2 Year Program Review (CTE Programs)

Education Code section 78016 requires that colleges review the effectiveness of CTE 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 Heather in SAS-214** for approval by Technical Review Committee.

Resources

- Bureau of Labor Statistics (National) http://www.onetonline.org
- EDD Labor Market Data (State) www.labormarketinfo.edd.ca.gov
    - LMI by customer, LMI by geography, LMI by industries and occupations

Program Name: Agriculture Science

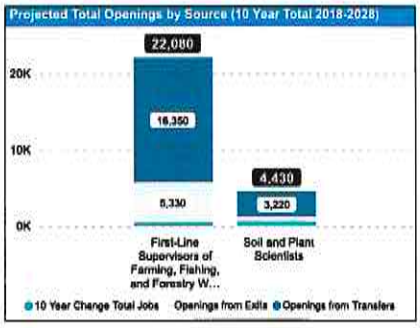
Describe how your program:

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

The Agriculture Science programs offers pathways to various occupations include pest control advisor, agronomist, and soil and plant science technicians. The EDD Labor Market indicates the following labor trends by job title:

(1) First-line Supervisors of Farming to increase by 22,080 jobs through 2028.

(2) Soil and Plant Scientists to increase by 4,430 jobs through 2028.



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

Feather River: Agriculture and Equine Studies

Lassen: Agriculture Science and Technology

Mendocino: Agriculture – Horticulture

College of the Redwoods: Agriculture Plant Science for Transfer

Shasta: Agriculture Science

College of the Siskiyous: N/A

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

Students graduating with Agriculture Science degrees gain employment across the sector. Some example employers are chemical companies such as Valent or Nutrien Ag Solutions, owner-operators such as Growers' Choice Crop Consulting, Inc. or Capay Farms as well as various governmental agencies.

Success rate by race and ethnicity

AGS	Course Success By Department					
Ethnicity	22/23			23/24		
	Num	Total	%	Num	Total	%
American Indian or Alaskan Native	5	6	83%	6	10	60%
Asian	7	9	78%	8	13	62%
Black or African American	5	8	63%	2	3	67%
Hispanic / Latino	146	191	76%	147	207	71%
Native Hawaiian or Other Pacific Islander	0	0	0%	1	1	100%
Two or More Races	29	33	88%	28	39	72%
Unknown / Non-Respondent	3	5	60%	2	3	67%
White	222	270	82%	272	320	85%

Department Chair signature: _____

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

Dean signature: Donald Robinson (Apr 24, 2025 17:19 PDT)

Curriculum Committee Chair: Donna Davis

Date Approved: 04/24/2025

2 Year Program Review (CTE Programs)

Education Code section 78016 requires that colleges review the effectiveness of CTE 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 Heather in SAS-214** for approval by Technical Review Committee.

Resources

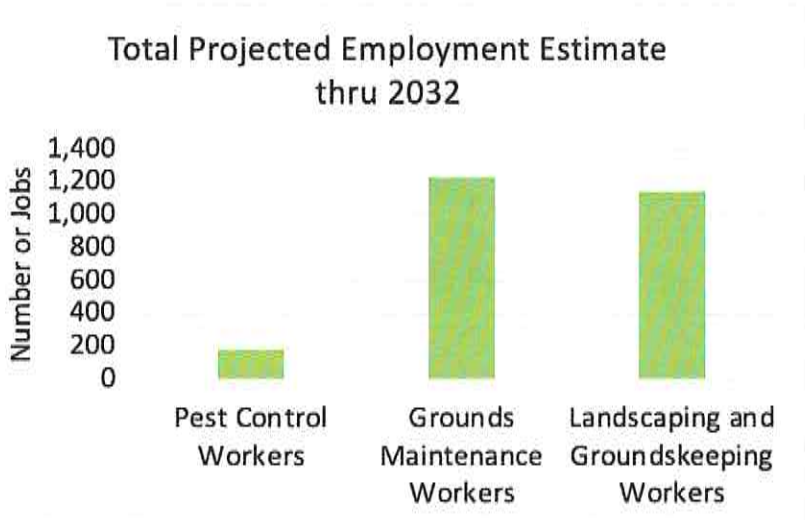
- Bureau of Labor Statistics (National) http://www.onetonline.org
- EDD Labor Market Data (State) www.labormarketinfo.edd.ca.gov
    - LMI by customer, LMI by geography, LMI by industries and occupations

Program Name: Environmental Horticulture

Describe how your program:
1. Continues to meet a documented labor market demand (please include relevant labor market data)

The Environmental Horticulture (EH) programs offers pathways to various occupations include pest control advisor, grounds maintenance workers, and landscaping workers. There are also jobs in floral design and irrigation technology which were not categories included in the EDD Labor Market data. It is difficult to estimate exact job numbers as EH is a diverse field with many pathway options. The EDD Labor Market indicates the following labor trends by job title:

