

2 Year Program Review (CE Programs)

Education Code section 78016 requires that colleges review the effectiveness of CE programs every two years. In order to meet this requirement, this form must be completed every two years on a rotational basis determined by the Curriculum Committee. Please discuss as a department, fill out the form, obtain chair and dean signatures, and submit to Scheduling Center (centersh@butte.edu) for approval by the Technical Review Committee.

Resources:

- Bureau of Labor Statistics (National): <http://www.onetonline.org>
- COE Cyber Security: <https://coecc.net/>
- EDD Labor Market Data (State): www.labormarketinfo.edd.ca.gov
 - LMI by customer, LMI by geography, LMI by industries and occupations

Program Name: Agricultural Engineering Technician / Heavy Equipment Operator Program

Describe how your program:

1. Continues to meet a documented labor market demand (include relevant labor market data)

The HEO program has continued to grow due the local and regional demand for trained heavy equipment operators. You will see from the information below that the demand remains solid and far exceeds the number of certificates that we award each year.

TOP Code(s):

094730 Heavy Equipment Operation

Geography: North Valley Region

Includes: Colusa County, Glenn County, Lassen County, Modoc County, Nevada County, Plumas County, Sierra County, Siskiyou County, Tehama County, Trinity County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
474051	Highway Maintenance Workers	250	270
454022	Logging Equipment Operators	320	510
472073	Operating Engineers and Other Construction Equipment Operators	650	730
472071	Paving, Surfacing, and Tamping Equipment Operators	40	40
	Total	1,260	1,550

2. Does not represent unnecessary duplication of other manpower training programs in the college's service area (List similar programs by name, or N/A, for each community college in our region: College of the Redwoods, College of the Siskiyous, Feather River College, Lake Tahoe Community College, Lassen Community College, Mendocino College, and Shasta College)

The only other Heavy Equipment Operation program in the region is located at Shasta College. Their program is more focused on logging and Class A driving than on construction as ours is.

3. Is of demonstrated effectiveness as measured by the employment and completion success of its students (include completion and employment data for your program)

Part B - Program Success, Retention, Efficiency

Course Enrollment (Duplicated) - Productivity - Outcomes - Program

Term	Enrollments				Fill Rate	FTEF	FTES	FTES/FTEF	Success		Retention		Denominator
	Sections	Census	End	Students/Section					#	%	#	%	
2022FA	8	197	185	24.83	111.9 %	1.13	34.00	30.05	172	86.9 %	185	93.4 %	198
2023FA	17	322	311	18.94	82.6 %	1.85	55.96	30.29	285	88.8 %	311	96.9 %	321
2024FA	18	309	297	17.17	75.7 %	1.78	54.31	30.50	240	84.5 %	272	95.8 %	284

Year	Total	White	Hispanic	Asian	African American	American Indian	Pacific Islander	Unknown/Other
2022-23								
AA/AS	2	1 50.0 %	1 50.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %	0 0.0 %
CA	42	21 50.0 %	16 38.1 %	2 4.8 %	0 0.0 %	1 2.4 %	1 2.4 %	1 2.4 %
2023-24								
AA/AS	3	1 33.3 %	1 33.3 %	0 0.0 %	0 0.0 %	1 33.3 %	0 0.0 %	0 0.0 %
CA	63	38 60.3 %	24 38.1 %	0 0.0 %	1 1.6 %	0 0.0 %	0 0.0 %	0 0.0 %

Tracking employment for our students is very difficult as they tend to disperse throughout California and the Western United States. Locally we have past students working for Franklin Construction, Santos Excavating, Caltrans, Peterson Tractor, Visinoni Construction to name a few.

Department Chair signature: 
Thomas Williams (Apr 1, 2025 16:13 PDT)

(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature: 
Denate Robinson (Apr 1, 2025 16:13 PDT)

Curriculum Committee Chair: 
Donna Davis

Date Approved: Apr 2, 2025

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Program Name: CNST Program

Describe how your program:

1. Continues to meet a documented labor market demand (include relevant labor market data)

The CNST program has continued to grow due the local and regional demand for trained technicians. You will see from the information below that the demand remains solid and far exceeds the number of certificates that we award each year.

TOP Code(s):

095700 Civil and Construction Management Technology

Geography: Butte County

Includes: Butte County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
471011	First-Line Sup/Mgrs of Construction Trades and Extraction Workers	300	340
499071	Maintenance and Repair Workers, General	710	750
	Total	1,010	1,090

TOP Code(s):

095700 Civil and Construction Management Technology

Geography: North Valley Region

Includes: Colusa County, Glenn County, Lassen County, Modoc County, Nevada County, Plumas County, Sierra County, Siskiyou County, Tehama County, Trinity County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
471011	First-Line Sup/Mgrs of Construction Trades and Extraction Workers	480	500
499071	Maintenance and Repair Workers, General	1,290	1,330
	Total	1,770	1,830

2. Does not represent unnecessary duplication of other manpower training programs in the college's service area (List similar programs by name, or N/A, for each community college in our region: College of the Redwoods, College of the Siskiyous, Feather River College, Lake Tahoe Community College, Lassen Community College, Mendocino College, and Shasta College)

There are construction programs or variations of at College of the Redwoods, Shasta College, Yuba College, Mendocino College. We are the only one that has a Construction Management Program or that articulate with Chico State CM and CIM programs.

