27PM - 1:47PM	HS	HS
1	2026FA	ART-56	Ceramics IV	Summerville, Jean	MT	2:03PM - 3:30PM	HS	HS
1	2027SP	CSCI-4	Introduction to Programming	Huff, Steven	WThF	12:27PM - 1:47PM	HS	HS
1	2026FA	DFT-12	Beginning AutoCAD	Joiner, Matthew	ThF	8:30AM - 10:00AM	HS	HS
1	2026FA	DFT-12	Beginning AutoCAD	Joiner, Matthew	ThF	10:11AM - 11:41AM	HS	HS
1	2026FA	DFT-2	Engineering Graphics I	Joiner, Matthew	ThF	12:27PM - 1:57PM	HS	HS
1	2026FA	DFT-2	Engineering Graphics I	Joiner, Matthew	ThF	2:03PM - 3:33PM	HS	HS
1	2026FA	DFT-24	Architectural Drafting	Joiner, Matthew	MT	8:30AM - 10:00AM	HS	HS
1	2026FA	DFT-24	Architectural Drafting	Joiner, Matthew	MT	10:11AM - 11:41AM	HS	HS
1	2026FA	EH-20	Intro to Environmental Horticulture	Bristow, Chloe	MT	8:30AM - 10:00AM	HS	HS
1	2026FA	EH-20	Intro to Environmental Horticulture	Bristow, Chloe	MT	2:03PM - 3:33PM	HS	HS
1	2026FA	EH-20	Intro to Environmental Horticulture	Bristow, Chloe	ThF	12:27PM - 1:57PM	HS	HS
1	2027SP	ENGL-C1000	Academic Reading and Writing	Hesse, Douglas	MTW	2:03PM - 3:23PM	HS	HS
1	2027SP	ENGL-C1000	Academic Reading and Writing	Kauffman, Sheri	WThF	8:30AM - 9:50AM	HS	HS
1	2027SP	ENGL-C1000	Academic Reading and Writing	Kauffman, Sheri	WThF	10:11AM - 11:31AM	HS	HS
1	2027SP	ENGL-C1000	Academic Reading and Writing	Kauffman, Sheri	WThF	12:27PM - 1:47PM	HS	HS
1	2027SP	JPN-1	First Semester Japanese	Martin, Michelle	MTW	8:30AM - 9:50AM	HS	HS
1	2027SP	JPN-1	First Semester Japanese	Martin, Michelle	MTW	12:27PM - 1:47PM	HS	HS
1	2027SP	JPN-2	Second Semester Japanese	Martin, Michelle	MTW	2:03PM - 3:23PM	HS	HS
1	2026FA	MSP-30	Introduction to Digital Art	Barrera-Green, Lauren	ThF	12:27PM - 1:57PM	HS	HS
1	2026FA	MSP-30	Introduction to Digital Art	Barrera-Green, Lauren	ThF	2:03PM - 3:33PM	HS	HS
1	2026FA	MSP-96	Intro-Computer Graphics	Barrera-Green, Lauren	MT	2:03PM - 3:33PM	HS	HS
1	2026FA	PHO-15	Intermediate Digital Photo	Barrera-Green, Lauren	MT	8:30AM - 10:00AM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Barrera-Green, Lauren	MT	10:11AM - 11:41AM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Barrera-Green, Lauren	ThF	8:30AM - 10:00AM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Barrera-Green, Lauren	ThF	10:11AM - 11:41AM	HS	HS
1	2026FA	RTVF-40	Video Production	Peck, Michael	ThF	10:11AM - 11:41AM	HS	HS
1	2027SP	STAT-C1000	Introduction to Statistics	Huff, Steven	WThF	10:11AM - 11:31AM	HS	HS
1	2027SP	STAT-C1000	Introduction to Statistics	Huff, Steven	MTW	10:11AM - 11:31AM	HS	HS

1	2025FA	STAT-C1000	Introduction to Statistics	Huff, Steven	WThF	2:03PM - 3:23PM	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	$0	N/A
Intro to Public Health	Public Health 101, Improving Community Health, 4th Edition by Riegelman/Kirkwood	$0	N/A
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
Intro to Environmental Horticulture	TBD	$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
Intermediate Digital Photo	TBD	$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: $125.00 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	H2	M-F	8:30AM – 3:30PM
PVHS	D4	M-F	8:30AM – 3:30PM
PVHS	Y210	M-F	8:30AM – 3:30PM
PVHS	E3	M-F	8:30AM – 3:30PM

PVHS	P3	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	F5	M-F	8:30AM – 3:30PM
PVHS	M4	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

CHICO UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 40@625, 11@$125 = $26,375			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

ALH 3 - Introduction to Public Health

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

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

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

Course Description: This course presents an overview of the disciplines of community and public health. Topics include the basic concepts and terminologies of public health; an overview of various public health professions and organizations; the study, prevention and control of disease in the community; the analysis of the social determinants of health; strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; school health promotion; environmental health and safety; and an overview of the healthcare delivery system in the United States. Emphasis will be placed on the development of knowledge and preliminary skills to serve as an effective advocate for community and public health. (C-ID PH 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 diseases.
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.
13. Describe the Dual Diagnosis/Co-Occurring Disorders approach to treating people who suffer from both an addiction and a psychiatric disorder.
14. Identify the components of the Whole School, Whole Child, Whole Community (WSCC) model designed to improve learning and health in our nation’s schools
15. Describe the inter-relationship between human beings and their environment and public health initiatives and policies to protect the planet.
16. Communicate orally and in writing in the scientific language of the discipline.
17. Identify common practices that contribute to intentional and unintentional workplace injuries and public health policies that would reduce their occurrences.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Definition of Public Health	5.00
a. Distinction between personal and public health	
b. History and accomplishments of public health officials and agencies	
c. Core functions of public health professions and institutions	
Analytical Methods of Public Health	6.00
a. Epidemiology: the basic science of public health	
b. Principles, methods and limitations	
c. Statistics: making sense of uncertainty	
d. The role of data in public health	
e. Rates, cases and populations at risk	

Topics	Lec Hrs
f. Risk factors, incidence and prevalence g. Morbidity and Mortality	
The Biomedical Basis of Public Health a. The conquest of infectious disease b. New infectious disease c. Chronic disease d. Genetic disease e. Prevention, detection and control	5.00
Community Organizing and Health Promotion Programming a. Assessing needs b. Setting goals and objectives c. Developing interventions d. Implementing interventions e. Evaluating results	5.00
Social and Behavioral Factors in Public Health a. Health inequities among ethnic and minority groups b. Education and socioeconomic status and health c. Community concerns: including, but not limited to addiction, obesity, and violence d. Maternal, infant and child, adolescent, adulthood and elder health	5.50
Environmental Issues in Public Health a. Clean air b. Clean water c. Garbage d. Food and drug safety e. Population control f. Injury prevention g. Emergency Preparedness	5.50
Medical Care and Public Health a. Study of healthcare systems b. Public health vs western medicine c. Population-based services	4.00
Workplace safety a. Intentional injuries b. Unintentional injuries c. Prevention (including Occupational Safety and Health Association OSHA regulations)	5.00
Whole School, Whole Child, Whole Community (WSCC) school health promotion model a. Health education b. Physical education and physical activity c. Nutrition environment and services d. Health services e. Counseling, psychological, and social services f. Social and emotional climate g. Physical environment h. Employee wellness i. Family engagement j. Community involvement	5.00
Social determinants of health a. Gestational endowment b. Social circumstances c. Environmental conditions d. Behavioral choices e. Access to medical care f. Individual and community health status g. Local, state, national, and global health organization and policy	5.00
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

Methods of Evaluation

A. Exams/Tests
B. Quizzes
C. Projects
D. Written Assignments

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, write a 100-word short answer for each item under the In-Text questions 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

Seabert, McKenzie, & Pinger. (2022). McKenzie's An Introduction to Community and Public Health. *Jones & Bartlett Learning, 10th.* 9781284202687.

Schneider, Mary-Jane. (2021). Introduction To Public Health. *Jones & Bartlett Learning, 6th.* 9781284197594.

Reigelman, Richard and Kirkwood, Brenda. (2025). Public Health 101. *Jones & Bartlett Learning, 4th.* 9781284230383.

Minimum Qualifications

Emergency Medical Technologies
Health (Masters Required)
Health Care Ancillaries

Created/Revised by: Gunn, Lisa
Date: 02/03/2025

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	Lec Hrs
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

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 ATTACHMENT 1

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

Course Outline

2026-2027 Catalog

ART 50 - Beginning Ceramics

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 25.50 Contact hours/51.00 Out of class hours/76.50 Total hours/1.50 Unit(s)

Lab: 76.50 Contact hours/0.00 Out of class hours/76.50 Total hours/1.50 Unit(s)

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
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 sigilata, glaze, burnishing, in various firing atmospheres and temperatures.	4.50
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	2.00
Techniques and organizing principles of ceramics including but not limited to pinch, coil, soft slab, hard slab, sgraffito, mishima, additive and subtractive techniques, and wheel work.	6.00
Overview of ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft.	6.00
Critical evaluation and critique of class projects using correct terminology in oral or written formats.	1.00
Studio, equipment, and material use and safety.	2.00
Total Hours:	**25.50**

Lab

Topics	Lab Hrs
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
Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works.	6.50
Total Hours:	**76.50**

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. Class participation
D. Lab Projects
E. Practical Evaluations
F. Numerous class critiques will be given on work in progress as well as finished work. A notebook of class handouts and notes taken from lecture/ demonstrations may be required.