(1) Pest Control Workers to increase by 50 jobs through 2032.
(2) Grounds Maintenance Workers to increase by 290 jobs through 2032.
(3) Landscaping and Groundskeeping Workers to increase by 280 jobs through 2032



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

Feather River: N/A

Lassen: N/A

Mendocino: Horticulture

College of the Redwoods: N/A

Shasta: Horticulture

College of the Siskiyous: N/A

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

Students graduating with Environmental Horticulture degrees gain employment across the sector including career opportunities at all levels of government as well as careers in garden centers, nurseries, parks, golf courses, landscape maintenance businesses, landscape design and installation, chemical companies, and irrigation design, installation, and management. Some example employers are chemical companies such as Helena or Wilbur-Ellis , nurseries such as Sierra Gold Nursery, The Plant Barn, Magnolia Gift and Garden, or Little Red Hen, irrigation companies such as Ewing Irrigation or Normc as well as various governmental agencies such as The City of Oroville, The City of Chico, Chico State, or Butte College.

Department Chair signature: 

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

Dean signature: 
Donald Robinson (Apr 23, 2025 10:46 PDT)

Curriculum Committee Chair: Donna Davis

Date Approved: Apr 23, 2025

Course Outline
BCIS 20 - Beginning Keyboarding
Co-Contributors: Sandy Sloan, Kenneth Bearden

Transfer Status: CSU
Unit(s): 1.50 - New attendance accounting
Contact Hours: 8.50 Lecture/51 Lab
Out of Class Hours: 17.00
Total Course Hours: 76.50

Course Description:
This course is designed for the student who has had little or no previous training in the operation of a keyboard. Students learn to type by touch, to use appropriate keyboarding techniques, and to develop speed and accuracy. Students learn to use common proofreader's marks in document editing.

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

1. Identify correct ergonomics and keyboarding technique and recognize the importance of correct technique in building speed and accuracy.
2. Demonstrate entry of straight-copy alphabetic material using proper touch techniques at a minimum of 25 words per minute for three minutes with no more than three errors.
3. Demonstrate entry of top-row numbers and symbols using proper touch techniques at a minimum of 20 words per minute for three minutes with no more than three errors.
4. Demonstrate the correct fingering for all letter, number, and manipulative keys using appropriate "touch" keyboarding techniques.
5. Demonstrate proper proofreading practice.

Course Content

Topic Titles / Suggested Time Topic
Lecture

Topics	**Lec Hrs**
Introducing Alphabetic Keys	4.50
Introducing Number and Symbol Keys	3.00
Introducing Proofreading	1.00
Total Hours:	8.50

Lab

Topics	**Lab Hrs**
Alphabetic Key Speed and Accuracy Drills	22.50
Number and Symbol Speed and Accuracy Drills	21.00
Skillbuilding	7.50
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

Methods of Evaluation

A. Written Assignments
B. Production Work, Timed Writings, Technique Evaluations

Examples of Assignments

Reading Assignments

1. Read the "Business Letters" section of the textbook. Using the information, create and correctly format a document from unedited copy.
2. Read the handout on "Utilizing Proper Techniques to Increase Your Keyboarding Speed." Be prepared to demonstrate those techniques to your instructor.

Writing Assignments

1. Given a rough draft containing errors, proofread using proofreader's marks, correct, and create an error-free copy.
2. Prepare a properly formatted memo to your instructor. Your message should include your contact information, your major, and your plans after completing your studies at Butte College.

Out-of-Class Assignments

1. After reviewing the rules on capitalization, complete the assigned activities and be prepared to discuss your answers in class.
2. Complete activities in a two-page study guide about proper keying techniques, proofreader's marks, numbers, and special symbols. Be prepared to discuss the information in class.

Course Materials:

Is there a Zero Cost Textbook for this? NO

Please Explain: Typing skills and strategies have not changed much in recent years. Most publishers are not revising their print keyboarding textbooks since most keyboarding work takes place in publishers' online systems which are updated periodically. In the case of the Ober textbook below, the updates in the system are not reflected in the print textbook's copyright year. So while the physical book used is older, the platform that is more heavily used is recently updated.

