

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 (centerish@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: Registered Nurse

Describe how your program:

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

Current job postings (regional job boards / Indeed listings) show ongoing hiring for RNs in Butte, Mendocino, Lassen (Susanville postings), Humboldt, and Shasta Counties — which supports that openings exist now, and are not just projected. EDD county occupation profiles and regional projection highlights show RNs among the important occupations with steady employment and projected openings across Butte, Shasta, Mendocino, Lassen, Humboldt, Siskiyou/Plumas areas. Per EDD website, RN's show a growth of over 33,000 in openings in CA over the next 10 years.

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)


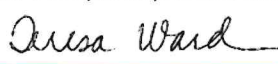
Several colleges within the region do operate pre-licensure RN/ADN programs (College of the Redwoods, Lassen, Mendocino, Shasta, Butte). That pattern indicates some overlap in ADN offerings (expected across neighboring community colleges), but many rural counties either rely on a small number of local RN programs or send students to neighboring districts — so program availability is not excessive duplication for workforce needs. EDD local demand data supports multiple local training sites to meet hiring needs across multiple counties. Butte College continues to have a large backlog of applicants (3 year wait period) to get into our Traditional Track RN program.

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

Butte College post-graduation follow-up statistics indicate 100% job placement for our RN graduates who pass NCLEX. Our Butte College website states that most RN graduates secure employment within three months of graduation and notes ~90% choose to work in nearby counties (Butte, Glenn, Tehama, Shasta, Yuba, Plumas) a direct program statement about employment outcomes. Since our last CTE Review, we have also added an Accelerated Track RN program to accommodate more students and to meet local RN needs.

Department Chair signature: 
Laura Collins (Dec 12, 2025 10:19:29 PST)
(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature:

Curriculum Committee Chair:


Patrick McDougall (Dec 15, 2025 16:03:09 PST)

Date Approved:

12/15/2025

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://coeccc.net/>
- EDD Labor Market Data (State): www.labormarketinfo.edd.ca.gov
 - LMI by customer, LMI by geography, LMI by industries and occupations

Program Name: Licensed Vocational Nurse

Describe how your program:

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

CA EDD occupation pages and the Centers of Excellence (COE) regional labor market analysis show steady openings for vocational nurses (LVNs) across northern California counties and nearby regions. The EDD website shows that the Far North subregion held 1,588 licensed vocational nursing jobs in 2023. These jobs are projected to increase by 10% over the next five years, adding 158 new jobs to the subregion by 2028. Over the next five years, licensed vocational nursing jobs are projected to have 159 annual openings across the Far North subregion.

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)

Multiple community colleges in neighboring rural counties operate LVN programs. This is expected because LVN is an entry-level licensed pathway and travel distances in rural regions justify multiple local training providers. In counties where colleges don't run initial LVN cohorts (Mendocino in some years), adult education or hospital partners fill the gap rather than creating wasteful duplication. Even though there are other colleges (Feather River, College of the Redwoods, Shasta College, College of the Siskiyous) that offer an LVN program, we still have a backlog of students waiting to get into our LVN program. The current wait is 3 semesters to enter our LVN program, we hope to decrease this with the expansion of our LVN program.

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

LVN completion rates have been above 94% for the last 3 classes of LVN graduates. Our LVN first time licensure pass rates (per the BVNPT) is 90% on average. 100% of our LVN graduates have job placement after passing boards. We are currently expanding our LVN program to 90 students per semester (from 30 students per semester) in order to shorten wait times to get into the program and to meet the LVN demand in our area. This means we will graduate an LVN class every semester.

Department Chair signature: 
Laura Brown (Dec 12, 2025 16:18:49 PST)
(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature:  

Curriculum Committee Chair: 
Patrick McDougall (Dec 15, 2025 16:00:15 PST)

Date Approved: 12/15/2025

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://coeccc.net/>
- EDD Labor Market Data (State): www.labormarketinfo.edd.ca.gov
 - LMI by customer, LMI by geography, LMI by industries and occupations

Program Name: Certified Nurse Assistant

Describe how your program:

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

EDD datasets and Bureau of Labor wage tables show: (a) steady employment counts statewide, (b) numerous projected openings driven largely by retirements and turnover in long-term care and home care, and (c) wages that vary by county but are generally in the range that makes entry-level employment feasible for recent completers. Nursing Assistant is on the top 10 list on the EDD website as one of the occupations with the most job openings (1770 total openings) in Butte County. Per EDD website, CNA's show a growth in openings of 7000 in openings in CA over the next 10 years.