Examples of Assignments

Reading Assignments

1. Read Chapter 1 in the textbook "The Ceramics Bible". Come to class prepared to discuss the types of clay and their earliest uses by people living in small-scale societies.
2. Read Chapter 9 in the textbook "The Ceramics Bible". 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 1-2-page paper describing, interpreting, and evaluating one of the artist's 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

Taylor, L. (2022). The Ceramics Bible. *Chronicle Books, Revised Edition.* 978-1797215143.

Other Learning Materials

Students will purchase their own clay and tools.

Minimum Qualifications

Art (Masters Required)
Ceramic Technology

Created/Revised by: Smallhouse, Sara
Date: 09/22/2025

Course Outline

2026-2027 Catalog

DFT 2 - Engineering Graphics I

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: This is a computer-based graphics course that introduces students to graphical design and problem-solving using freehand sketching and the solid modeling application, SolidWorks. Topics include sketching and modeling using extrudes, sweeps, revolves, and lofts. Additional topics include assemblies' development and detail drawing output as relevant to fields such as: Manufacturing, Engineering, Production Assembly, etc. 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	Lec Hrs
Technical Graphics Applications	2.00
Engineering Design	3.00
Basic Solids Modeling Operations	3.00
Freehand Sketching and Lettering	2.00
Engineering Geometry and Modeling	3.00
Parts with Extrudes, Sweeps and Lofts	6.00
Assemblies with Mates and Limits	6.00
Drawings with Orthographic and Pictorial Views	2.00
Dimensioning, Annotation and Tolerancing	4.00
Graphic Standards	3.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
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
F. Lab Projects

Examples of Assignments

Reading Assignments

1. Read the chapter on the History of Engineering Graphics. Be prepared to discuss at our next scheduled class.
2. 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, complete the questions in the study guide and submit to the instructor.
2. After reading the preface and introduction to the ANSI Y14.5 standard, summarize in your own words (minimum 500 words) the scope of application of the standard to engineering graphics and submit to instructor.

Out-of-Class Assignments

1. Complete the study guide exercises and be prepared to review your results in groups in the next class session.
2. Use various online sources to research technical graphics in the fields of manufacturing, drafting, engineering, etc. View the online video entitled "Create an exploded view with SolidWorks 2011". Answer the following question: "How does an exploded view apply to the assembly development process?" Submit written answers (minimum 500 words) to the instructor in the next class session.

Recommended Materials of Instruction

Planchard, D. (2025). Engineering Graphics with SolidWorks 2025. *SDC Publications, 2025.* 9781630576943.
SolidWorks. *Dassault Systems, Current Academic Year.*

Zero Cost Textbook
Everything needed for the course will be provided in the form of PDF's, demonstration-driven lectures, and technical documentation.

Minimum Qualifications

Drafting
Engineering (Masters Required)

Created/Revised by: Manning, Phillip
Date: 04/06/2026

Course Outline

2026-2027 Catalog

DFT 12 - Beginning AutoCAD Drafting

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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 set up 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

Topics	Lec Hrs
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

Topics	Lab Hrs
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

Topics	Lab Hrs
Orthographic Construction Problems	8.00
Sectional Views	3.00
Auxiliary Drawings	4.00
Annotation and Pictorial Drawing Applications	6.00
Architectural Drawings, Layers and Scales	6.00
Total Hours:	**51.00**

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. Read the section in your text about dimension applications and be prepared to answer questions from the reading in the next class session.
2. Read the chapter on Section Views. Consider the question, "Why are section views important to drafting?" and be prepared to discuss in the next class session.

Writing Assignments

1. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor.
2. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary (minimum 250 words) 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, search the acronym NIST and the term ISO and prepare hand-written definitions for each. Submit at the start of the next class session. No late submissions will be accepted.

Recommended Materials of Instruction

Shih, R. (2024). Principles and Practices: An Integrated Approach to Engineering Graphics and AutoCAD 2025. *SDC Publications, 2024.* 9781630576813.

Minimum Qualifications

Drafting
Engineering (Masters Required)

Created/Revised by: Manning, Phillip
Date: 04/06/2026

Course Outline

2026-2027 Catalog

DFT 24 - Architectural Drafting Applications

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Residential design	3.00
Construction Procedures and Sketching Applications	3.00
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
Sustainability and green building design	2.00
Cover Sheet and General Notes	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Residential design	5.00
Site plans	5.00
Floor plans	6.00
Foundation plans	4.00
Roof plans	4.00
Elevations	7.00
Framing methods and plans	7.00
Supplemental floor plans	5.00
Construction Procedures and Sketching Applications	2.00

Topics	Lab Hrs
Sustainability and green building design	3.00
Cover Sheet and General Notes	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

Methods of Evaluation

A. Exams/Tests
B. Quizzes
C. Projects
D. Homework
E. Class participation
F. Practical Examinations

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.

Minimum Qualifications

Drafting
Engineering (Masters Required)

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	Lec Hrs
The ‘Green Industry’ in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
The ‘Green Industry’ in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

Plant Propagation	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

Created/Revised by: Wilmarth, Jared
Date:02/23/2015

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 ommitted 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

Topics	Lec Hrs
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

Lecture

Topics	Lec Hrs
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

ATTACHMENT 1

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 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

Lecture

Topics	Lec Hrs
Elements and principles of design as they relate to digital media	4.50
Concept development as it relates to digital and time-based art	4.50
The use of technology to create art through various digital media input and output methods	5.00
Principles and uses of vector and raster-based software in the creation of digital art	5.00
Characteristics of color in additive and subtractive color systems	5.00
History, contemporary trends, language, aesthetics and emerging media as they relate to digital art	5.00
Group and individual critiques of digital images utilizing relevant terminology and concepts	5.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
Create art through various digital media input and output methods using vector or raster-based software	17.00
Assignments focusing on the conceptual development in project-based digital images and time-based works	17.00
Group and individual critiques in oral and written formats	17.00
Total Hours:	51.00

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

Topics	Lec Hrs
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

Topics	Lab Hrs
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

Course Outline

2026-2027 Catalog

PHO 15 - Intermediate Digital Photography

Catalog Description

Transfer Status: CSU
Prerequisite: PHO 4
Unit(s): 3.00
Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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 professional-quality, 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	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

Topics	Lab Hrs
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. 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. Problem-Solving Sessions
F. Reading Assignments

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 1-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 2-page paper discussing the different ways that photography is used across media, society, and art.

Out-of-Class Assignments

1. Research an advanced Photoshop image editing technique and be prepared to discuss in class.
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.* 978-0240815152.
Hirsh, R. (2022). Light & Lens: Photography in the Digital Age. *Routledge, 4th.* 978-0367771935.

Minimum Qualifications

Photo Tech/Commercial Photo
Photography (Masters Required)

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

Course Outline

2026-2027 Catalog

PHO 4 - Beginning Digital Photography

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Introduction to the Lightroom Workspace	3.00
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

Topics	Lab Hrs
Final Critique	3.00
Total Hours:	**51.00**

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. Multimedia Presentations
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. Review the artist monographs and websites on the instuctor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a written outline for a 5-10 minute in-class oral presentation 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. *Pearson, 4th.* 978-0134526034.
Hirsh, R. (2015). Exploring Color Photography. *Routledge, 6th.* 978-0415730952.

Minimum Qualifications

Photography (Masters Required)
Art (Masters Required)
Photo Tech/Commercial Photo

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

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

Examples of Assignments

ATTACHMENT 1

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

Lecture

Topics	Lec Hrs
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 **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:	10/14/26

1.1.1. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	9/14/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	**HIGH SCHOOL:**	Table Mountain School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 10	**TOTAL PROJECTED FTES: 1**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	DFT-2	Engineering Graphics I	Manning, Phillip	TTh	9:30AM - 11:45AM	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
Engineering Graphics I	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

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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

BUTTE COUNTY OFFICE OF EDUCATION

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	$0	
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

DFT 2 - Engineering Graphics I

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)

Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: This is a computer-based graphics course that introduces students to graphical design and problem-solving using freehand sketching and the solid modeling application, SolidWorks. Topics include sketching and modeling using extrudes, sweeps, revolves, and lofts. Additional topics include assemblies' development and detail drawing output as relevant to fields such as: Manufacturing, Engineering, Production Assembly, etc. 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	Lec Hrs
Technical Graphics Applications	2.00
Engineering Design	3.00
Basic Solids Modeling Operations	3.00
Freehand Sketching and Lettering	2.00
Engineering Geometry and Modeling	3.00
Parts with Extrudes, Sweeps and Lofts	6.00
Assemblies with Mates and Limits	6.00
Drawings with Orthographic and Pictorial Views	2.00
Dimensioning, Annotation and Tolerancing	4.00
Graphic Standards	3.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
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
F. Lab Projects

Examples of Assignments

Reading Assignments

1. Read the chapter on the History of Engineering Graphics. Be prepared to discuss at our next scheduled class.
2. 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, complete the questions in the study guide and submit to the instructor.
2. After reading the preface and introduction to the ANSI Y14.5 standard, summarize in your own words (minimum 500 words) the scope of application of the standard to engineering graphics and submit to instructor.