3. Is of demonstrated effectiveness as measured by the employment and completion success of its students (include completion and employment data for your program)

Part B - Program Success, Retention, Efficiency

Course Enrollment (Duplicated) - Productivity - Outcomes - Program

Term	Enrollments				Fill Rate	FTEF	FTES	FTES/FTEF	Success		Retention		Denominator
	Sections	Census	End	Students/Section					#	%	#	%	
2022FA	5	100	97	20.00	83.3 %	0.67	12.90	19.25	82	81.2 %	97	96.0 %	101
2023FA	5	98	96	19.60	82.4 %	0.67	11.57	17.26	82	83.7 %	96	98.0 %	98
2024FA	9	202	190	22.44	96.2 %	1.14	24.60	21.64	182	92.4 %	190	96.4 %	197
2025FA	13	72	72	5.54	22.3 %	0.00	7.57		0		0		0

Part C - Degrees and Certificates Awarded

Program - Number of Degrees and Certificates Awarded


Year	Total	Male	Female	Unknown	Age 17 & Under	Age 18-24	Age 25-49	Age 50+	Unknown
2022-23									
AA/AS	2	2 100.0 %	0 0.0 %	0 0.0 %	0 0.0 %	1 50.0 %	1 50.0 %	0 0.0 %	0 0.0 %
CA	6	6 100.0 %	0 0.0 %	0 0.0 %	0 0.0 %	1 16.7 %	5 83.3 %	0 0.0 %	0 0.0 %
2023-24									
AA/AS	6	5 83.3 %	1 16.7 %	0 0.0 %	0 0.0 %	3 50.0 %	3 50.0 %	0 0.0 %	0 0.0 %
CA	2	1 50.0 %	1 50.0 %	0 0.0 %	0 0.0 %	1 50.0 %	1 50.0 %	0 0.0 %	0 0.0 %
2024-25									
AA/AS	1	1 100.0 %	0 0.0 %	0 0.0 %	0 0.0 %	1 100.0 %	0 0.0 %	0 0.0 %	0 0.0 %

Tracking employment for our students is very difficult as they transfer to Chico State to continue on with Construction Management and Concrete Industry Management.

Department Chair signature: 
Thomas Williams (Apr 1, 2025 10:03 PDT)

(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature: 
Donald Robinson (Apr 2, 2025 10:17 PDT)

Curriculum Committee Chair: 
Donna Davis

Date Approved: Apr 2, 2025

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Program Name: HVACR Program

Describe how your program:

1. Continues to meet a documented labor market demand (include relevant labor market data)

The HVACR program has continued to grow due the local and regional demand for trained technicians. You will see from the information below that the demand remains solid and far exceeds the number of certificates that we award each year.

Geography: Butte County

Includes: Butte County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
499021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	190	200
	Total	190	200

TOP Code(s):

094600 Environmental Control Technology

Geography: North Valley Region

Includes: Colusa County, Glenn County, Lassen County, Modoc County, Nevada County, Plumas County, Sierra County, Siskiyou County, Tehama County, Trinity County

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2020 Employment	Annual Job Openings (1)
499021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	190	210
	Total	190	210

2. Does not represent unnecessary duplication of other manpower training programs in the college's service area (List similar programs by name, or N/A, for each community college in our region: College of the Redwoods, College of the Siskiyous, Feather River College, Lake Tahoe Community College, Lassen Community College, Mendocino College, and Shasta College)

There are no other HVACR Programs in our region, the closest program is in Sacramento.

3. Is of demonstrated effectiveness as measured by the employment and completion success of its students (include completion and employment data for your program)

Part B - Program Success, Retention, Efficiency

Course Enrollment (Duplicated) - Productivity - Outcomes - Program

Term	Enrollments				Fill Rate	FTEF	FTES	FTES/FTEF	Success		Retention		Denominator
	Sections	Census	End	Students/Section					#	%	#	%	
2022FA	3	38	38	12.00	80.0 %	0.67	9.60	14.25	33	84.8 %	36	92.3 %	39
2023FA	3	46	42	15.00	100.0 %	0.67	12.00	17.81	39	86.7 %	42	93.3 %	45
2024FA	3	63	60	21.00	105.0 %	0.67	16.80	24.93	60	95.2 %	60	95.2 %	63

Part C - Degrees and Certificates Awarded

Program - Number of Degrees and Certificates Awarded


Year	Total	Male	Female	Unknown	Age 17 & Under	Age 18-24	Age 25-49	Age 50+	Unknown
2022-23									
CA	9	8 88.9 %	0 0.0 %	1 11.1 %	0 0.0 %	7 77.8 %	2 22.2 %	0 0.0 %	0 0.0 %
CC	20	18 90.0 %	0 0.0 %	2 10.0 %	0 0.0 %	15 75.0 %	5 25.0 %	0 0.0 %	0 0.0 %
2023-24									
CA	6	6 100.0 %	0 0.0 %	0 0.0 %	0 0.0 %	3 50.0 %	3 50.0 %	0 0.0 %	0 0.0 %
CC	23	22 95.7 %	1 4.3 %	0 0.0 %	0 0.0 %	13 56.5 %	10 43.5 %	0 0.0 %	0 0.0 %

Tracking employment for our students is very difficult as they tend to disperse throughout the north state. We currently have students working for Jessee Heating and Air, Royal Aire, McClelland A.C., and numerous others.