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)


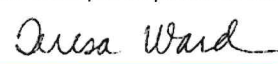
Multiple colleges in neighboring rural counties (College of Redwoods, College of Siskiyous, Feather River, Lassen Community College) do run CNA courses which are reasonable given rural geography and localized demand. Because CNA programs are short, entry-level programs addressing local long-term care and home health staffing needs, the presence of several nearby programs, this generally meets demand rather than creating unnecessary duplication — especially where each program serves distinct local populations (county residents) and employers

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

Every student can get a job after taking the class due to the shortage of CNAs in long term care per the Butte College CNA director. Butte College's CNA/HHA program is CDPH-approved, runs 10 cohorts per year (approximately 150 students). Since our last program review, we have added 2 part time CNA programs to our 2 full time CNA cohorts each semester. The licensure pass rate is 99% for our CNA students for the last 3 years of CNA graduates.

Department Chair signature: 
Laurie G. Jones (Dec 12, 2025 16:19:05 PST)
(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature:

Curriculum Committee Chair:


Patrick McDougall (Dec 15, 2025 16:01:28 PST)

Date Approved:

12/15/2025

BUTTE COLLEGE
Request for Exemption from START

The START Program is for students enrolling in Butte College for the first time. It provides students with pre-enrollment and enrollment services designed to improve opportunities for success in pursuing their educational and vocational goals.

START consists of the following:

- *an orientation to college services, programs, policies and procedures;*
- *a tour of the Butte College campus;*
- *an assessment of skill levels in English, reading and math, and interpretation of results;*
- *assistance with identifying educational and career goals; and*
- *pre-enrollment counseling/advising to assist in course selection.*

After reviewing the information provided on the Butte College START program, the following course should be exempt from the college's pre-enrollment activities:

Course Prefix and Number: ACCT-53 Gov/Nonprofit ACCT

Exemption is requested from (check one):

Orientation & Counseling Only

All components (includes Assessment)

Please explain why students enrolled in the course listed above, who are new to Butte College, do not require exposure to the activities provided during the college's START program.

This course covers accounting and financial reporting for governmental units and institutions

with emphasis on the principles prescribed by the Governmental Accounting Standards Board.

Due to the focus of this course, we find that the majority of students trying to enroll currently

work at a government agency and do not want to enroll in a Program. They want the class for

up-skilling and potential advancement. Many do not enroll due to frustration with requirements.

Jeresa Doyle

Signature of person submitting this form

Dec 15, 2025

Date

BUTTE COLLEGE
Request for Exemption from START

The START Program is for students enrolling in Butte College for the first time. It provides students with pre-enrollment and enrollment services designed to improve opportunities for success in pursuing their educational and vocational goals.

START consists of the following:

- *an orientation to college services, programs, policies and procedures;*
- *a tour of the Butte College campus;*
- *assistance with identifying educational and career goals; and*
- *pre-enrollment counseling/advising to assist in course selection.*

After reviewing the information provided on the Butte College START program, the following course should be exempt from the college's pre-enrollment activities:

Course Prefix and Number: ESL 301, 302, 303, 304, 305, 340, 350

Orientation & Counseling exemption is requested

Please explain why students enrolled in the course listed above, who are new to Butte College, do not require exposure to the activities provided during the college's START program.

Our Butte College ESL Program hosts welcome nights at each of our sites at the beginning of each semester. At these events, representatives of campus resources most relevant to our ESL population are present to introduce themselves and their services.

We have a self-assessment procedure for students needing assistance choosing an ESL course level. And our ESL SSS works exclusively with ESL students and further directs students individually to campus resources and contacts if needed. Our ESL students receive tours of the campus sites they attend (CHC, GCC, HWES) rather than the main campus. Lastly, our ESL program is open entry/exit with constant changes in attendance, so a required orientation & counseling would be a logistical barrier.

Mark Scholl

Digitally signed by Mark Scholl
Date: 2025.12.17 09:35:49 -08'00'

Signature of person submitting this form

12/17/25

Date

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
MUS 1	16	35	50	+15	0
MUS 2	3	35	50	+15	0
MUS 5	5	35	50	+15	0
MUS 6	1	35	50	+15	0
MUS 7	1	35	50	+15	0
MUS 8	6	35	50	+15	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
 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 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

Course requires weekly grading in small paragraphs, assignments, discussions, tests, or other work, as well as writing assignments and papers.