Out-of-Class Assignments

1. Complete the study guide exercises and be prepared to review your results in groups in the next class session.
2. Use various online sources to research technical graphics in the fields of manufacturing, drafting, engineering, etc. View the online video entitled "Create an exploded view with SolidWorks 2011". Answer the following question: "How does an exploded view apply to the assembly development process?" Submit written answers (minimum 500 words) to the instructor in the next class session.

Recommended Materials of Instruction

Planchard, D. (2025). Engineering Graphics with SolidWorks 2025. *SDC Publications, 2025.* 9781630576943.
SolidWorks. *Dassault Systems, Current Academic Year.*

Zero Cost Textbook
Everything needed for the course will be provided in the form of PDF's, demonstration-driven lectures, and technical documentation.

Minimum Qualifications

Drafting
Engineering (Masters Required)

Created/Revised by: Manning, Phillip
Date: 04/06/2026

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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/1/24	Appendix:	9/3/26

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:	Erin Taylor	Title:	Administrative Assistant
Telephone:	(530)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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Willows Unified School District	**HIGH SCHOOL:**	Willows Community High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 10	**TOTAL PROJECTED FTES: 1**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	HLTH 2	Health & Wellness	Ferro, Anthony	Online	Online	CC	HS-Online
1	2027SP	CSL 20	Identity, Culture, & Education	Carlson, Devon	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
Health & Wellness	None	$0	N/A
Identity, Culture, & Education	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
WCS	Online/TBD	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 Community School 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	2@200 = $400	
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		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

HLTH 2 - Health and Wellness

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 focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety. Graded only. (C-ID PH 100).

Objectives

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

1. Describe the six dimensions of wellness (physical, emotional intellectual, social, spiritual, and environmental) and their interrelationship
2. Distinguish the difference between personal health and public health.
3. Apply the dietary recommendations to diet planning throughout the life cycle and in the promotion of fitness/physical activity, weight management, and disease prevention.
4. Identify fitness principles and exercise program components to improve cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.
5. Describe the role of stress and mental health in health promotion and disease prevention.
6. Recognize the stimulus leading to violence and be able to minimize its occurrence.
7. Describe the role of substance use and abuse in our society and its impact on the individual, the community, the economy and the social structure
8. Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood.
9. Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.
10. Examine the physiological, emotional, psychological and sexual aspects of aging.
11. Describe the inter-relationship between human beings and their environment.
12. Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence.
13. Analyze the health care delivery system, including inequities and discrepancies.
14. Interpret and evaluate health and medical information from general and subject specific library and web sources.

15. Communicate orally and in writing in the scientific language of the discipline.
16. Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Dimensions of health and wellness	3.00
Distinction between personal and public health	3.00
Nutrition	3.00
Exercise/Physical activity	3.00
Weight management	3.00
Mental health and disorders	5.00
Stress management	2.00
Alcohol, tobacco and other drugs	6.00
Violence and prevention	5.00
Reproductive health	3.00
Disease and prevention	5.00
Aging and the later years	3.00
Health care delivery and medical care	1.50
Environmental hazards and safety	1.50
Health and wellness information	4.00
Total Hours:	**51.00**

Methods of Instruction

A. Class Activities
B. Collaborative Group Work
C. Demonstrations
D. Discussion

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. Oral Presentation
B. Projects
C. Journal
D. Group Participation
E. Class participation
F. Written or Oral Examinations
G. Essays and research papers

Examples of Assignments

Reading Assignments

1. Review and evaluate information specific to various mental disorders that college students may face during their college career and be prepared to share in class.

2. Read the chapter on stress management techniques and highlight strategies that you think might work for you. Be prepared to share with the class.

Writing Assignments

1. Maintain a semester long journal noting behavioral changes specific to diet, social life and college strategies and success. Journal will be checked by the instructor throughout the semester.

2. Perform a series of short writes based on the current topics being discussed in class and share in small groups.

Out-of-Class Assignments

1. Perform a stress test at an outside agency and present all findings to the class.

2. Develop and distribute a drug/alcohol use and abuse survey to college age students, friends and random students.

Recommended Materials of Instruction

Sparling, Phillip B., Redican, Kerry J. (2017). iHealth: An Interactive Framework. *McGraw-Hill, 3rd*. .
Insel, Paul M., Roth, Walton T. (2017). Core Concepts in Health, Brief. *McGraw-Hill, 15th*. .

Minimum Qualifications

Health (Masters Required), or Physical Education (Masters Required)

Created/Revised by: Maday, Randy
Date:04/30/2018

Course Outline

2026-2027 Catalog

CSL 20 - Identity, Culture and Education

Catalog Description

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)

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

Course Description: Students will address the challenges and transitions associated with life and the college years. Issues related to diversity, gender and how each influences the individual and group physically, socially, personally, and educationally will be studied. This class will examine the psycho-social issues and the development of individual identities to advance learning in all American communities. Students will be exposed to educational theories that affect 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.

Objectives

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

1. Analyze and articulate identity as an integrated social, psychological and physiological being.
2. Examine how various cultures view and develop personal, academic and career goals. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
3. Examine and analyze the role of gender, ethnicity, and culture as it applies to the world of work, education, and in life.
4. Examine learning and critical thinking theories and their impact on personal, health, academic and life success.
5. Describe and evaluate the structure and purpose of higher education.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Understanding Self Within a Larger Structure (college, family, society)	6.00
• History of Education in the United States, impact on social structures and the individual within those structures • Education in California - history, structures, economic and social impacts • Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits • Influence and contributions of men/women to higher education • European influence on higher education • Higher education worldwide and its influence on Western society	
Influence of Money on Time and Education, Interpersonal Communication	15.00
Education and Time	
• Personality and cultural influences that impact one's concept and use of time • Personal use of time and its relation to one's values	
Money and Privilege	
• Privilege and money • Socioeconimic influence • Classism • Influence of money on higher education	
Interpersonal Communication	
• Verbal/non-verbal cues and how they are influenced by culture and sex • Active listening in men and women • Conflict resolution vs escalation of conflict • Assertive and passive communication	
Personal Growth, Assessment of Self, and Cultural Awareness	15.00
• Self-identity, locus of control, fear of failure, fear of success, self-talk, and creating alignment • Maslow's Theory Hierarchy of Needs related to values and stress	

Topics	Lec Hrs
• Assess personality type, aspects of identity, Erickson's Theory of Psychosocial Development, Tajfel's Theory of Social Identity, Marcia's Theory of Achievement of a Personal Identity • Investigate cultural, compare and learn about diverse cultural, social and religious groups represented within the local community • Assess oneself in terms of cultural exposure, awareness and development • Exploration of one's values, work-related interests, and academic interests • Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly • Examine the role of gender, ethnicity and culture as it applies to the world of work and life • Review and study areas where one can set goals. Review how goals can be influenced by race, gender, social class, and socioeconomic status	
Lifelong Learning and Constructing a Student Identity	6.00
• Assess and identify primary learning styles strategies • Brain function and memory including storage, retention and retrieval of information • Short-term and long-term memory principles as they apply to learning in college • Active versus passive learning behaviors • Emotional intelligence • Yosso's Cultural Wealth Model	
Physical and Mental Health	9.00

• Stress Awareness and Recognizing Stress
  ◦ Types of stressors and the effects they have on men and women
  ◦ Physiological and psychological signs and impact of stress
  ◦ Stress reducing behaviors and activities for all college students
• Alcohol, Nutrition
  ◦ Physical and social effects of alcohol
  ◦ College student drinking behavior and cultural influence on drinking
  ◦ Healthy nutrition for college students
  ◦ Eating disorders that affect men and women
• Depression, Self-esteem
  ◦ Physiological and psychological indicators of depression
  ◦ Treatment options for depression
  ◦ Coopersmith's Self-esteem Theory
  ◦ Self-Determination Theory
  ◦ Terror Management Theory, self-esteem cultural based	

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. Research directed through journal

Methods of Evaluation

A. Quizzes
B. Class participation
C. Written Assignments
D. Short papers
E. 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 and the influence on society. Be prepared to discuss how these current issues are affecting society and college campuses.

Writing Assignments

1. Read the chapter on diversity in the book "Blueprint for Success" and write a 1-2 page reaction on what diversity means to you. Also identify changes in higher education as it pertains to diversity on campus and changes in perspective that universities have taken concerning diversity.
2. After reviewing your results from the VARK assessment, write a 1.5-2 page paper on how you already use your top learning styles and how you could use them more. Please note and discuss any influences from your socioeconomic or cultural background that may have also influenced your learning style.