Department Chair signature:  Thomas Williams (Box 1, 2023-11-23 PWT)

(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature:  Donald Robinson (Apr 1, 2025 15:55 PWT)

Curriculum Committee Chair:  Donna Davis

Date Approved: Apr 2, 2025

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 - LMI by customer, LMI by geography, LMI by industries and occupations

Program Name: Advanced Manufacturing

Describe how your program:

1. **Continues to meet a documented labor market demand** (*include relevant labor market data*)

2018-2028 Occupational Projections

SOC Code	Occupational Title	Entry Level Education	2018 Jobs	2018-2028 Total Job Openings	Annual Job Openings	Average Annual Earnings
17-3013	Mechanical Drafters	Associate's degree	30	20	2	\$40,020
81-1011	First-Line Supervisors of Production and Operating Workers	High school diploma or equivalent	1,050	1,130	113	\$67,127
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	High school diploma or equivalent	40	30	3	\$42,194
51-4041	Machinists	High school diploma or equivalent	380	420	42	\$47,905
	Totals		1,500	1,600	160	\$49,311.44 AVG

This information was found on the NFN website on the occupational demands webtool. The EDD website had no information on the relevant TOP Code for this program.

2. **Does not represent unnecessary duplication of other manpower training programs in the college's service area** (*List similar programs by name, or N/A, for each community college in our region: College of the Redwoods, College of the Siskiyous, Feather River College, Lake Tahoe Community College, Lassen Community College, Mendocino College, and Shasta College*)

Butte College and the College of the Redwoods have the only two manufacturing programs in our region, the College of the Siskiyous recently stopped offering their manufacturing programs. The other nearest community college with a manufacturing program would be Sierra College.

3. **Is of demonstrated effectiveness as measured by the employment and completion success of its students** (*include completion and employment data for your program*)

Student Success - Program

Term	Total	Gender		Age				Local Cumulative GPA at Start of Term						
		Male	Female	< 18	18-24	25-49	50+	< 2.0	2.0 - 2.5	2.6 - 3.0	3.1 - 3.5	> 3.5	No GPA	
2020FA	100.0 %	100.0 %			100.0 %	100.0 %				100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
2021FA	94.7 %	94.7 %		100.0 %	93.3 %			100.0 %		100.0 %	100.0 %	83.3 %	100.0 %	
2022FA	75.0 %	76.2 %			84.2 %	16.7 %		25.0 %	100.0 %	100.0 %	0.0 %	100.0 %	70.0 %	
2023FA	81.1 %	76.7 %	100.0 %	100.0 %	82.9 %	71.4 %			100.0 %	100.0 %	100.0 %	75.0 %	50.0 %	
2024FA	90.0 %	88.5 %	100.0 %	100.0 %	84.4 %	95.8 %		100.0 %	100.0 %	93.8 %	100.0 %	100.0 %	68.8 %	

Focused Persistence - Program (one year)


Term	Total	Male	Female	Unknown	Age 17 & Under	Age 18-24	Age 25-49	Age 50+	Unknown
2020FA	9 100.0 %	9 100.0 %	0	0	0	8 100.0 %	1 100.0 %	0	0
2021FA	17 94.1 %	17 94.1 %	0	0	3 100.0 %	14 92.9 %	0	0	0
2022FA	22 72.7 %	21 71.4 %	0	1 100.0 %	0	20 75.0 %	2 50.0 %	0	0
2023FA	12 75.0 %	9 66.7 %	2 100.0 %	1 100.0 %	1 100.0 %	7 71.4 %	4 75.0 %	0	0
2024FA	15 80.0 %	13 76.9 %	1 100.0 %	1 100.0 %	1 100.0 %	8 75.0 %	6 83.3 %	0	0

Since 2020 Advanced Manufacturing has awarded 18 COA's and 2 A.S. Degrees (from Butte College report server). I could not find any data on where the past graduates are employed. Student employment is traditionally hard to track as we lose contact with them. We do have one student at Metalworks, one at Safepath, two at Norfield Industries, and one or two at PBM.

Department Chair signature: 
Thomas Williams (Mar 31, 2025 10:07 PDT)

(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature: 
Donald Robinson (Apr 1, 2025 08:15 PDT)

Curriculum Committee Chair: 

Date Approved: Apr 1, 2025

Pedagogical Cap Considerations

BCEA Contract Article 7.1: The District shall have a WSCH/FTE target of 530
(A WSCH target of 530 translates to an average per section student cap of 35)

Without a preponderance of evidence that proves otherwise (such as statistical analysis), ped caps will remain the same. (Curriculum Decision Log 11/5/2012). Complete the yellow highlighted boxes.

Course	# of Sections per Semester	Current Ped Cap	Proposed Ped Cap	Change in Total # of Students	# of New Sections to return to original students
AGS50	4	56	24	-128	
				Ca	

Answer the following questions that support reducing the ped cap for your proposed course(s)

A: Safety and Compliance Factors Influencing the Enrollment Cap

1 Health or safety reasons that the class should be capped at a certain number (example: safety considerations in a welding class).

- Yes
 No

If "Yes", explain:

Students require extra space and individual attention during the lab portion of the course to perform lab experiments using apparatus. To insure continued safety for students, no more than 24 students should be enrolled in this lecture-lab class.

2 Standards outside of the college calling for specific student-teacher ratios (example: nursing, police, fire).

- Yes
 No

If "Yes", explain:

3 External accreditor or advisory panel recommendation on class size.

- Yes
 No

If "Yes", explain:

4 Class maximum has already been determined through negotiations.

- Yes
 No

If "Yes", explain:

If you entered "Yes" to any of the above, **stop here**. If you answered "No" to all of the elements above, complete Section B.