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

- Substantial Above Average Average Below Average Minimal

Explain:

N/A

3 Discussion/group participation is required and graded.

- Yes
 No

If "Yes", explain:

Yes. Discussion and group participation are required and graded. Instructors actively evaluate student contributions for quality, relevance, and engagement with course materials.

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

- Yes
 No

If "Yes", explain:

Yes. Each student is evaluated individually as aligned with course SLOs and GELOs.

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:

We are changing pedcaps in these courses to match pedcaps in similar Butte College Art GE courses as well as similar courses at other institutions.

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

ART 1 at Butte College has a cap of 50. Similar courses at CSU Chico have a cap of 45-65.

Completed by: Ryan Heimlich 2.4.26



Catalog Description

SWHS 2 - Social Work and Human Services Seminar/Field Experience

Transfer Status: CSU

Prerequisite: SWHS 1

Unit(s): 3.00

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

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

Total: 119.00 Contact hours/34.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course provides the student who is participating in a supervised field experience in a community organization, agency, or institution with a weekly class meeting that provides the academic elements to the experiential course offering. Students will develop skills that would facilitate gaining employment in the human services field. This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. Students will observe, practice, and develop skills that would facilitate gaining employment in the human services field. Lab hours include structured field experience in a social work or human services setting.

Objectives

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

1. Apply theoretical knowledge to the field experience.
2. Evaluate the field experience in relation to course objectives, career plans, and personal growth.
3. Apply ethics, values, and skills that recognize and explore professional use of self.
4. Demonstrate personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development including feedback from supervision.
5. Explain the purpose and skills of cultural engagement and humility (i.e., recognizing cultural competence, multiculturalism, and cross-cultural collaboration as areas for ongoing professional development).
6. Demonstrate knowledge of the fundamental legal guidelines, privacy and information management related to the standards of professional practice.
7. Reflect upon the application of ethical and professional standards to use of self within specific agency settings.
8. Apply a basic Code of Ethics, e.g., National Association of Social Workers (NASW) or National Organization for Human Services (NOHS) to the field experience.
9. Identify and characterize the major components of social work and human services practices.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession	3.00
Codes of Ethics (e.g., NASW or NOHS) and social justice principles	3.00
Legal context of social work practice/human services, and the role of supervision in the professional development journey	3.00
Resources and services that clients need and depend upon	3.00
Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, spirituality, gender, age, abilities, economic status, or language	3.00
Exploring the progressive nature and skills of a generalist practice	2.00
Total Hours:	17.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession	12.00
Codes of Ethics (e.g., NASW or NOHS) and social justice principles	12.00
Legal context of social work practice/human services, and the role of supervision in the professional development journey	12.00
Resources and services that clients need and depend upon	12.00
Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, spirituality, gender, age, abilities, economic status, or language	12.00
Exploring the progressive nature and skills of a generalist practice	12.00
Protocols for visiting social work and human services work sites	10.00
Historical development of social work and social welfare	10.00
Total Hours:	102.00

Topics

Lab Hrs

Different levels of social work practice

10.00

Total Hours: 102.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Field Experience/Internship
- D. Group Discussions
- E. Guest Speakers
- F. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- G. Lecture

Methods of Evaluation

- A. Quizzes
- B. Papers
- C. Oral Presentation
- D. Journal
- E. Written Assignments
- F. Class Discussion
- G. Documented completion of required field hours

Examples of Assignments

Reading Assignments

1. Read the chapter on Days in the Lives of Social Workers and write a one-page response to the reading. The response needs to address 2–3 agencies that employ social workers or work hand in hand with social workers.
2. Review the web link about Why Choose the Social Work Profession. Write a one-page summary of the article and why they are considering this profession for a career.

Writing Assignments

1. A journal assignment will be turned in every two weeks and will be one-page in length. List 2-3 interactions with fieldwork supervisor, or other employees at the fieldwork location. Self-reflect on what you have learned or been enlightened by in the past two weeks.
2. Write a 1-2 paragraph response to a web link article presented by the instructor on the social work job market. The response must list at least one data point from the web article.

Out-of-Class Assignments

1. Visit a social services office in person. The office must serve the local community and students must bring back any handouts or web links that provide information about that office. A short 5-7 minute presentation will be made in-class and be graded.
2. Interview a current social service employee. A one-page summary of that interview will be submitted for a grade. The summary must address questions about the daily activities of the social service employee along with the challenges and rewards of the that job.