Out-of-Class Assignments

1. In small groups, prepare a presentation on self-identity and college students. Work with your small group to collect information and complete a 2-page paper. Be prepared to present your findings to the class.
2. Prepare a 2-3 page slide presentation on assigned topics to present in class. Explain how those topics affect college students. Topics will come from all modules of the class and all textbooks/handouts presented in class.

Recommended Materials of Instruction

Dillon, Dave. (2021). Blueprint for Success in College and Career. *OpenStax, OER.* 9781989014042.

Other Learning Materials

Free short readings from Psychology of Opression by David, E.J.R., 2020
Articles & Handouts distributed by Instructor Butte College Catalog, online or print version VARK Online Assessment

Minimum Qualifications

Counseling (Masters Required)
Education (Masters Required)

Created/Revised by: Soldate, John
Date: 05/01/2023

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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/22/24	Appendix:	8/27/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Glenn County Office of Education	**HIGH SCHOOL:**	William Finch Charter School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 40	**TOTAL PROJECTED FTES: 4**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	CDEV C1000	Child Growth/Development	Villalba, Margarita	TTh	09:20AM - 10:30AM	HS	HS
1	2026FA	CDF-12	Child/Family/Community	Villalba, Margarita	TTh	08:00AM - 9:15AM	HS	HS
1	2026FA	CDF-40	Observation and Assessment	Villalba, Margarita	TTh	12:15PM - 1:25PM	HS	HS
1	2026FA	CLP-101	Career Ed/Life Choices	Bobadilla, Marisol	TTh	1:30PM - 2:40PM	HS	HS
1	2027SP	MUS-20	Guitar I	Mullins, Freddy	MW	1:25PM - 2:15PM	HS	HS
1	2027SP	MUS-3	Music Fundamentals	Mullins, Freddy	MW	10:30AM - 11:50AM / 1:41 - 2:30	HS	HS
1	2026FA	MUS-52	Intro to Recording Techniques	Mullins, Freddy	MW	9:15AM - 10:30AM	HS	HS
1	2026FA	PHO-4	Beginning Digital Photography	Mullins, Freddy	TTh	1:30PM - 2:40PM	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
Child Growth/Development	Child, Family, and Community by Rebecca Laff	$0	N/A
Child/Family/Community	Understanding the Whole Child: Prenatal Development through Adolescence	$0	N/A
Observation and Assessment	None	$0	N/A
Career Ed/Life Choices	Career Choices and Changes	$0	N/A
Guitar I	Alfred's Basic Guitar Method 1 (Third Edition), By Morty Manus and Ron Manus	$0	N/A
Music Fundamentals	Instructor curated materials and selected open-access online resources	$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

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	15	M-F	8:00 - 3:30PM
WFC	129	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

GLENN COUNTY OFFICE OF EDUCATION

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	8@500, 3@100 = $4,300		
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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

CDEV C1000 - Child Growth and Development

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:
Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories. (C-ID CDEV 100).

Objectives

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

1. Identify the typical progression of development across all domains.
2. Describe the impact of multiple factors on development and well-being, including those related to biology, environment, culture and social interactions.
3. Summarize major theories of child development.
4. Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.
5. Differentiate characteristics of typical and atypical development.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	**Lec Hrs**
1. Contemporary and historical theories of Child Development and Learning from a diverse representation of scholars.	51.00
2. Influences on Development	
a. Biological factors	
i. Heredity and genetics	
ii. Maturation	
b. Environmental influences	
c. Supporting optimal development in school and at home	
d. Contexts of development	
i. Cultural	
ii. Socio-Economic	
iii. Historical perspectives	
Total Hours:	**51.00**

iv. Societal

e. Other influences including, but not limited to:

i. Family and parenting

ii. Schools and teachers

iii. Community support and resources

iv. Socio-political climate

v. Multi-generational impacts

3. Typical and Atypical Development from conception through Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence

a. Conception, prenatal development, and birth

i. Influences on healthy conception, development, and birth

ii. Cultural variations

iii. Newborn care

b. Physical

i. Growth and health

ii. Brain development

iii. Fine and gross motor

iv. Gender and sexuality

c. Cognitive

i. Learning differences and neurodiversity

ii. Value of play

iii. Memory

iv. Processing skills

v. Moral development

vi. Language

vii. Mono and multilingual learners

viii. Literacy development

d. Socioemotional

i. Temperament

ii. Attachment

iii. Relationships

1. Peers and Friendships

Topics	Lec Hrs
2. Families	
iv. Role of play	
v. Self-Concept	
vi. Self-Esteem	
vii. Identity	
viii. Self-Regulation	
ix. Influence of guidance and discipline	
4. Risk Factors Including, but not limited to:	
a. Forms of abuse and neglect	
b. Trauma	
c. Housing and food insecurity	
d. Substance abuse and addictions	
e. Mental health	
5. Observing Children: How and why	
a. Methodology	
b. Objective and subjective reporting	
c. Ethical considerations	
Total Hours:	**51.00**

Methods of Instruction

A. Class Activities
B. Collaborative Group Work
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

Methods of Evaluation

A. Methods of evaluation are at the discretion of local faculty. Representative samples may include but are not limited to:
1. Exams or quizzes that demonstrate the students' competencies related to theories of development, research methods, historical perspectives on child development, ethical issues, and recent trends in the field.
2. Research papers, essays, and/or group projects that demonstrate students' ability to trace human development from conception through adolescence, analyze specific theories in child development, compare and contrast physical, cognitive, and psychosocial development norms and deviations from typical development and analyze historical perspectives related to child development.
3. Participation in class discussions, written assignments, reflective practice activities, group projects, observations, and/or interviews.

Examples of Assignments

Reading Assignments

1. Select a major child development theorist and complete a 1-2-page scholarly literature review.

ATTACHMENT 1

2. Locate two scholarly articles on attachment theory. Read the articles and write a 1-2-paper on attachment theory.

Writing Assignments

1. Select a major theorist in child development and summarize the theorist in a 1-2-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. Visit a local preschool or elementary school to observe children at play. During your observation, identify and document examples of play using Parten's categories of social play and/or Piaget's cognitive play categories. Note when each type of play occurs, observe any differences across children, and pay attention to how children do or do not appear to be learning from one another. Alternative options to complete this assignment will be identified in the instructions.
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

Berk, L. (2022). Infants, Children, and Adolescents. *Sage Publications, 9th*. 978-1071895061.
Fuligni, A. S., Fuligni, A. J., & Bayne, J. (2024). Scientific American: Child and Adolescent Development. *Worth, 1st*. 978-1319537012.
Arnett, J., & Maynard, A. (2019). Child Development: A Cultural Approach. *Pearson Education, Inc, 2nd*. 9780136636656.
Berger, K. (2023). The Developing Person Through Childhood and Adolescence. *Worth Publishers, 13th*. 978-1319541088.
Rathus, S. (2022). Childhood and Adolescence: Voyages in Development. *Cengage, 7th*. 9780357374108.
Santrock, John W. (2024). Children. *McGraw-Hill, 15th*. 9781264925377.

Zero Cost Textbook
Paris, J., et al. (2024). Child Growth and Development. (OER).
https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson)

Other Learning Materials
Texts used by individual institutions and even individual sections will vary.
Canvas Commons: Child Development and Development OER Resources
https://lor.instructure.com/resources/f8337e8772314b1b953e2c06d8fc050a

Minimum Qualifications

Child Dev/Early Childhood Ed

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

Date:11/03/2025

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

Topics	**Lec Hrs**
Theoretical frameworks of socialization	4.00
Influences of school and the system of education • 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

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)

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 40 - Observation and Assessment

Transfer Status: CSU

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 introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences is emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. (C-ID ECE 200).

Objectives

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

1. Differentiate between various observation and assessment tools according to their purpose and validity.
2. Demonstrate basic formative and summative assessment techniques.
3. Apply knowledge of development and other influencing factors to interpret observations and assessments.
4. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
5. Discuss logistical challenges, biases, and preconceptions about observing and assessing children.
6. Demonstrate how observation and assessment are used to plan for and adjust learning experiences.
7. Describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.
8. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	**Lec Hrs**
Observation and Assessment Based on Theories of Child Development and Learning • California Infant-Toddler Learning and Development Foundations • California Preschool Learning Foundations	5.00
Tools of Observation and Assessment • Purpose and use • Current and historic • National tools such as the Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS), and Quality Rating Improvement System (QRIS) • State tools such as the Desired Results Developmental Profile (DRDP), and the resources of the California early care and learning systems.	5.00

Observation and Reporting
• Formal and informal
• Legal and ethical responsibilities
• Confidentiality
• Data collection methods such as direct observation, time and event samples, interviews, questionnaires, and rating scales
• Reporting methods such as anecdotal records, running records, checklists
• Subjective and objective reporting
• Qualitative and quantitative
• Documentation
  ◦ Types
  ◦ Purposes
	21.00

Total Hours:	**51.00**

Topics	Lec Hrs
Impact of Situational Factors in the Process of Observation and Assessment ATTACHMENT 1 • Factors outside of the school setting • Demographics, cultural background, and perspectives • Observers' cultural perspectives, expectations, and personal bias	5.00

Use of Observation and Assessment to:
• Monitor children's health, well-being, development, and learning
• Determine, plan, and adjust teaching strategies and curriculum to meet:
  ○ Various content and curriculum purposes
  ○ Child's interests, skills, and abilities
  ○ First and dual-language learners
  ○ Environmental design needs
  ○ Guidance and behavior needs
• Inform referral and intervention
	5.00

The On-Going Cycle of Curriculum Development • Observation • Planning • Implementation • Assessment • Reflection	5.00
Collaboration with Families and Professionals • Use of assessment data • Promoting family involvement • Referral processes • National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct • Recordkeeping • Rights of children and families	5.00
Total Hours:	**51.00**

Methods of Instruction

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

Methods of Evaluation

A. Quizzes
B. Portfolios
C. Oral Presentation
D. Journal
E. Industry-standard observation and evaluation instruments

Examples of Assignments

Reading Assignments

1. Read about various observation-based assessment tools, and prepare to discuss their purpose, validity, benefits, and challenges.
2. Read about and practice using basic formative and summative assessment techniques.