Recommended Materials of Instruction

Ober, S., Johnson, J., & Zimmerly, A. (2011). Gregg College Keyboarding & Document Processing (GDP Online Platform); Lessons 1-60. *McGraw Hill, 11th*. 9780077319366 with GDP Online. $169.83

Minimum Qualifications
Office Technologies
Created/Revised by: Kelley, Michelle
Date:

Course Outline
BCIS 24 - Advanced Keyboarding
Co-Contributors: Sandy Sloan, Kenneth Bearden

Transfer Status: CSU
Unit(s): 1.50
Contact Hours: 8.50 Lecture/51 Lab
Out of Class Hours: 17.00
Total Course Hours: 76.50

Course Description:
This course builds on basic keyboarding skills by reinforcing both proper keyboarding and effective speed building techniques in order for the student to reach an employable typing speed. Emphasis is placed on developing straight copy and production skills with minimum errors at increased speeds. Keyboarding strengths and weaknesses will be diagnosed, followed by prescriptive drills to address the issues. Topics include review of alphabet keystroke, word level, capital letter, alternate-hand, punctuation, number, symbol, and horizontal/vertical reaches.

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

1. Review correct ergonomics and keyboarding technique and recognize the importance of mastering correct technique in building speed and accuracy.
2. Demonstrate entry of straight-copy alphabetic material using proper touch techniques at a minimum of 45 words per minute for three minutes with no more than three errors.
3. Demonstrate entry of top-row numbers and symbols using proper touch techniques at a minimum of 40 words a minute for three minutes with no more than three errors.
4. Identify keyboarding strengths and weaknesses through the use of diagnostic testing materials.
5. Demonstrate the correct fingering for all letter, number, and manipulative keys using appropriate "touch" keyboarding techniques.

Course Content

Topic Titles / Suggested Time Topic

Lecture Topics	**Lec Hrs**
Mastering Alphabetic Keys	4.50
Mastering Number and Symbol Keys	3.00
Mastering Proofreading	1.00
Total Hours:	8.50
Lab Topics	**Lab Hrs**
Alphabetic Skillbuilding Drills	22.00
Number and Symbol Skillbuilding Drills	11.00
Accuracy Builders	8.50
Speed Builders	8.50
Pretest/Skills Inventory	1.00
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

Methods of Evaluation

A. Written Assignments
B. Technique Evaluations, Timed Writings, Production Work

Examples of Assignments

Reading Assignments

1. Find and read ~~Search on the Internet for~~ a current and relevant article regarding proper keyboarding ergonomics. ~~Read the selected article.~~ Write a short summary regarding how well you adhere to these ergonomic standards.

2. Using the correlated software for the textbook, read the information about your computer's keypad and proper finger/hand position. Then complete the assigned activities.

Writing Assignments

1. Create a list of at least 15 technique tips to help you reach faster speeds, increase accuracy, and improve your comfort at the keyboard. Discuss your list with your instructor.
2. Using Internet, newspaper, and/or company fliers, identify the minimum keyboarding skill required at five different businesses. Compare (1) how your speed compares with those required by these businesses, (2) what accuracy and speed levels you think employers will expect you to have, and (3) what additional work you will need to do to reach your desired goals. Submit a 1-2 page summary of your conclusions to your instructor.

Out-of-Class Assignments

1. Using an online keyboarding recommended by your instructor, practice speed building exercises.
2. Using an online keyboarding recommended by your instructor, practice improving accuracy exercises.

Recommended Materials of Instruction

Course Materials:
Is there a Zero Cost Textbook for this? NO
Please Explain: We have not identified a free textbook or service that meets our course's needs.

Ober, S., Johnson, J., & Zimmerly, A. (2011). Gregg College Keyboarding & Document Processing (GDP Online Platform); Lessons 1-60. *McGraw Hill, 11th*. 9780077319366 with GDP Online. $169.83

Minimum Qualifications

Office Technologies
Created/Revised by: Kelley, Michelle

Course Outline

Catalog Description

Transfer Status: CSU

Unit(s): 1.00

BCIS 84 - Basics of Computers

Contact Hours: 8.50 Lecture/25.50 Lab
Out of Class Hours: 17.00
Total Course Hours: 51.00

Course Description:

This course provides students who have limited personal computer experience with the basic technology skills needed to ~~customize the Windows operating system user interface; manage files, folders, disks, and drives;~~ send business-appropriate emails; manage files and folders; ~~operate basic Windows programs;~~ and use basic search features of ~~the~~ internet ~~Explorer~~ browsers to locate information and create and manage personal logins following established security practices. The focus of this course is on preparing those students who are pursuing careers in business environments.