B: Instructional and Academic Factors Influencing the Enrollment Cap

1 Total amount of graded work required per week (in pages).

- 15+ 13-15 10-12 6-9 0-5

Answer Yes, No or enter rank and provide an explanation

2 Standards outside of the college calling for specific student-teacher ratios (example: nursing, police, fire).

- Substantial Above Average Average Below Average Minimal

Explain:

3 Discussion/group participation is required and graded.

Yes

No

If "Yes", explain:

4 Every student is evaluated individually on a set of skills (e.g., technical competencies, presentation skills,

Yes

No

If "Yes", explain:

5 Course is designed for a special population of students who require a smaller class size to achieve the goals and intent of the course.

Yes

No

If "Yes", explain:

6 Course is designed for underprepared students who may need additional attention or assistance.

Yes

No

If "Yes", explain:

7 Course outcomes anticipate demand of more higher order, complex thinking skills from students who may therefore need additional guidance from the instructor.

Yes

No

If "Yes", explain:

8 Additional Considerations:

9 Please include comparable course ped caps from similar colleges, as available (attach).

Completed by: Jennifer Charles-Tollerup 4.12.24

Pedagogical Cap Considerations

BCEA Contract Article 7.1: The District shall have a WSCH/FTE target of 530
(A WSCH target of 530 translates to an average per section student cap of 35)

Without a preponderance of evidence that proves otherwise (such as statistical analysis), ped caps will remain the same. (Curriculum Decision Log 11/5/2012). Complete the yellow highlighted boxes.

Course	# of Sections per Semester	Current Ped Cap	Proposed Ped Cap	Change in Total # of Students	# of New Sections to return to original students
COS 14	n/a	35	28	7	0
COS 20	3	35	28	7	0
COS 300	n/a	24	28	4	0

Answer the following questions that support reducing the ped cap for your proposed course(s)

A: Safety and Compliance Factors Influencing the Enrollment Cap

1 Health or safety reasons that the class should be capped at a certain number (example: safety considerations in a welding class).

- Yes Yes
 No

If "Yes", explain:

A reduction in Ped Cap for Cosmetology courses COS 14 and COS 20 is necessary for the purpose of supervision, training and enforcement of health, safety and disinfection requirements demanded by the State Board of Barbering and Cosmetology. Sharp shears and razors, potentially dangerous and caustic chemical applications, and general Answer Yes, No or enter rank and provide an explanation

2 Standards outside of the college calling for specific student-teacher ratios (example: nursing, police, fire).

- Yes No
 No

If "Yes", explain:

3 External accretitor or advisory panel recommendation on class size.

- Yes No
 No

If "Yes", explain:

4 Class maximum has already been determined through negotiations.

- Yes No
 No

If "Yes", explain:

If you entered "Yes" to any of the above, stop here. If you answered "No" to all of the elements above, complete Section B.

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1 Total amount of graded work required per week (in pages).

- 15+ 13-15 10-12 6-9 0-5

Answer Yes, No or enter rank and provide an explanation

2 Standards outside of the college calling for specific student-teacher ratios (example: nursing, police, fire).

- Substantial Above Average Average Below Average Minimal

Explain:

3 Discussion/group participation is required and graded.

- Yes
 No

If "Yes", explain:

4 Every student is evaluated individually on a set of skills (e.g., technical competencies, presentation skills,

- Yes
 No

If "Yes", explain:

5 Course is designed for a special population of students who require a smaller class size to achieve the goals and intent of the course.

- Yes
 No

If "Yes", explain:

6 Course is designed for underprepared students who may need additional attention or assistance.

- Yes
 No

If "Yes", explain:

7 Course outcomes anticipate demand of more higher order, complex thinking skills from students who may therefore need additional guidance from the instructor.

- Yes
 No

If "Yes", explain:

8 Additional Considerations:

Preparation for the future- Butte College is planning to build a new Cosmetology building in the near future- Groundbreaking should be later this year- and the maximum occupancy for students in each classroom is 28.

9 Please include comparable course ped caps from similar colleges, as available (attach).

Completed by: *Felicia Flores*



Course Outline

CMST 14 - Argumentation and Debate

Transfer Status: CSU/UC

Prerequisite: ENGL – C1000 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 emphasizes critical thinking ~~and argumentative writing~~, for purposes of constructing, evaluating and revising written essays in preparation for debate, ~~both~~ grounded in the rhetorical foundations of argumentation. Students will employ argumentation theory and critical reasoning to ~~draft and revise a sequence of argumentative essays construct detailed written briefs~~ based on inquiry-driven research, methods of analysis, evidence use, and ethical advocacy (minimum 5,000 words). This ~~writing instruction work~~ will enable students to prepare ~~and present~~ persuasive cases ~~that advance, defend and refute reasoned positions, which will also be delivered~~ through debate and public address. (C-ID COMM 120).

Objectives

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

1. Critically evaluate reasoning and evidence.
2. Demonstrate an understanding of the inductive and deductive reasoning process, as well as skill in utilizing various methods of reasoning.
3. Analyze, criticize, and generate complex ideas, especially through the process of debate, while identifying the assumptions upon which particular conclusions depend.
4. Recognize common fallacies of reasoning and thought in order to argue ethically.
5. Develop research skills and evaluate sources with respect to their relevance, reliability, and appropriateness to the rhetorical context
6. Foster the use of critical thinking skills in oral and written communication by responding appropriately to texts, with attention to their intended audience, purpose, and social context.
7. Identify which kinds of arguments prove particularly open to cultural sensitivity.
8. Critically reflect on one's own thought process in order to distinguish knowledge from belief and fact from judgment.
9. ~~Draft and revise college-level essays presenting well-developed arguments that advance, defend and/or refute reasoned positions on controversial issues.~~