ATTACHMENT 1

Writing Assignments

1. Write a 2-3 page double-spaced paper analyzing the logistical challenges, biases, and preconceptions about observing and assessing children, which includes references to Developmentally Appropriate Practice and Anti-Bias Education.
2. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum, and document them in a 2-3 page paper using language that is specific, observable, and measurable.

Out-of-Class Assignments

1. Create portfolios or other methods of documentation that demonstrate the ability to effectively collect data on groups of children and apply theories of child development and submit to the instructor.
2. Interview an early childhood provider on the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data. Share your results with the class.

Recommended Materials of Instruction

Wortham, S. (2019). Assessment in Early Childhood Education. *Pearson/Merrill, 8th*. 978-0135206522.
Nilsen, B. (2023). Week-by-Week. *Cengage, 8th*. 9780357625620.
Deb Curtis. (2017). Really Seeing Children. *Red Leaf Press, 1st*. 9780942702644.

Other Learning Materials
Resources for Infant Educarers
California Preschool Learning Foundations
California Infant/Toddler Learning and Development Foundations
California Preschool Curriculum Framework

Minimum Qualifications

Child Dev/Early Childhood Ed

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

Date:05/19/2025

Course Outline

2026-2027 Catalog

CLP 101 - Career, Education and Life Choices

Catalog Description

Transfer Status: NT

Unit(s): 3.00

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

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

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. Document preliminary career research from online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Demonstrate the ability to overcome obstacles and refine personal goals using basic problem-solving techniques.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop 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**

Methods of Instruction

A. Class Activities
B. Group Discussions
C. Guest Speakers
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. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments
F. Final Project

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 about 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 your envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

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

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2019). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 6th.* 978-1-878787-97-5.
Bingham, Mindy. (2022). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 6th.* 978-1-878787-97-5.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations
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.

Minimum Qualifications

Business (Masters Required)
Child Dev/Early Childhood Ed
Coaching
Counseling (Masters Required)
Education (Masters Required)
Family and Consumer Studies/Home Economics (Masters Required)
Family & Cons Study/Home Ec
Child Development/ (Masters Required)

Created/Revised by: Donnelly, Brian
Date: 10/21/2024

Course Outline

2026-2027 Catalog

MUS 20 - Guitar I

Catalog Description

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: This course offers personalized study of guitar techniques and repertoire at the beginning level. It emphasizes essential fundamentals including posture, hand position, fingering, rhythm, chords, strumming, reading music, chord progressions and playing acoustic guitar songs. No prior experience necessary.

Objectives

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

1. Demonstrate appropriate blend and balance when performing with another musician.
2. Demonstrate accurate rhythmic execution in performances.
3. Perform the correct pitches with precise intonation.
4. Execute articulation, dynamics, phrasing, and expression that are appropriate to the selected repertoire.
5. Create and perform improvised solos as appropriate.
6. Memorize and accurately perform selected pieces from the repertoire, demonstrating proficiency as appropriate to the performance medium and artistic tradition.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
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	Lab Hrs
Reading guitar tablature and symbols as well as standard musical notation; how they compare.	4.00
Country and folk accompanyment 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**

Methods of Instruction

A. Collaborative Group Work
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

Methods of Evaluation

A. Exams/Tests
B. Final Examination
C. Performance Examinations
D. Short papers
E. Subjective judgment of improvement determined by instructor

Examples of Assignments

Reading Assignments

1. Read selected chapters from the assigned textbook that cover the fundamentals of guitar playing. Write a 750-word summary that should include an overview of the guitar parts and their functions, an explanation of the importance of proper posture and hand positioning to avoid strain, a summary of essential music theoretical concepts such as scales and chords, and an introduction to reading musical notation.
2. Read selected excerpts from the course textbook and articles from guitar magazines like Guitar Player or Guitar World. The focus areas will include essential guitar techniques, basic music notation, various picking styles, finger placement for chords, and an introduction to reading both tablature and standard notation. Prepare a 2-3-page report summarizing your key learnings from the readings.

Writing Assignments

1. Attend or experience a live guitar performance—this could be a concert, open mic night, or a streamed performance online. After the event, write a 1500-word reflection that captures your experience, including details about the performance such as the artist or band, the style of music, the venue, and your overall impressions.
2. Research a famous guitarist who has made a significant impact on the music world. Choose a guitarist from any genre, explore their life, career, and contributions to guitar playing and music as a whole. Write a 750–1000-word paper, properly cited, and include at least three sources.

Out-of-Class Assignments

1. Maintain a practice journal over the course of two weeks. The journal will help track your progress, set specific goals, and reflect on your practice sessions. At the end of the two-week period, submit your practice journal for review. Include a brief summary of your overall experience and any key insights gained from this activity.
2. Conduct research on a guitar technique or musical style of your choice. This assignment will encourage a deeper understanding of the subject and its application in guitar playing. Select a specific guitar technique (e.g., fingerpicking, barre chords, sweep picking) or a musical style (e.g., blues, jazz, rock, classical). Submit a written summary of your research (500-750 words) along with your presentation notes. Include citations for your sources.

Recommended Materials of Instruction

Nelson, T. (2020). Memorize & Master the Guitar Fretboard in 14 Days: Daily Lessons for Memorizing & Navigating the Guitar Neck. *Independently published, 1st.* 979-8661211798.
Hite, A. (2021). Music Theory for Guitar: Level One. *Independently published, 1st.* 979-8509099786.
Guitar Head. (2020). Guitar Exercises for Beginners: 10x Your Guitar Skills in 10 Minutes a Day. *Independently published, 1st.* 979-8673965283.

Other Learning Materials

Guitar in playable condition, flatpick, and music notation book

Minimum Qualifications

Music (Masters Required)
Commercial Music

Created/Revised by: Elke, David
Date: 09/22/2025

Course Outline

2026-2027 Catalog

MUS 3 - Music Fundamentals

Catalog Description

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)

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

Course Description: An introduction to the fundamentals of Western music with emphasis on theoretical concepts and practical applications. Topics include the six basic elements of music (pitch, rhythm, timbre, dynamics, texture, form), staff notation, scales, intervals, basic tonal harmony and musicianship, and basic music technology. Students develop skills in music notation with emphasis on handwritten notation, critical listening, and creativity with sound. The course integrates diverse musical examples to explore the fundamentals of Western music while providing hands-on experience with basic music technology, performance, and composition. (C-ID MUS 110).

Objectives

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

1. Write, recognize, and perform basic elements of diatonic tonal music in staff notation, including pitch and rhythm.
2. Identify and construct major and minor scales, key signatures, intervals up to the octave, and diatonic triads and seventh chords.
3. Identify simple and compound meters and demonstrate the ability to perform basic rhythmic patterns.
4. Discuss essential music technology concepts.
5. Analyze music to describe it in terms of musical elements and cultural concepts.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Staff notation: treble and bass clefs, grand staff, and ledger lines	6.00
Half and whole steps: accidentals, and pitch on keyboard	3.00
Introduction to fundamental musical elements: pitch, rhythm, timbre, dynamic, texture, and form	6.00
Intervals	6.00
Simple and compound beats, meters, and time signatures	6.00
Diatonic triads and seventh chords	6.00
Major and minor scales	6.00
Introduction to music technology, including music notation software and digital audio workstations (DAWs)	6.00
Introduction to critical thinking in music, including the application of musical elements to style, with consideration of broader cultural and historical contexts	6.00
Total Hours:	**51.00**

Methods of Instruction

A. Class Activities
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

Methods of Evaluation

A. Exams/Tests
B. Projects
C. Homework
D. Written Assignments
E. Short papers
F. Class Discussion

Examples of Assignments

Reading Assignments

1. Read Cook's article "An Imaginary Object" and take a moment to reflect on what music means to you, and then explain what you believe music is. Share your findings with the class.
2. Review the lecture and lecture slides, then visit the "Open Music Theory" website and review its page on intervals. Point out at least two concepts that you found more clearly explained on the website compared to the lecture videos and slides, and in a few sentences, explain why you find the website's explanation clearer.