Objectives

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

1. Define and describe basic terms and concepts used in the Windows Operating System, ~~Windows~~ File Explorer, internet ~~Explorer~~ browsers, and e-mail programs.
2. Apply the basic features in the Windows Operating System ~~to customize the user interface~~;
3. Manage file, folder, disk, and drive storage using ~~Windows~~ File Explorer;
4. ~~Operate the basic programs installed on the Windows Operating System~~
5. Effectively use basic search features of ~~the~~ internet ~~Explorer~~ browsers to locate information.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Windows Operating System Features	1.50
Windows Explorer File Management	2.50
~~Windows~~ Operating System Programs	1.50

Internet ~~Explorer~~ Search Features	1.50
Basics of E-mail Features	1.50
Total Hours:	8.50

Lab

Topics	**Lab Hrs**
Windows Operating System Features	5.00
Windows Explorer File Management	6.00
~~Windows~~ Operating System Programs	5.00
Internet ~~Explorer~~ Search Features	5.00
Basics of E-mail Features	4.50
Total Hours:	25.50

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. Instructor Demonstrations
F. Lecture

Methods of Evaluation

A. Exams/Tests
B. Projects
C. Homework
D. Lab Projects
E. Performance Examinations

Examples of Assignments

Reading Assignments

1. Conduct online research to locate three relevant articles regarding the last three versions of the Windows Operating System. Once located, read articles, compile information, and use the word processing program discussed in class to write a 1-2 page report summarizing the three articles and cite sources ~~using The Gregg Reference Manual: A Manual of Style, Grammar, Usage, and Formatting.~~

2. Read the chapter on the features of the Windows Operating System. At the end of the chapter, read the questions covering the material. Create a new document using the word processing program discussed in class and name your document with a meaningful name and save the file to ~~your USB drive~~ a secure location. Create a bold and centered title; then key in the answers to each question. Use the word processing Numbering feature to apply numbering to each answer.

Writing Assignments

1. Using the word processing program discussed in class, create a new document ~~named~~ with a meaningful name, and save ~~on your USB drive.~~ to a secure location. Please include the following information in a 1-2 page document: 1) write a Technology Autobiography describing your computer experiences up to this point; and 2) explain why you decided to take this course; and what you expect to learn.

2. After the completion of each textbook chapter, select a minimum of three stated objectives that are listed at the beginning of the chapter and write an Objective Analysis for each. Each Objective Analysis should include the following: 1) selected objectives; and 2) written discussion (one or more paragraphs for each objective) of whether you feel that you have met the objective once the material has been covered. If you feel you have not met the objective, then please include reason(s) why.

Out-of-Class Assignments

1. After the class lecture on the Windows Operating System Features, complete the end-of-unit exercises. Exercises will need to be completed using a personal computer with Windows Operating System installed. Once these have been completed, use the online learning management system to submit the files that have been saved. Remember, it is very important to follow directions and name each file correctly.

2. After completing the end-of-unit exercises covering the Windows Operating System Features, log on to the online learning management system for this course and complete the 1-hour, open-book, 25-question, multiple choice concepts check. ~~After completing and submitting the concepts check, your~~ Results, ~~which includes the multiple-choice questions that were answered incorrectly,~~ will appear on the screen. You are allowed a second attempt in order to improve your score.

Recommended Materials of Instruction

Marshall, Greg. (2023). *Welcome to Computer Basics: Windows 11 Edition*. Labyrinth Learning. 1st ed. 978-1-64061-522-9. $54.00

Minimum Qualifications

Computer Science (Masters Required), or Office Technologies

Created/Revised by: Kelley, Michelle

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
BUS 25	2 online Fall	35 online	25	20	
	1 hybrid Spring	40 f2f	40		

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:

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 <u>any</u> of the above, stop here. If you answered "No" to <u>all</u> 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:
In the online modality for this course, there is extensive discussions that need to be graded each week that aids in the mastery of the individual work the student much accomplish as well.

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

☑ Yes
☐ No
If "Yes", explain:
Each student in this course is working on their own unique business idea. This idea is systematically evaluated each week by the instructor. Since each student business idea is different, a level of business coaching by the instructor is needed so that the outcome of the course is a viable "real" business plan for the students.

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:
A large portion of the students taking this course indicate they are taking the course to actually open the business they are researching and creating a plan for. Due to this "real life" situation, there is a high degree of personalized attention and coaching that each student needs from the instructor to be successful.

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:
Researching a business idea and writing a plan to launch a viable venture takes complex research and analysis skills. Significant guidance is needed from a knowledgable instructor. Since each idea is unique, this guidance is often

8 Additional Considerations:

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

While not an example from other college, the BUS dept at Butte College has another course that has a ped cap of 25. This was granted for many of the same reasons outlines above (BUS 68)

Completed by: *Jennifer Nelsen*

Butte College
Associate of Science Degree
Concrete Industry Technician

1. Statement of Program Goals and Objectives

This program is designed to assist students who want to learn the necessary skills that are used in the concrete industry and aggregate production in the real world, as well as assisting those students who want to transfer by helping them with hands-on skills and software they will use as a concrete industry professional.

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

- Describe how concrete is produced.
- Relate various sectors of the concrete industry and career opportunities.
- Perform quantity take off for steel, formwork, and concrete.
- Perform length, mass, area, and volume unit conversions.
- Recognize and explain concrete and construction equipment and tools and their usage.