Recommended Materials of Instruction

Grobman, L.M. (2020). Days in the lives of Social Workers. *The New Social Worker Press, 5th*. 9781929109845.

Cournoyer, B. R. (2017). The Social Work Skills Workbook. *Cengage Learning, 8th*. 9781305633780.

Myers Kaiser, P. (2016). The Human Services Internship: Getting the Most from your Experience. *Cengage Learning, 4th*. 9781305087347.

Raymond Fox. (2013). Elements of the Helping Process. *Routledge, 3rd*. 9780415808804.

Zero Cost Textbook

Social Work and Social Welfare 2nd edition, Cullen and Cullen, 2021 (CC BY-NC).

Other Learning Materials

National Association of Social Workers (NASW) Code of Ethics

Minimum Qualifications

Counseling (Masters Required), or Psychology (Masters Required)

Created/Revised by:

AA-T Degree in Anthropology

About the Program

Program Goal: Transfer

GE Pattern(s): Cal-GETC

Program Code: 31964.31AA-T

Students completing Associate Degrees for Transfer are guaranteed admission to the CSU system. Please see the beginning of the "Academic Programs" section for details.

Anthropology is the study of humans worldwide, both in the past and present. The program is designed to introduce students to culture as the core concept for understanding human behavior. The four subfields of anthropology (physical, archaeological, linguistics and cultural) are used as a foundation to examine varied perspectives about the world. Anthropology students graduate with an awareness of cultural and biological diversity and the complexity of past and contemporary societies. The degree offers courses required in the CSU, Chico major core program, in addition to courses approved for ~~CSU General Education~~ Cal-GETC.

The program in anthropology is designed to prepare students for a variety of exciting careers, which may include education, research, medicine, business, non-profit and public service fields. As an example, anthropologists may be employed on international research teams, such as with Centers for Disease Control and Prevention scientists working to control Ebola outbreaks in West Africa. Anthropologists may also be employed as resident scientists at the Intel Corporation or as curation specialists in the US Army Corps of Engineers. Numerous anthropological skills, such as the ability to think critically and creatively about the world and the ability to apply research methods to solve problems, translate to various employment sectors. For more information on possible careers, please visit the American Anthropology Association's Careers in Anthropology webpage, <http://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783>

Program Learning Outcome(s):

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

1. Identify and discuss major topics relevant to Physical Anthropology, including human and primate evolution and variation among hominids.
2. Define culture and apply the concept to a broad cross-cultural understanding of human behavior.
3. Examine past cultural systems through analysis of physical cultural remains.
4. Describe and analyze human linguistic systems and the influence of language on human perceptions of the world.

Required courses:

ANTH C1001	Introduction to Biological Anthropology	23.00-24.00	18.00-20.00	3.00
ANTH C1001L	Biological Anthropology Lab			1.00
ANTH 4	Cultural Anthropology			3.00
ANTH 16	Archaeology and Ancient Societies			3.00
<i>List A (Select one):</i>				
ANTH 13	Magic, Witchcraft and Religion		3.00-4.00	3.00
ANTH 14	Language and Culture			3.00
STAT C1000	Introduction to Statistics			4.00
STAT C1000E	Introduction to Statistics			4.00

List B (Select ~~one or~~ two or any course from List A not already used):

BIOL 20	Human Anatomy	6.00	3.00	4.00
GEOG 20	Introduction to Geographic Information Systems			3.00
GEO 32	Physical Geology with Lab			4.00
PSY 7	Introduction to Research Methods in Psychology			3.00
ANTH 18	World Cultures			3.00
PSYC C1000	Introduction to Psychology			3.00
HIST 18	Multicultural History of the United States			3.00
GEOG 4	Cultural Geography			3.00

List C (Select one or any course from List A or List B not already used):

ANTH 18	World Cultures		3.00-4.00	3.00
ANTH 32	Native Americans			3.00
ANTH 33	Ancient Mesoamerica			3.00
BIOL 20	Human Anatomy			4.00
GEO 32	Physical Geology with Lab			4.00
PSC 11	Earth Science with Lab			4.00

Total: ~~18.00-20.00~~ 23.00-24.00

Suggested Program Map (Cal-GETC)

Required courses:

		Units: 60.00-68.00
<i>Term 1</i>		
ANTH 4	Cultural Anthropology	13-15 5.00-
Meets Area 4.		3.00

Area 1A Choice (See GE Guide) ~~3.00~~ 4.00
 Area 1C Choice (See GE Guide) 3.00
 Area 2 Choice (See GE Guide) 3.00-5.00

~~Area 4 Choice (See GE Guide)~~ ~~3.00~~

~~List B: (Select one or Two or any course not already used in List A):~~ 3.00-4.00

~~List C (Select one or any course from List A or List B not already used):~~
 BIOL 20 Human Anatomy 4.00
 Meets Area 5B/5C.