Writing Assignments

1. Write a 1-page informative essay about your musical self. You will find a list of helpful questions posted online that can help prompt your thoughts regarding your current music knowledge.
2. Develop a 1-page written listening guide for a song or piece of music of your choice. A listening guide is a visual and text representation of a song or piece of music that allows you to understand the overall structure. Incorporate course terminology and concepts in the guide.

Out-of-Class Assignments

1. Notate all the specific intervals above the given pitches. Start with finding the correct letter name (numerical name), and then add accidentals to adjust the quality as needed.
2. In each example provided below, incorrect beamings are marked for you. Rewrite the rhythms with correct beaming.

Recommended Materials of Instruction

Takesue, S. (2025). Music Fundamentals: A Balanced Approach. *Routledge, 4th.* 9781032290447.

Clendinning, J.P., Marvin, E.W., & Phillips, J. (2023). The Musician's Guide to Fundamentals. *W. W. Norton & Company, 3rd.* 9781324046059.

Henry, E., Snodgrass, J., & Piagentini, S. (2021). Fundamentals of Music: Rudiments, Musicianship, and Composition. *Pearson, 7th.* 9780134491387.

Zero Cost Textbook

Gothman, M., et al. (2023). Open Music Theory, Version 2. (OER). https://viva.pressbooks.pub/openmusictheory/

Other Learning Materials

Blank music staff paper

Minimum Qualifications

Music (Masters Required)

Created/Revised by: Heimlich, Ryan
Date: 05/04/2026

Course Outline

2026-2027 Catalog

MUS 52 - Introduction to Recording Techniques

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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	Lec Hrs
The recording chain and signal flow basics.	2.00
Elements of sound and audio theory.	3.00
Studio acoustics and design.	2.00
Equipping a studio.	1.00
Monitoring in the studio and artist mixes.	2.00
Microphone types and features.	4.00
Microphone recording techniques.	5.00
Analog/Hybrid studio recording techniques.	3.00
Effects and signal processors.	3.00
Analog and digital mixing consoles.	3.00
Studio production techniques.	4.00
Microphone Pre-amps features and uses.	2.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Recording studio overview and introduction.	2.00
Setup recording and monitoring for single instrument recording.	2.00
Setup recording and monitoring for two sources. Record, playback, SSL and signal flow.	3.00
Microphone properties and uses.	3.00
Gain staging.	3.00
Microphone placement technique for acoustic guitar, electric guitar, grand piano, drums, bass and vocals.	15.00
Class song project.	6.00
Using compressors on recordings.	3.00
Signal flow via patch bays.	3.00
Signal flow via analog and digital consoles.	6.00
Analog and digital post-production mixing.	5.00
Total Hours:	**51.00**

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. Research Projects
C. Projects
D. Homework
E. Lab Projects
F. Practical Evaluations
G. Group Participation

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. (2023). The Recording Engineers Handbook. *Bobby Owinski Media Group, 5th.* 978-1946837189.

Minimum Qualifications

Commercial Music
Music (Masters Required)

Created/Revised by: Elke, David
Date: 05/20/2024

Course Outline

2026-2027 Catalog

PHO 4 - Beginning Digital Photography

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 34.00 Contact hours/68.00 Out of class hours/102.00 Total hours/2.00 Unit(s)
Lab: 51.00 Contact hours/0.00 Out of class hours/51.00 Total hours/1.00 Unit(s)
Total: 85.00 Contact hours/68.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
Total Hours:	**34.00**

Lab

Topics	Lab Hrs
Introduction to the Lightroom Workspace	3.00
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

Topics	Lab Hrs
Final Critique	3.00
Total Hours:	**51.00**

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. Multimedia Presentations
F. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. Review the artist monographs and websites on the instuctor's list. Choose two artists whose work inspires your image choices for your final portfolio. Create a written outline for a 5-10 minute in-class oral presentation 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. *Pearson, 4th.* 978-0134526034.
Hirsh, R. (2015). Exploring Color Photography. *Routledge, 6th.* 978-0415730952.

Minimum Qualifications

Photography (Masters Required)
Art (Masters Required)
Photo Tech/Commercial Photo

Created/Revised by: Smallhouse, Sara
Date: 05/05/2025

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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/1/24	Appendix:	9/3/26

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:	Shelby Jones	Title:	Administrative Assistant
Telephone:	(530) 934-6600	Email:	sjones@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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Willows Unified School District	**HIGH SCHOOL:**	Willows High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 260	**TOTAL PROJECTED FTES: 26**

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	AB-20	Careers in Ag/Env Sci/Nat Res	Alves, Staci	MW	1:07PM - 1:57PM	HS	HS
1	2026FA	AB-26	Intro to AG Business	Alves, Staci	MTThF	12:13PM - 1:03PM	HS	HS
1	2027SP	ANTH-13	Magic, Witchcraft & Religion	Frawley, Susan	MW	1:15 - 2:45PM	CC	HS
1	2027SP	ANTH-13	Magic, Witchcraft & Religion	Frawley, Susan	TTh	1:15 - 2:45PM	CC	HS
1	2026FA	EH-20	Intro to Environmental Horticulture	Alves, Staci	MTThF	10:49AM - 11:39AM	HS	HS
1	2026FA	ENGL-C1000	Academic Reading and Writing	Vera, Austin	TTh	1:15 - 2:45PM	CC	HS
1	2026FA	ENGL-C1000	Academic Reading and Writing	Wright, Hayden	MW	1:15 - 2:45PM	CC	HS
1	2027SP	ENGL-C1002	Introduction to Literature	TBA	MW	1:15 - 2:45PM	CC	HS
1	2027SP	ENGL-C1002	Introduction to Literature	TBA	TTh	1:15 - 2:45PM	CC	HS
1	2027SP	MUS 1	Music Appreciation	Winslow, Roxanne	MTThF	1:07PM - 1:57PM	HS	HS
1	2027SP	PSY 15	Lifespan Psychology	Valle, Heather	Online	Online	CC	HS-Online
1	2027SP	PSY 15	Lifespan Psychology	Valle, Heather	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
Careers in Ag/Env Sci/Nat Res	Online Curriculum	$0	N/A
Intro to AG Business	Online Curriculum	$0	N/A
Magic, Witchcraft & Religion	None	$0	N/A
Intro to Environmental Horticulture	Instructor curated materials and selected open-access online resources	$0	N/A
Academic Reading and Writing	None	$0	N/A
Introduction to Literature	None	$0	N/A
Music Appreciation	Instructor curated materials and selected open-access online resources	$0	N/A
Lifespan Psychology	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
WHS	7	M-F	8:00AM – 3:00PM
WHS	601	M-F	8:00AM – 3:00PM
WHS	205	M-F	8:00AM – 3:00PM
WHS	701	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

WILLOWS UNIFIED SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount: 4@500, 2@100 = $2,200		
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		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.

Course Outline

2026-2027 Catalog

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

Catalog Description

Transfer Status: CSU

Unit(s): 1.00

Lecture: 17.00 Contact hours/34.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 17.00 Contact hours/34.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

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 career goals and create a plan to achieve these goals.
3. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Methods of Instruction

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

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. Alternative options to complete this assignment will be identified in the instructions.
2. Use resources in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you. Alternative options to complete this assignment will be identified in the instructions.

Recommended Materials of Instruction

Zero Cost Textbook

Bortot, L. & Employment Support Centre Algonquin College (2021). Be the Boss of Your Career: A Complete Guide for Students & Grads. (OER). https://ecampusontario.pressbooks.pub/bethebossofyourcareer/

Minimum Qualifications

Ag Business And Related Serv.
Agriculture (Masters Required)
Ornamental Horticulture

Created/Revised by: Vazquez, Jacob
Date: 02/09/2026

Course Outline

2026-2027 Catalog

AB 26 - Introduction to Agriculture Business

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

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

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

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.
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.
7. Identify and explain the four functions of management and how they relate to the agribusiness organization.

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 d. Types of business structure e. Managing the agribusiness	8.50
Management a. Planning b. Leading c. Organizing d. Controlling	8.50
Human Resource Management a. The role of the agriculture manager b. Agriculture employee motivation c. Team and team building d. Labor relations	8.50
Financial Management and Control of Agribusiness a. General business economics b. Overview of financial statements	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
Managerial Problem Solving in Agriculture a. Diagnosis of the situation b. Generating alternative c. Evaluating alternatives d. Selecting the best alternative	8.50

Topics	Lec Hrs
e. Implementing the alternative f. Evaluation of results	
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. Reading Assignments

Methods of Evaluation

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

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 2-3 page research 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 2-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

Akridge, J. T., et al. (2026). Agribusiness Management. *Routledge, 7th.* 9781032784038.