2. Catalog Description

The Associate of Science in Concrete Industry Technician (CIT) program is a business-intensive program which develops solid management skills that can be used in any industry, but it has been developed specifically for the concrete industry. The program gives students entering the concrete work force an advantage since they gain valuable industry experience early in their careers.

The program includes a series of required business courses such as finance, marketing, management and business law. The concrete-specific courses teach the fundamentals of concrete, properties and testing, concrete construction, and more. All program courses emphasize problem solving, quality assurance and customer satisfaction. This program also aligns with CSU, Chico's Concrete Industry Management major.

3. Program Requirements

Requirements	Dept. Name/ #	Title	Units	Sequence
Required	CNST 1	Introduction to Construction	3	Yr 1 – Fall
Required	CNST 5	Plans, Specifications, & Surveying	3	Yr 1 - Fall
Required	ECON 4	Principles of Microeconomics	3	Yr 1 - Spring
Required	CNST 20	Foundations & Concrete Structures	3	Yr 2 - Fall
Required	ACCT 2	Financial Accounting	4	Yr 2 - Fall

Butte College
Associate of Science Degree
Concrete Industry Technician

Required	ACCT 4	Managerial Accounting	4	Yr 2 - Spring
Required	BUS 8	Introduction to Business Law	3	Yr 2 – Spring
Required	CHEM 51	Elementary Inorganic Chemistry	5	
Required	GEOL 32	Physical Geology with Lab	4	
Required	STAT C1000 or STAT C1000E	Introduction to Statistics Introduction to Statistics	4	
Required: Choose one Precalculus Option	MATH 20 and 26 OR MATH 20 and 26s OR MATH 28 OR MATH 28s	Trigonometry College Algebra Trigonometry College Algebra with Support Precalculus Precalculus with Support	3 4 3 4 4 4	
	PHYS 21 or PHYS 41	College Physics I Physics for Scientists and Engineers I	4 4	

	Butte GE	**Cal-GETC**
Major Total	44-47 Units	44-47 Units
General Education	21 Units	34 Units
Double Counts	9 units	10 units
Electives	1-4Units	-11 to -8 Units
Degree Total	60 Units	68 to 71 Units

Please note when we submit this degree to the state for approval, we will calculate double count units which may increase the number of elective units need to reach 60 units.

Proposed Sequence: See above.

Butte College
Associate of Science Degree
Concrete Industry Technician

4. Master Planning

Starting this program is driven by local industry and CSU Chico showing a tremendous demand for students trained in concrete industry management programs. Our service area not to mention the whole State of California does not have any concrete industry management programs at the community college level, the only 4-year program on the West coast is at CSU Chico. The need for construction workforce development was here before the devastating effects of the Camp Fire. There was an inadequate construction workforce before the fire and now the need is amplified significantly.

The Mission of the Butte-Glenn Community College District is to "provide quality education, services and workforce training to students who aspire to become productive members of a diverse, sustainable and global society." This Program is the epitome of workforce training for an individual who wishes to become productive within our community and beyond as construction is global.

At a time when the state has recognized the need to bolster Career Education this program along with the Construction Technician Program, Construction Management Program, HVACR Program, and Heavy Equipment Operator Program at Butte College will address the local shortfall in skilled trades education. The three programs will afford students the ability to choose which career pathway best serves their interest. Because the Programs are all within the construction industry over time they will allow for some crossover of Faculty, facilities, students, and other resources.

5. Enrollment and Completer Projections

		2022-2023		2023-2024	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
CNST 1	Introduction to Construction	1	36	1	48
CNST 5	Plans, Specifications, & Surveying	1	14	1	9
ECON 4	Principles of Microeconomics	14	422	18	505
CNST 20	Foundations & Concrete Structures	1	11	1	7
ACCT 2	Financial Accounting	13	330	15	364
ACCT 4	Managerial Accounting	8	179	8	195
BUS 8	Introduction to Business Law	10	302	10	318

Butte College
Associate of Science Degree
Concrete Industry Technician

CHEM 51	Elementary Inorganic Chemistry	16	309	16	336
GEOL 32	Physical Geology with Lab	5	89	5	77
STAT C1000	Introduction to Statistics	61	1484	58	1379
STAT C1000E	Introduction to Statistics			8	139
MATH 20	Trigonometry	15	300	16	347
MATH 26	College Algebra	20	319	15	289
MATH 26S	College Algebra			4	52
MATH 28	Precalculus	4	65	1	11
MATH 28S	Precalculus			1	9
PHYS 21	College Physics I	6	88	6	115
PHYS 41	Physics for Scientists and Engineers I	4	80	6	123

It is anticipated that we will have 10 completers per year.