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to Methods of critical thinking and inquiry.	3.00
Philosophy of argumentation (including ethics).	3.00
Methods of reasoning, including inductive and deductive reasoning and identifying fallacies.	6.00
Research skills, including evaluation of evidence and sources.	6.00
Evaluating and using evidence and sources.	6.00
Critical analysis and refutation of texts, attending to their intended audience, purpose, and social context.	3.00
Distinguishing knowledge from belief and fact from judgment.	3.00
Critical analysis of arguments, including identification of assumptions and premises.	6.00
Fallacies of reasoning and thought. Development of written argumentative essays using persuasive patterns of organization, compelling evidence, and sound reasoning.	3.00
Argumentation strategies and debate theory, including case argument development and revision in response to , refutation and rebuttal.	6.00
Argumentation and cultural sensitivity.	3.00
Distinguishing knowledge from belief and fact from judgment.	3.00
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. Student performance (speeches and debates)

Methods of Evaluation

- A. Exams/Tests
- B. Research Projects
- C. Oral Presentation
- D. Homework
- E. Class participation
- F. 5000-word writing requirement met by: Analysis papers, advocacy papers, refutation or rebuttal papers, major speeches and debate cases, and critique papers.

Examples of Assignments

Reading Assignments

1. Read the chapter on the structure of reasoning and come to class with an example of an argument that is dissected using the Toulmin Model of Reasoning. Be prepared to share your example with a partner.

~~2. Read an argumentative brief and identify its claims, grounds and warrants. Come to class ready to present your results.~~

2. Read a classmate's draft argumentative essay for the first debate, and critique its structure, evidence, and reasoning. Come to class ready to share your feedback with your classmate.

Writing Assignments

1. ~~Case-briefs:~~ Research and prepare ~~draft an argumentative essay on case-brief~~ advocating or opposing an ~~assigned given~~ proposition. ~~Briefs Essays~~ should be 3-4 pages, double-spaced and typed. ~~Use at least five credible~~ sources to evidence your claims; cite sources APA style in both the in-text parenthetical citations and on a References list. ~~Share your draft with a classmate, receive their critique, and revise in response to that feedback.~~

~~2. Fallacy hunt: Search for five examples of fallacies in arguments found in current news media and/or politics (i.e. false dichotomy, red herring, appeal to tradition, strawman, slippery slope, etc.). In 200 words for each fallacy, describe the error in logic and its effect on the strength of the claim/argument (minimum word count 1000).~~

2. Draft a two-page written essay responding to your debate partner's refutation and rebuttal to your affirmative argument. Include refutation of their reasoning, new rebuttal arguments, and/or new evidence not already used in your affirmative argument.

Out-of-Class Assignments

1. Find a current editorial or letter to editor in a periodical and analyze its contents for key argumentation terms (i.e. burden of proof, presumption, status quo, advocate, etc.). Write the results of your analysis in no more than one page.

2. Watch an example of public advocacy and analyze the logos, ethos, and pathos in the arguer's claims. Draft a 2-page report in which you analyze the rhetorical appeals you identified and evaluate their effectiveness.

Recommended Materials of Instruction

Rybacki, K. & Rybacki, D. (2012). Advocacy and Opposition. *Pearson Higher Education, 7th.* 978-0205781188. \$138.66

Dowden, B. (2022). Logic and Reasoning. *California State University, Sacramento, OER.*
[https://human.libretexts.org/Bookshelves/Philosophy/Logical_Reasoning_\(Dowden\)](https://human.libretexts.org/Bookshelves/Philosophy/Logical_Reasoning_(Dowden)).

Austin J Freeley and David L Steinberg. (2014). Argumentation and Debate: Critical Thinking for Reasoned Decision Making. *Cengage, 13th edition.* 978-1133311607. \$75.00

Zero Cost Textbook

Arguing Using Critical Thinking. Jim Marteney. 2020.

OER. <https://open.umn.edu/opentextbooks/textbooks/arguing-using-critical-thinking>

How Arguments Work - A Guide to Writing and Analyzing Texts in College (Anna Mills). OER.

[https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills))

Minimum Qualifications

Communication Studies

Created/Revised by: McCabe, Deborah

Date:03/11/2025

AS Degree in Accounting

Contact Information

Department Office: BE 116
Department Phone: (530) 895-2371
Department Contact: Kenneth Bearden, Chair (530) 895-2213
Counseling/ Advising: (530) 895-2378
Transfer Center: (530) 895-2264

About the Program

Program Goal: CTE
GE Pattern(s): Butte Local
Program Code: 01308.00AS

Students planning an accounting career should be detail-oriented, be able to analyze and interpret facts and figures quickly and accurately, and make sound decisions. They must also be able to communicate the results. Patience, persistence, self-discipline, and concentration are essential. High school students considering an accounting career are encouraged to take English, mathematics, computer, accounting, and related business courses.

The Accounting program is designed to enable students to: set up, complete, adjust, and summarize records of business activities according to accepted accounting principles and techniques; use accounting information to enhance business planning, decision making, problem solving, and management control; and apply both financial and managerial accounting principles and techniques.

Accounting employment opportunities are expected to increase faster than for many other occupations due to pressure on business and governmental agencies to improve their financial accountability. Demand for skilled accountants will rise as managers rely more on accounting information to make decisions. Knowledge of basic computer applications is essential.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Accumulate, record, and analyze financial data.
2. Prepare accurate reports for decision making and regulatory compliance.
3. Utilize, apply, or demonstrate accounting and business terminology used in business scenarios, and be proficient with commonly used office software programs.