Zero Cost Textbook

Anonymous. Exploring Business. (OER). https://biz.libretexts.org/Bookshelves/Business/Introductory_Business/An_Introduction_to_Business

Minimum Qualifications

Ag Business And Related Serv.
Agriculture (Masters Required)

Created/Revised by: Vazquez, Jacob
Date: 02/09/2026

Course Outline

2026-2027 Catalog

ANTH 13 - Magic, Witchcraft and Religion

Catalog Description

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)

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

Course Description: This course is a cross-cultural study of the forms and functions of supernatural beliefs and rituals in contemporary and historical societies. Various methods, theories, and models from anthropology and related social sciences are applied to the cross-cultural study of belief systems. An anthropological perspective, emphasizing holism and cultural relativism, is taken to demonstrate how belief in supernatural forces reflects other cultural patterns of behavior and thinking, such as subsistence practices, social organization, and cultural change. Students will gain a comparative understanding of diverse belief systems and their cultural significance.

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.(i.e. belief systems).
2. Identify and critically analyze the work of scholars who have studied religious belief systems from an anthropological perspective.
3. Explain anthropological approaches to change in supernatural belief and practices as a result of cultural contact, with a particular emphasis on colonialism, transnationalism or globalization.
4. Explain anthropological approaches to the politics of the religious and cultural identities in wider, socio-cultural contexts.
5. Integrate the role of belief and ritual into an understanding of other aspects of society, including economics, social organization, subsistence cycles, political organization, and medical and curing practices.
6. Interpret and describe differing religious and magical belief systems in a relativesitc and holistic manner using ethnographic and/or historical examples.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Anthropology: Foundational Concepts and Field Methods	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, such as analytical, functional, structural, and symbolic approaches. Concepts of Culture, including discussions of foundational scholars like Franz Boas, Ruth Benedict, EB Tylor, and others	5.00
Shamans, Priests, and Prophets: Religious Practitioners from a Crosscultural Perspective	4.00
Subsistence, Social Organization, and Other Aspects of Culture: evaluating the interconnectedness between belief systems and other elements of culture	12.00
Religion and Healing: Traditional Healers as Religious Practitioners	4.00
Witches, Ghosts, Demons and Ancestors	4.00
Religious Adaptation and Change: revitalization movements, messianic movements, new religious movements, and the association with culture change	4.00
Religion and Culture Contact	4.00
Religion and Conflict: fundamentalism, terrorism, violence, and peace as evidenced in selected contemporary issues such as conflict in Northern Ireland and the Middle East	4.00
Total Hours:	**51.00**

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. Problem-Solving Sessions

Methods of Evaluation

A. Exams/Tests
B. Quizzes
C. Research Projects
D. Essays and research papers

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

1. After a discussion of the importance of myth and its role in supernatural belief systems, and cultural systems more broadly, apply the principles of analyzing myths to original examples. To do this, find your own myth. Bring the myth to the next class session for group work, where we will select a myth to apply the several established paradigms and perspectives to make sense of the myth. These paradigms are: a. Functionalism b. Structuralism c. Symbolic or Interpretive d. Culture and Power Perspective. Share your group work out with the class and lead the way for a discussion of the major paradigms in thinking about mythology and religion in general.
2. Healing and medicine are often connected with and dependent upon religious beliefs. Please use your supplemental text as well as one source from the Butte College Library to discuss the ways in which healing and medicine are intertwined with belief systems. Compare and contrast your examples with mainstream American ideas of healing and medicine. Please bring a list of 5 examples from your research and critical analysis to class to discuss with your classmates.

Recommended Materials of Instruction

Hicks, David ed. (2010). Ritual and Belief: Readings in the Anthropology of Religion. *AltaMira, 3rd.* 9780759111561.
Rebecca L. Stein and Philip L. Stein. (2025). The Anthropology of Religion, Magic, and Witchcraft. *Routledge, 5th.* 9781032572994.
Pamela Moro. (2012). "Magic, Witchcraft, and Religion: A Reader in the Anthropology of Religion". *McGraw Hill, 9th.* 978-0078034947.

Zero Cost Textbook

Amanda Zunner-Keating, Madlen Avetyan, and Ben Shepard. Beliefs: An Open Invitation to the Anthropology of Magic, Witchcraft, and Religion (OER)
https://socialsci.libretexts.org/Bookshelves/Anthropology/Cultural_Anthropology/Beliefs%3A_An_Open_Invitation_to_the_Anthropology_of_Magic_Witchcraft_and_Religion_(Zunner-Keating_Avetyan_and_Shepard)

Minimum Qualifications

Anthropology (Masters Required)

Created/Revised by: Bynoe, Cynthia
Date: 12/02/2024

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	Lec Hrs
The ‘Green Industry’ in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
The ‘Green Industry’ in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

Plant Propagation	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

Created/Revised by: Wilmarth, Jared
Date:02/23/2015

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 ommitted 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)

Course Outline

Catalog Description

ENGL C1002 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

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:
In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature. (C-ID ENGL 120).

Objectives

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

1. Interpret and analyze a variety of diverse texts.
2. Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
3. Define common literary terms and apply them to the analysis of specific texts.
4. Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
5. Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
• A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.	51.00

Total Hours: 51.00

Topics **Lec Hrs**

- Literary terminology, devices, and critical approaches.
- Active and critical reading strategies.
- Writing and thinking critically about literature, including literary analysis.
- Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.
- The research paper, use of the library, and investigative techniques
    - How to generate our own ideas
    - How to use the ideas of other scholars
    - Using MLA style
    - 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
    - The literary canon: Diversity and Controversy
    - 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
- Literary terms
    - Tone and mood
    - Literal and non-critical statement
    - Explicit and implicit statement
    - Purpose, attitude, meaning
    - Connotation, irony, satire, sarcasm, humor
    - Diction, figurative language and symbol and their influences on theme and audience
- Critical approaches to literature
    - Political and socio-economic approaches
    - Feminist and Queer
    - Geographical
    - Ethnic and Cultural
    - Historical
    - Ecological
    - Psychoanalytical
    - Postcolonial
    - Biographical
    - Mythological

Total Hours: 51.00

Topics **Lec Hrs**

- Structuralism and Poststructuralism

- The history, themes, context and elements of various modalities of literature, such as:
  - Short stories
  - Drama
  - Novels
  - Poetry
  - Film

Total Hours: 51.00

Methods of Instruction

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

Methods of Evaluation

A. Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Examples of Assignments

Reading Assignments

1. Read James Wright's "Saint Judas" and evaluate his use of allusion and the sonnet form in a minimum 300-word short writing.

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 an online discussion post of at least 100 words 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. Alternative options to complete this assignment will be identified in the instructions.

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 a minimum two page 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, M. (2024). The Compact Bedford Introduction to Literature. *Macmillan, 13th*. 9781319331825.
Barnet, Sylvan, et al. (2010). An Introduction to Literature. *Longman, 16th*. 978-0205633098.
Mays, K. (2024). The Norton Introduction to Literature. *Norton, 15th*. 9781324085898.
DiYanni, R. (2007). Literature, Approaches to Fiction, Poetry, and Drama. *McGraw-Hill, 6th*. 978-0077974916.
Gardner, Janet E. (2025). Reading and Writing About Literature. *Macmillan, 6th*. 9781319474072.
Harmon, W. (2012). A Handbook to Literature. *Pearson, 12th*. 9780205024018.
Kennedy, X. et al. (2019). Backpack Literature. *Pearson, 6th*. 9780134756790.
Hacker, D. & Sommers, N. (2024). A Writer's Reference. *MacMillan, 11th*. 978-1319413002.

Modern Language Association of America. (2021). The Modern Language Association. *9th, 9th*. 978-1603293518.

Other Learning Materials

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Full-length novels or other separately published works.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

English (Masters Required)

Created/Revised by: MacKinnon, Mary Katherine

Date:11/03/2025

Course Outline

2026-2027 Catalog

MUS 1 - Music Appreciation

Catalog Description

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)

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

Course Description: A survey of art music in western civilization. Topics studied include but are not limited to elements of music, basic musical forms, music periods, styles, and the role of music and musicians in the western world. Students will develop active listening skills and explore music's connections to history, culture, other art forms, and the interplay of global musical traditions. (C-ID MUS 100).