6. Place of Program in Curriculum/Similar Programs

Program will be housed within the CNST Department along with CM and The Technician Program

7. Similar Programs at Other Colleges in Service Area

Chico State has a CIM Program, no other CCC has articulation agreements with them. The other four CIM Programs in the US are all back east (South Dakota, New Jersey, Tennessee, and Texas).

ADDITIONAL SUPPORTING DOCUMENTATION – CTE

Butte College
Certificate of Achievement
Concrete Industry Technician

1. Statement of Program Goals and Objectives

This program is designed to assist students who want to learn the necessary skills that are used in the concrete industry and aggregate production in the real world, as well as assisting those students who want to transfer by helping them with hands-on skills and software they will use as a concrete industry professional.

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

- Describe how concrete is produced.
- Relate various sectors of the concrete industry and career opportunities.
- Perform quantity take off for steel, formwork, and concrete.
- Perform length, mass, area, and volume unit conversions.
- Recognize and explain concrete and construction equipment and tools and their usage.

2. Catalog Description

The Certificate of Achievement in Concrete Industry Technician (CIT) program is a business-intensive program which develops solid management skills that can be used in any industry, but it has been developed specifically for the concrete industry. The program gives students entering the concrete work force an advantage since they gain valuable industry experience early in their careers.

The program includes a series of required business courses such as finance, marketing, management and business law. The concrete-specific courses teach the fundamentals of concrete, properties and testing, concrete construction, and more. All program courses emphasize problem solving, quality assurance and customer satisfaction.

3. Program Requirements

Requirements	Dept. Name/#	Title	Units	Sequence
Required	CNST 1	Introduction to Construction	3.0	Yr 1 – Fall
Required	CNST 5	Plans, Specifications, & Surveying	3.0	Yr 1 - Fall
Required	CNST 10	Principles and Applications of Concrete	4.0	Yr 1 - Spring
Required	CNST 20	Foundations & Concrete Structures	3.0	Yr 2 - Fall
Required	ACCT 2	Financial Accounting	4.0	Yr 2 - Fall
Required	ACCT 4	Managerial Accounting	4.0	Yr 2 - Spring
Required	BUS 8	Introduction to Business Law	3.0	Yr 2 – Spring

Total Units 24

Proposed Sequence: See above.

Butte College
Certificate of Achievement
Concrete Industry Technician

4. Master Planning

Starting this program is driven by local industry and CSU Chico showing a tremendous demand for students trained in concrete industry management programs. Our service area not to mention the whole State of California does not have any concrete industry management programs at the community college level, the only 4-year program on the West coast is at CSU Chico. The need for construction workforce development was here before the devastating effects of the Camp Fire. There was an inadequate construction workforce before the fire and now the need is amplified significantly.

The Mission of the Butte-Glenn Community College District is to "provide quality education, services and workforce training to students who aspire to become productive members of a diverse, sustainable and global society." This Program is the epitome of workforce training for an individual who wishes to become productive within our community and beyond as construction is global.

At a time when the state has recognized the need to bolster Career Education this program along with the Construction Technician Program, Construction Management Program, HVACR Program, and Heavy Equipment Operator Program at Butte College will address the local shortfall in skilled trades education. The three programs will afford students the ability to choose which career pathway best serves their interest. Because the Programs are all within the construction industry over time they will allow for some crossover of Faculty, facilities, students, and other resources.

5. Enrollment and Completer Projections

		2022-2023		2023-2024	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
CNST 1	Introduction to Construction	1	36	1	48
CNST 5	Plans, Specifications, & Surveying	1	14	1	9
ECON 4	Principles of Microeconomics	14	422	18	505
CNST 10	Properties & Applications of Concrete	1	13	1	6
CNST 20	Foundations & Concrete Structures	1	11	1	7
ACCT 2	Financial Accounting	13	330	15	364
ACCT 4	Managerial Accounting	8	179	8	195
BUS 8	Introduction to Business Law	10	302	10	318

It is anticipated that we will have 10 completers per year.

6. Place of Program in Curriculum/Similar Programs

Program will be housed within the CNST Department along with CM and The Technician Program

7. Similar Programs at Other Colleges in Service Area

Butte College
Certificate of Achievement
Concrete Industry Technician

Chico State has a CIM Program, no other CCC has articulation agreements with them. The other four CIM Programs in the US are all back east (South Dakota, New Jersey, Tennessee, and Texas).

ADDITIONAL SUPPORTING DOCUMENTATION – CTE

AS Degree in Computer Programming

Contact Information:

Department Office: AHPS 251
Department Phone: (530) 895-2531
Department Contact: Luke Sathrum, Chair (530) 895-2219
Counseling/ Advising: (530) 895-2378
Transfer Center: (530) 895-2264

About the Program:

Program Goal: CTE
GE Pattern(s): Butte Local
Program Code: 31307.01AS

The Computer Programming program prepares students for entry-level positions as computer programmers and web developers. The core curriculum covers the software development life-cycle, algorithms, fundamental data structures, database design, and the design, implementation, and testing of computer programs and dynamic websites. No prerequisite skills are required for students to enroll in the program.