Required courses:

ACCT 2	Financial Accounting	4.00
ACCT 4	Managerial Accounting	4.00
ACCT 20	Introduction to Accounting	3.00
ACCT 30	Accounting Capstone	4.00
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00
ACCT 110	Accounting for Payroll	3.00
BCIS 13	Business Communication	3.00
BCIS 33	Skills for the Working Professional	1.00
BCIS 46	Business Math Calculations	2.00
BCIS 81	Microsoft Excel for Business	1.00
BUS 8	Introduction to Business Law	3.00
BUS 20	Introduction to Business	3.00
BUS 35	Leading and Supervising Teams	3.00
BUS 64	Principles of Marketing	3.00

Total: 40.00

Suggested Program Map (Butte GE)

Required courses:

Units: 61.00-67.00

<i>Term 1</i>		15.00-19.00
ACCT 20	Introduction to Accounting	3.00
BUS 20	Introduction to Business	3.00
Meets Area 4.		
Area 1A Choice (See GE Guide)		3.00-4.00
Area 2 Choice (See GE Guide)		3.00-5.00
Area 3 Choice (See GE Guide)		3.00-4.00
<i>Term 2</i>		14.00

ACCT 2	Financial Accounting	4.00
BCIS 13	Business Communication	3.00
BCIS 81	Microsoft Excel for Business	1.00
Area 1B Choice (See GE Guide)		3.00
Area 6 Choice (See GE Guide)		3.00
<i>Term 3</i>		15.00-17.00
ACCT 4	Managerial Accounting	4.00
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00
ACCT 110	Accounting for Payroll	3.00
BCIS 46	Business Math Calculations	2.00
Area 5 Choice (See GE Guide)		3.00-5.00
<i>Term 4</i>		17.00
ACCT 30	Accounting Capstone	4.00
BCIS 33	Skills for the Working Professional	1.00
BUS 8	Introduction to Business Law	3.00
BUS 35	Leading and Supervising Teams	3.00
BUS 64	Principles of Marketing	3.00
Graduation Requirement Choice (See GE Guide)		2.00
Elective (any course numbered 1-99)		1.00

Only necessary if the 60 units needed to graduate have not been completed. Consider taking a CSU or IGETC General Education course. Visit www.assist.org to see CSU options.

Total: 61.00-67.00

AS Degree in Cosmetology

Contact Information:

Department Office: Cosmetology and Barbering Center
Department Phone: (530) 895-2202
Department Contact: Felicia Flores, Chair (530) 895-2344
Counseling/ Advising: (530) 895-2378
Transfer Center: (530) 895-2264

About the Program:

Program Goal: CTE
GE Pattern(s): Butte Local
Program Code: 01370.00AS

The AS degree in Cosmetology is a minimum 1,000-hour course of study designed to meet the State of California Cosmetology Act. Butte College offers two different pathways to the degree: a two-semester traditional day program (offered in fall and spring) and an evening-only program (offered in fall, winter, spring, and summer). Students who enroll in the evening program should be committed to the entirety of the program for 12 consecutive months, beginning each fall.

Both program pathways meet the curricular requirement mandated by the State Board of Barbering & Cosmetology that enable a successful student to also earn a Certificate of Achievement, a Hair Styling Certificate, meet state licensing requirements for curricular training, and prepare students to pass the written state examination for licensure to practice cosmetology in the State of California.

No additional general education or district requirements need to be completed for the Certificate of Achievement or the Hair Styling Certificate, although students may also complete additional general education requirements to receive an Associate's Degree-if they wish.

In order to obtain a Cosmetologist License and practice Cosmetology in the State of California, students must be at least 17 years of age, have completed the 10th grade in California public schools or equivalent*, successfully complete the State Board of Barbering and Cosmetology approved 1,000+ course hours of study, and pass the state examination. The written state examinations are administered through the Department of Consumer Affairs Bureau of Barbering and Cosmetology.

*To receive federal financial aid, students must have graduated from high school or completed a GED. Contact the Cosmetology Department for more information.

Job opportunities in the field of cosmetology include working for chain and/or independent salons and spas, department store salons and cosmetic departments, beauty supply stores, retail and wholesale selling, spas and salons on luxury cruise ships, product representatives, research and development, salon manager, owners, educators, freelance stylist, hair and makeup services in television and film industry.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Safely and accurately use all equipment and products relating to the Cosmetology industry.
2. Demonstrate the most current methods and procedures using professional tools and equipment within the Cosmetology industry.
3. Apply necessary health and safety rules.
4. Communicate effectively and appropriately within the Cosmetology industry.
5. Perform all tasks and skills in an orderly manner, establishing the methodical habits without sacrificing artistic skills.

Required courses:

COS 10	Health, Safety and Sanitation Theory	26.00
COS 11	Health, Safety and Sanitation Practicum	3.00
COS 12	Manicuring and Pedicuring	1.00
COS 19	Hair Styling Services I	3.00
COS 20	Chemical Hair Services Theory	4.00
COS 21	Chemical Hair Services Practicum	3.00
COS 23	Skin Care	5.00
COS 29	Hair Styling Services II	4.00
		3.00
		Total: 26.00

Day Program: Suggested Program Map (Butte GE) Single Map only

Required courses:

Units: 60.00-66.00

Term 1		12.00
COS 10	Health, Safety and Sanitation Theory	3.00
COS 11	Health, Safety and Sanitation Practicum	1.00
COS 19	Hair Styling Services I	4.00
COS 23	Skin Care	4.00