Objectives

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

1. Identify musical instruments and ensembles.
2. Recognize and compare major eras, styles, composers, and works of Western art music.
3. Use active listening skills to analyze and evaluate musical performances critically, considering their artistic, cultural, and historical significance.
4. Discuss music within its historical, cultural, and societal contexts.
5. Apply appropriate musical terminology to identify and analyze the fundamental elements of music—pitch, rhythm, texture, form, timbre, and dynamics.
6. Examine the interplay between Western and non-Western musical traditions and how they have influenced each other over time.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Music Fundamentals	6.00
• The elements of music: melody, rhythm, texture, form, timbre, and dynamics • Introduction to musical terminology and its application in listening and analysis • Overview of active listening techniques for deeper engagement with music	
Musical Instruments and Ensembles	3.00
• Identification of instrument families • Overview of ensembles • Cultural roles and significance of instruments in Western and non-Western traditions	
Evaluation of Musical Performances	3.00
• Techniques for analyzing live and recorded performances • Evaluating artistic intent, cultural context, and emotional impact • Listening practice with a variety of genres and styles	
The Intersection of Western and Non-Western Music	6.00
• Interactions and influences between Western and non-Western music traditions • Cross-cultural collaborations in modern music • The evolution of music into a global medium, blending traditions and styles across cultures	
The Development of Western Art Music	27.00
• Major eras of Western music: Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Blues, Jazz, Rock, Hip Hop and Rap, and Popular • Key composers and works in each era and their historical/cultural significance • Evolution of musical styles, forms, and innovations across periods	
Music in Historical and Cultural Contexts	3.00
• How music reflects and influences societal events and movements • The role of music in rituals, politics, and social change • Case studies: music of the Civil Rights Movement, protest songs, and national anthems	
Music and Other Art Forms	3.00

Topics	Lec Hrs
• Connections between music and visual art, literature, and theater • The role of music in film, dance, video games, and multimedia	

Total Hours: 51.00

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. Lecture
E. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Research Projects
C. Class participation
D. Final Examination
E. Written Assignments
F. Evaluation of live performance

Examples of Assignments

Reading Assignments

1. Read a biography of a composer of your choice and write a short one-page summary 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 one of the assigned eras and prepare a two-page critical analysis of the music. Be prepared to discuss your findings in class.
2. For this assignment, create a playlist featuring at least 10 selections from various historical periods and genres covered in the course, including pieces from the Medieval and Renaissance periods through to modern Hip Hop & Rap. Alongside your playlist, write a 900-word paper explaining your selections and reflect on how they relate to your personal interests and course content. In your paper, discuss how the course has shaped your musical preferences and deepened your understanding of different genres. Highlight how the chosen pieces resonate with you, exploring what impacted your musical journey and how your appreciation of music has evolved throughout the course.

Out-of-Class Assignments

1. Attend a live or online concert and write a 600-word detailed review that analyzes the performance from multiple angles. Start by providing context for the concert, including the venue, the performers, and the atmosphere of the event. Focus on the musicians' technical proficiency, discussing their skill, interpretation, and overall execution of the repertoire. Examine how well they engaged with the music and each other, and note any standout soloists or memorable moments. Reflect on the balance between instruments, sound quality, and the use of dynamics and phrasing. Pay attention to the audience’s reactions and how the performance affected you personally, whether it met your expectations or surprised you in some way. Conclude your review by summarizing the impact of the concert, considering both the technical and emotional elements that made it a unique experience. The goal is to provide a thoughtful, balanced critique that captures the essence of the performance in a clear and engaging manner.
2. Work in small groups to select and research a specific era of music, such as the Baroque, Classical, Romantic, or 20th Century. Prepare an in-class group presentation focused on two main areas: the evolution of musical forms during that era and the use of instruments. In discussing musical forms, the presentation should highlight how different structures, like the symphony, sonata, or concerto, developed over time and their significance in the era. For the use of instruments, the group will examine how instruments were used, evolved, or innovated during the period, noting any advancements in instrument design or technique. The presentation should be both informative and engaging, incorporating examples of key composers and pieces that illustrate these developments.

Recommended Materials of Instruction

Roger Kamien. (2025). Music: An Appreciation. *McGraw Hill, Updated Release.* 9781264933907.

Zero Cost Textbook

Clark, N. Alan; Heflin, Thomas; Kluball, Jeffrey; and Kramer, Elizabeth, "Understanding Music: Past and Present" (2015). Fine Arts Open Textbooks. 1.

https://oer.galileo.usg.edu/arts-textbooks/1

Other Learning Materials

Recordings, listening examples, performances, and readings as provided by instructor

Minimum Qualifications

Music (Masters Required)

Created/Revised by: Heimlich, Ryan
Date: 04/21/2025

Catalog Description

PSY 15 - Lifespan Psychology

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 provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. (C-ID PSY 180).

Objectives

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

1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).
2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.
3. Identify biological, psychological, and sociocultural influences on lifespan development.
4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
6. Identify and describe the techniques and methods used by developmental psychologists to study human development.
7. Identify and describe classic and contemporary theories and research in lifespan psychology.
8. Describe the developing person at different periods of the lifespan.
9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
a. Human development - definitions and controversies in the field (traditional Vs lifespan, continuous Vs discontinuous, nature Vs nurture) b. The scientific method c. Approaches to studying change over time	9.50
Developmental Theories a. Psychodynamic theories b. Learning theories c. Contextual theories (e.g., sociocultural) d. Cognitive theories e. Humanistic theories	17.50
Genetics a. Genes, chromosomes and genetic transmission b. Genetic and chromosomal disorders	6.00
Prenatal Development and Birth a. Stages of prenatal development and birth (labor) b. Effects of the environment on prenatal development c. Neonatal testing and competencies	12.00
Physical, cognitive and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood	3.00
Death and dying	3.00
Total Hours:	**51.00**

Methods of Instruction

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

Methods of Evaluation

A. Exams/Tests
B. Research Projects
C. Papers
D. Projects
E. Homework
F. Class participation
G. Written Assignments

Examples of Assignments

Reading Assignments

1. Read the chapter on Language Development and write 300 words on the following prompt: Language development in humans is vast, ranging from the non-verbal (think body posture such as being relaxed or still, gestures, and facial expressions) to the overtly verbal. What sorts of messages can language bring to your psychological processes? In other words, how has the language of others OR language you unintentionally sent to others (non-verbal or verbal) affected you in the past?

2. Read the chapter on Attachment Theory and write 100 words on the following prompt: After reading this week's content on Attachment Theory, how do you think your own attachment style, in your closest relationships, helps or hinders you? Use studies cited in this week's chapter to support your statement and write 300 words on it.

Writing Assignments

1. Write 100 words to a group member about your first experience with a bully or dominant personality. Then describe major theoretical views of the causes of bullying behavior.

2. Describe how early attachment styles can impact adult relationships in a 300 word reflection using relevant theoretical structures to support your analysis.

Out-of-Class Assignments

1. Watch children playing on a playground for 20 minutes and record what you see with 100 words using research strategies common to Naturalist Observation.

2. Observe the body language of couples in a mall in 3 age groups: teen, "middle age" and elderly. Record what you notice in 100 words.

Recommended Materials of Instruction

Berk, L. (2022). Development Through the Lifespan. *Pearson, 7th*. 978-0134419695.
Steinberg. L. (2010). Lifespan Development: Infancy Through Adulthood. *Wadsworth, 1st*. 978-0618721566.
Lally and French. (2023). Lifespan Development: A Psychological Perspective - OER. *OER, 2nd*. N/A.

Minimum Qualifications

Psychology (Masters Required)

Created/Revised by: Valle, Heather

Date:10/23/2023

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 **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:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	9/17/25	Appendix:	9/16/26

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:	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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Anderson Union High School District	**HIGH SCHOOL:**	West Valley Early College High School

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	ITEC-55	Intro to Industrial Trades	Jones, Derrick	MTThF	7:45AM - 8:35AM	HS	HS
1	2026FA	ITEC-55	Intro to Industrial Trades	Jones, Derrick	MTThF	8:50AM - 9:40AM	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 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	8:00AM - 3:30PM	M-F

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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

ANDERSON UNION HIGH SCHOOL DISTRICT

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

Name: _____

Title: _____

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 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	2@500 = $1,000	
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		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	Lec Hrs
Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00

Basic Electricity	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

Topics	**Lab Hrs**
Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
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.

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 **Yreka 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, 2026**, 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:	6/24/26	Appendix:	10/14/26

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/26	Appendix:	8/12/26

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:	Shasta Odbert	Title:	Administrative Assistant
Telephone:	(530)842-2521 x400	Email:	sodbert@yuhsd.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:	2026-27	**EDUCATIONAL PROGRAM:**	College & Career Access Pathways
SCHOOL DISTRICT:	Yreka Union High School District	**HIGH SCHOOL:**	Yreka High School

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

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	ITEC-55	Intro to Industrial Trades	Wood, John	MTWF	8:59AM – 9:49AM	HS	HS
1	2026FA	ITEC-55	Intro to Industrial Trades	Wood, John	MTThF	2:19PM – 3:09PM	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 Industrial Trades	CORE: Intro to Basic Construction Skills by Pearson, 6th Edition, NCCER	$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
YHS	28	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

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

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

YREKA UNION HIGH SCHOOL DISTRICT

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

Name: _____

Title: _____

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:	YREKA UNION HIGH SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Yreka High School 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 2 Sections/1 Training = $1,100			
Contract Monitor Name *(Person Who Approves Invoices)*:		TANNA NEILSEN		Phone:	7586
APPROVALS					
ROBERT WHITE		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	Lec Hrs
Basic Safety	1.00
Introduction to Construction Math	3.00
Introduction to Hand Tools	1.00
Introduction to Power Tools	1.50
Introduction to Construction Drawings	2.50
Basic Rigging	1.00

Basic Electricity	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

Topics	**Lab Hrs**
Basic Safety	4.00
Introduction to Construction Math	4.50
Introduction to Hand Tools	2.50
Introduction to Power Tools	6.00
Introduction to Construction Drawings	8.00
Basic Rigging	3.00
Basic Electricity	6.00
Basic Communication Skills	3.00
Basic Employability Skills	3.00
Introduction to Material Handling	5.00
Industrial Technology Trade Careers	6.00
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.

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

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