The program offers courses that prepare students for entry-level positions as computer programmers and web developers.

Program Learning Outcome(s):
Upon successful completion of the program, the student will be able to:

1. Design and implement basic software solutions using the building blocks of modern computer software systems.
2. Identify, describe, and apply a variety of software engineering paradigms and process models in the development of computer software solutions.
3. Design, implement, and test the functionality of relational databases.
4. Design, implement, and test the functionality of computer software in a variety of computer programming languages.
5. Design, implement, test, and maintain dynamic websites using client-side technologies, server-side technologies, and relational databases.

Required courses:		20.00
BUS 18	Database Design	4.00
CSCI 4	Introduction to Programming Concepts and Methodologies	3.00
CSCI 20	Programming and Algorithms I	3.00
CSCI 21	Programming and Algorithms II	3.00
CSCI 25	Linux 1	3.00
CSCI 31	Web Development I	3.00
CSCI 32	Web Development II	3.00
CSCI 36	Programming Project	2.00

Total: 20.00

Suggested Program Map (Butte GE)

Required courses: **Units:** 60.00-64.00

Term 1		15.00-16.00
BUS 18	Database Design	4.00
CSCI 4	Introduction to Programming Concepts and Methodologies	3.00
CSCI 31	Web Development I	3.00
Prerequisite: CSCI 4 (or concurrent enrollment) or CSCI 20 (or concurrent enrollment)		
Area 1A Choice (See GE Guide)		3.00-4.00
Graduation Requirement Choice (See GE Guide)		2.00
Term 2		15.00-16.00
CSCI 20	Programming and Algorithms I	3.00
Meets Area 2.		
CSCI 32	Web Development II	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
Term 3		15.00-17.00
CSCI 21	Programming and Algorithms II	3.00
Area 1B Choice (See GE Guide)		3.00
CSCI 25	Linux 1	3.00

Certificate of Achievement in Computer Programming

Contact Information:

Department Office: AHPS 251
Department Phone: (530) 895-2531
Department Contact: Luke Sathrum, Chair (530) 895-2219
Counseling/ Advising: (530) 895-2378
Transfer Center: (530) 895-2264

About the Program:

Program Goal: CTE
GE Pattern(s): None
Program Code: 31246.01CA

See AS Degree in Computer Programming.

Program Learning Outcome(s):
Upon successful completion of the program, the student will be able to:

1. Design and implement basic software solutions using the building blocks of modern computer software systems.
2. Identify, describe, and apply a variety of software engineering paradigms and process models in the development of computer software solutions.
3. Design, implement, and test the functionality of relational databases.
4. Design, implement, and test the functionality of computer software in a variety of computer programming languages.
5. Design, implement, test, and maintain dynamic websites using client-side technologies, server-side technologies, and relational databases.

Required courses:		20.00
BUS 18	Database Design	4.00
CSCI 4	Introduction to Programming Concepts and Methodologies	3.00
CSCI 20	Programming and Algorithms I	3.00
CSCI 21	Programming and Algorithms II	3.00
CSCI 25	Linux 1	3.00
CSCI 31	Web Development I	3.00
CSCI 32	Web Development II	3.00
CSCI 36	Programming Project	2.00

Total: 20.00

Suggested Program Map

Required courses: **Units:** 24.00

Term 1		10.00
BUS 18	Database Design	4.00
CSCI 4	Introduction to Programming Concepts and Methodologies	3.00
CSCI 31	Web Development I	3.00
Prerequisite: CSCI 4 (or concurrent enrollment) or CSCI 20 (or concurrent enrollment)		
Term 2		6.00
CSCI 20	Programming and Algorithms I	3.00
CSCI 32	Web Development II	3.00
Term 3		6.00
CSCI 21	Programming and Algorithms II	3.00
CSCI 25	Linux 1	3.00
Term 4		2.00
CSCI 36	Programming Project	2.00

Total: 24.00

AS Degree in Marketing

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: 01311.00AS

The Marketing program is designed to provide students with a well-rounded education in business operations, management techniques, human relations, accounting, and economics with an emphasis in marketing principles, sales, and advertising. To be successful students need basic competence in reading, written and oral communication, and mathematics. Students in this field should possess an interest in working with others, developing business strategies, and responding to today's competitive business environment.

This program is designed to teach students to solve problems, develop marketing strategies, make oral presentations, and write reports such as marketing plans and sales proposals. Marketing skills are useful in many job settings: retail, wholesale, manufacturing, social services, government, and education. These skills also are important for people who wish to improve their performance in existing jobs or develop their own businesses.