<i>Term 2</i>		14.00
COS 12	Manicuring and Pedicuring	3.00
COS 20	Chemical Hair Services Theory	3.00
COS 21	Chemical Hair Services Practicum	5.00
COS 29	Hair Styling Services II	3.00

<i>Term 3</i>		15.00-17.00
Area 1A Choice (See GE Guide)		3.00-4.00
Area 1B Choice (See GE Guide)		3.00
Area 3 Choice (See GE Guide)		3.00-4.00
Area 4 Choice (See GE Guide)		3.00
Area 6 Choice (See GE Guide)		3.00

<i>Term 4</i>		19-23 16.50-20.50
Area 2 Choice (See GE Guide)		3.00-5.00
Area 5 Choice (See GE Guide)		3.00-5.00
Graduation Requirement Choice (See GE Guide)		2.00
Elective (any course numbered 1-99)		11 8.50

Only necessary if the 60 units needed to graduate have not been completed. Consider taking a [Cal-GETC CSU](#) or [IGETC](#) General Education course. Visit www.assist.org to see CSU options.

Total: 60.00-66.00

~~Evening Program:~~ Suggested Program Map (Butte GE)

Required courses: **Units: 60.00-66.00**

<i>Term 1</i>		8.00
COS 10	Health, Safety and Sanitation Theory	3.00
COS 11	Health, Safety and Sanitation Practicum	1.00
COS 19	Hair Styling Services I	4.00

<i>Term 2</i>		3.00
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COS 20	Chemical Hair Services Theory	3.00
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<i>Term 3</i>		8.00
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COS 21	Chemical Hair Services Practicum	5.00
COS 29	Hair Styling Services II	3.00

<i>Term 4</i>		7.00
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COS 12	Manicuring and Pedicuring	3.00
COS 23	Skin Care	4.00

<i>Term 5</i>		15.00-17.00
Area 1A Choice (See GE Guide)		3.00-4.00
Area 1B Choice (See GE Guide)		3.00
Area 3 Choice (See GE Guide)		3.00-4.00
Area 4 Choice (See GE Guide)		3.00
Area 6 Choice (See GE Guide)		3.00

<i>Term 6</i>		16.50-20.50
Area 2 Choice (See GE Guide)		3.00-5.00
Area 5 Choice (See GE Guide)		3.00-5.00
Graduation Requirement Choice (See GE Guide)		2.00
Elective (any course numbered 1-99)		8.50

Only necessary if the 60 units needed to graduate have not been completed. Consider taking a CSU or IGETC General Education course. Visit www.assist.org to see CSU options.

Total: 60.00-66.00

Certificate of Achievement in Accounting

Contact Information

Department Office: BE 116

Department Phone: (530) 895-2371

Department Contact: Kenneth Bearden, Chair (530) 895-2213

Counseling/ Advising: (530) 895-2378

Transfer Center: (530) 895-2264

About the Program

Program Goal: CTE

GE Pattern(s): None

Program Code: 01308.00CA

See AS Degree in Accounting.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Accumulate, record, and analyze financial data.
2. Prepare accurate reports for decision making and regulatory compliance.
3. Utilize, apply, or demonstrate accounting and business terminology used in business scenarios, and be proficient with commonly used office software programs.

<i>Required courses:</i>		29.00
ACCT 2	Financial Accounting	4.00
ACCT 20	Introduction to Accounting	3.00
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00
ACCT 110	Accounting for Payroll	3.00
BCIS 13	Business Communication	3.00
BCIS 33	Skills for the Working Professional	1.00
BCIS 46	Business Math Calculations	2.00
BCIS 81	Microsoft Excel for Business	1.00
BUS 20	Introduction to Business	3.00
BUS 35	Leading and Supervising Teams	3.00
BUS 64	Principles of Marketing	3.00
Total:		29.00

Suggested Program Map

Required courses:		Units: 29.00
<i>Term 1</i>		13.00
ACCT 20	Introduction to Accounting	3.00
BCIS 33	Skills for the Working Professional	1.00
BCIS 46	Business Math Calculations	2.00
BCIS 81	Microsoft Excel for Business	1.00
BUS 20	Introduction to Business	3.00
BUS 35	Leading and Supervising Teams	3.00
<i>Term 2</i>		16.00
ACCT 2	Financial Accounting	4.00
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00
ACCT 110	Accounting for Payroll	3.00
BCIS 13	Business Communication	3.00
BUS 64	Principles of Marketing	3.00
Total:		29.00

Certificate of Achievement in Professional Accountant

Contact Information

Department Office: BE 116
Department Phone: (530) 895-2371
Department Contact: Dr. Shaun-Adrian Chofla, Chair (530) 895-2550
Counseling/ Advising: (530) 895-2378
Transfer Center: (530) 895-2264

About the Program

Program Goal: CTE
GE Pattern(s): None
Program Code: 41986.00CA

The Certificate of Achievement in Professional Accountant offers a selection of courses including first year college accounting as well as more advanced and specialized courses in Accounting software. Courses in this certificate provide skills which lead to a number of goals, including skills to assist in career development, advancement for those who are already employed, and skills needed by CPA's today.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. ~~Students will~~ Perform transaction analysis, process accounting information, and prepare and analyze reports.
2. ~~Students will~~ Prepare and interpret the four basic financial statements.
3. ~~Students will~~ Apply various methods, including cost-volume-profit analysis, flexible budgeting, and decision-making in both manufacturing and service environments.
4. ~~Students will~~ Use various methods, including net present value and time value of money to make capital budgeting decisions.
5. ~~Students will learn~~ Utilize the dominant small business accounting software QuickBooks, ~~and will learn demonstrate~~ how to calculate and report, and ~~understand~~ follow the laws surrounding payroll ~~which is vital to the success of companies.~~

Required courses:

ACCT 2	Financial Accounting	4.00	18.00
ACCT 4	Managerial Accounting	4.00	
ACCT 30	Accounting Capstone	4.00	
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00	
ACCT 110	Accounting for Payroll	3.00	
			Total: 18.00

Suggested Program Map

Required courses:

			Units: 18.00
<i>Term 1</i>			4.00
ACCT 2	Financial Accounting	4.00	
<i>Term 2</i>			4.00
ACCT 4	Managerial Accounting	4.00	
<i>Term 3</i>			10.00
ACCT 30	Accounting Capstone	4.00	
Prerequisite: ACCT 4 (or concurrent enrollment), ACCT 110 (or concurrent enrollment), and ACCT 100 (or concurrent enrollment)			
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00	
ACCT 110	Accounting for Payroll	3.00	
			Total: 18.00

Certificate in Account Clerk

Contact Information

Department Office: BE 116
Department Phone: (530) 895-2371
Department Contact: Kenneth Bearden, Chair (530) 895-2213
Counseling/ Advising: (530) 895-2378
Transfer Center: (530) 895-2264

About the Program

Program Goal: CTE
GE Pattern(s): None
Program Code: ACCT,CC

(Not Eligible for Financial Aid) See AS Degree in Accounting.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Utilize double entry bookkeeping system to record common business transactions.
2. Employ accounting and business terminology to describe business transactions and scenarios.
3. Record payables and receivables using QuickBooks or similar accounting programs.
4. Demonstrate proficiency with commonly used office software programs.

<i>Required courses:</i>		12.00-13.00
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00
BCIS 13	Business Communication	3.00
BCIS 33	Skills for the Working Professional	1.00
BCIS 46	Business Math Calculations	2.00
BCIS 81	Microsoft Excel for Business	1.00
<i>Select one:</i>		2.00-3.00
ACCT 20	Introduction to Accounting	3.00
ACCT 128	Small Business Accounting	2.00
<i>Select one:</i>		3.00
BCIS 18	Introduction to Business Technology	3.00
BUS 62	Money & Happiness: Cultural, Psychological and Economic Factors	3.00
ECON 4	Principles of Microeconomics	3.00
		Total: 12.00-13.00

Suggested Program Map

Required courses:		Units: 12.00-13.00
<i>Term 1</i>		9.00-10.00
BCIS 13	Business Communication	3.00
BCIS 33	Skills for the Working Professional	1.00
BCIS 46	Business Math Calculations	2.00
BCIS 81	Microsoft Excel for Business	1.00
		2.00-3.00
ACCT 20	Introduction to Accounting	3.00
OR		
ACCT 128	Small Business Accounting	2.00
<i>Select One</i>		3.00
BCIS 18	Introduction to Business Technology	3.00
BUS 62	Money & Happiness: Cultural, Psychological and Economic Factors	3.00
ECON 4	Principles of Microeconomics	3.00
<i>Term 2</i>		3.00
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00
		Total: 12.00-13.00

Certificate in Tax Preparer

Contact Information

Department Office: BE 116
Department Phone: (530) 895-2371
Department Contact: Kenneth Bearden, Chair (530) 895-2213
Counseling/ Advising: (530) 895-2378
Transfer Center: (530) 895-2264

About the Program

Program Goal: CTE
GE Pattern(s): None
Program Code: TAXPREP.CC

(Not Eligible for Financial Aid) The requirements for becoming a licensed tax preparer and the rules and regulations governing licensed tax preparers are reviewed. Students planning an accounting career should be detail-oriented, be able to analyze and interpret facts and figures quickly and accurately, and make sound decisions. They must also be able to communicate the results. Patience, persistence, self-discipline, and concentration are essential.

Students who complete this certificate are eligible to assist tax professionals in an accounting office, a financial institution, an enrolled agent's office, the Internal Revenue Service, the California State Franchise Tax Board, or a state licensed tax preparer's office.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Utilize, apply, or demonstrate accounting and business terminology used in business scenarios, and be proficient with commonly used office software programs.
2. Recognize and apply basic state and federal income taxation laws to individual tax return forms.

<i>Required courses:</i>		13.00
ACCT 20	Introduction to Accounting	3.00
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00
ACCT 105	Income Tax Preparation	4.00
BCIS 46	Business Math Calculations	2.00
BCIS 81	Microsoft Excel for Business	1.00
<i>Select one:</i>		3.00
BCIS 13	Business Communication	3.00
BCIS 18	Introduction to Business Technology	3.00
BUS 62	Money & Happiness: Cultural, Psychological and Economic Factors	3.00
ECON 4	Principles of Microeconomics	3.00
Total:		13.00

Suggested Program Map

Required courses:		Units: 13.00
<i>Term 1</i>		6.00
ACCT 20	Introduction to Accounting	3.00
BCIS 46	Business Math Calculations	2.00
BCIS 81	Microsoft Excel for Business	1.00
<i>Select One</i>		3.00
BCIS 13	Business Communication	3.00
BCIS 18	Introduction to Business Technology	3.00
BUS 62	Money & Happiness: Cultural, Psychological and Economic Factors	3.00
ECON 4	Principles of Microeconomics	3.00
<i>Term 2</i>		7.00
ACCT 100	QuickBooks Pro-Computerized Accounting	3.00
Prerequisite: ACCT 2 or ACCT 20		
ACCT 105	Income Tax Preparation	4.00
Total:		13.00