Program Learning Outcome(s):
Upon successful completion of the program, the student will be able to:

1. Identify business terms and concepts, and effectively communicate using the language of business.
2. Make effective business decisions using a systematic, evaluative, information-based approach.
3. Develop and exhibit high standards of professional practice, demonstrating awareness of ethical and social responsibilities in today's multicultural, team-oriented, rapidly changing environment.

Required courses:		41.00
ACCT 20	Introduction to Accounting	3.00
BCIS 13	Business Communication	3.00
BCIS 33	Skills for the Working Professional	1.00
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 50	Sales Strategies	3.00
BUS 60	Advertising and Promotion	3.00
BUS 64	Principles of Marketing	3.00
BUS 68	Web Marketing	3.00
ECON 4	Principles of Microeconomics	3.00
Select one:		3.00
CMST 2	Public Speaking	3.00
CMST 2H	Honors Public Speaking	3.00
Select six units:		6.00
ART 31	Graphic Design I	3.00
BCIS 15	Web-based Tools for Business	3.00
BCIS 18	Introduction to Business Technology	3.00
~~BCIS 47~~	~~Desktop Publishing~~	~~2.00~~
BUS 25	Introduction to Entrepreneurship	3.00
MSP 5	Introduction to Interactive Web Design and Authoring	3.00
MSP 74	Multimedia Production I	3.00

Total: 41.00

Suggested Program Map (Butte GE)

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

Term 1		15.00-19.00
BUS 20	Introduction to Business	3.00

Application for Program Exemption from Graduation Requirement

To receive a program exemption, the program owners must initiate a request for a graduation requirement exemption to the curriculum committee for approval. *Note: If a course that meets the graduation requirement and exists within an academic program it shall double-count as both a program course and a graduation requirement and does not constitute an exemption.*

Program Name: Respiratory Care

Submitted by: Donna Davis **Date**: April 21st, 2025 **Department Chair** Donna Davis **Dean** Denise Adams
Enter the names of the Chair/Dean who have approved of this proposal.
You are certifying that the chair/dean approve and that all faculty members in the program have discussed this proposal.

Per the Local Graduation Requirements Guidelines document, students are required to complete a minimum of 2 units from any combination of the following areas: • Self-integration • Physical Education Activity • CTE Pathways Exploratory Courses. A program can apply for an exemption if aspects of self-integration, physical education, or career exploration are integrated within their core curriculum, making additional courses redundant. This action should be considered carefully, with the aim of maintaining the integrity and objectives of the overall educational experience.

1. Check the graduation requirement area being waived:

☒ **Self-Integration**

Personal Development: Courses should focus on enhancing students' self-awareness, emotional intelligence, and personal growth strategies to increase the likelihood of success in achieving educational and career goals. This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. • College Success Skills: include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as avenues for lifelong learning.

☐ **Physical Education Activity**

Physical Fitness: Courses must promote physical health through activities that improve strength, flexibility, endurance, and overall fitness. • Wellness Education: Incorporate principles of healthy living, nutrition, and wellness practices. • Skill Development: Offer opportunities for students to learn and improve specific physical skills or sports.

☐ **CTE Pathways Exploratory**

Comprehensive Career Coverage: overview of various career opportunities within specific industries or sectors or across specific sectors served by programs offered at Bute College. Curriculum should be aligned with current industry standards and trends and is designed to help students make informed decisions about potential career paths. • Skill Development and Application: Emphasize critical thinking, problem-solving, and operational skills relevant to the intended span of careers, supported by practical, hands-on learning experiences. This could include work experience courses. • Career Planning Resources: Include guest speakers, career planning tools, and guidance in developing personalized career action plans. • Courses must be in a CTE TOP code

Explain how this exemption demonstrates that an aggregate minimum of 102 total student learning hours is devoted to topics, concepts, or skills listed in the criteria. Include how the area is met across numerous course outlines or as a small fraction of a high unit course as are found in the academies.

RT 125 is the introductory clinical course for the Respiratory Care program It is a 5-unit (255 hours) course in which students provide basic respiratory therapy procedures to patients in the medical-surgical floor areas. During these rotations, students learn how to interact appropriately with patients of all ages, ethnicities, and cultural backgrounds, along with learning how to anticipate the needs of their patients. Students are equipped with the time necessary to reflect on their growth as fledgling respiratory therapists and are consistently provided with formative feedback from their clinical instructors on ways to improve

not only their interactions with patients, but also their patient assessment and therapeutic skills with every interaction. Students are encouraged to reflect after each patient encounter on their own self-awareness, addressing their thoughts and feelings on their communication style and how they can potentially improve them with their subsequent patient interactions.

Curriculum Committee Chair: _____ Date Approved: _____