~~GEOG 20 Introduction to Geographic Information Systems 3.00~~
~~GEO 32 Physical Geology with Lab 4.00~~
 Meets Area 5A/5C.

~~PSY 7 Introduction to Research Methods in Psychology 3.00~~
~~Prerequisite: PSYC C1000 and STAT C1000 or STAT C1000E~~

PSC 11 Earth Science with Lab 4.00

Meets Area 5A/5C

Area 3A Choice (See GE Guide) 3.00
 Department recommends ARTH ~~2~~C1100, ART 3, ART 6, MUS 6, or MUS 9.

Area 3B Choice (See GE Guide) 3.00-4.00
 Taking ECON 20, HIST ~~8~~C1001, HIST ~~10~~C1002, HIST 18, or HIST 26 is recommended to meet the ~~US-1~~ American History/Institutions graduation requirements for CSU/UC.

~~Elective (any course numbered 1-99 or C1000-C1999) 3.00~~
~~Only necessary if the 60 units needed to graduate have not been completed. Consider taking a Cal-GETC General Education course. Visit www.assist.org to see CSU options.~~

List B (select two or any course from List A not already used):

ANTH 18 World Cultures 3.00

PSYC C1000 Introduction to Psychology
 Meets Area 4
 HIST 18 Multicultural History of the United States
 Meets Area 3B or 4
 GEOG 4 Cultural Geography

Term 4 15.00-17.00
~~List C (Select one or any course not already used in List A or List B): Meets Area 4 3.00~~

~~List B (Select two or any course from List A not already used):~~
~~ANTH 18 World Cultures 3.00~~
~~ANTH 32 Native Americans 3.00~~
~~ANTH 33 Ancient Mesoamerica 3.00~~

PSYC C1000 Introduction to Psychology
 Meets Area 4
 HIST 18 Multicultural History of the United States
 Meets Area 3B or 4
 GEOG 4 Cultural Geography

Area 5A/5C Choice (See GE Guide) 3.00-5.00
~~Must have 5C Lab component if not taken in 5B/5C.~~

Elective (any course numbered 1-99 or C1000- ~~C12999~~) 3.00-
6.00~~9.00~~

Only necessary if the 60 units needed to graduate have not been completed. Consider taking a Cal-GETC General Education course. Visit

www.assist.org to see options.

Area 4 Choice (See GE Guide)

3.00

Taking POLS C1000 is recommended to meet the American History/Institutions graduation requirements for CSU/UC.

~~Taking POLS C1000 is recommended to meet the US-2 graduation requirements for CSU/UC.~~

Term 2

~~15.00~~ 16.00-17.00

~~ANTH 16 Archaeology and Ancient Societies~~
~~Meets Area 4.~~

~~3.00~~

ANTH C1001 Introduction to Biological Anthropology
Meets Area 5B.

3.00

ANTH C1001L Biological Anthropology Lab
Meets Area 5C.

1.000

List A (Select one):

ANTH 13 Magic, Witchcraft and Religion
Meets Area 4.

3.00-4.00

3.00

ANTH 14 Language and Culture
Meets Area 4.

3.00

STAT C1000 Introduction to Statistics
Meets Area 2.

4.00

STAT C1000E Introduction to Statistics
Meets Area 2.

4.00

Department recommends STAT C1000 or STAT C1000E

Area 1B Choice (See GE Guide)

3.00

Department recommends ENGL C1001.

Area 6 Choice (See GE Guide) Department recommends ETHS 20 (if approved)

3.00

Elective (any course numbered 1-99 or C1000- C12999)

3.00

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

Term 3

15.00-16.00

ANTH 16 Archaeology and Ancient Societies
Meets Area 4.

3.00

Total: 60.00-68.00

ADT Submission Form for Anthropology CCC Major or Area of

Emphasis: Anthropology

TOP Code: 2202.00

CSU Major(s): Anthropology

Total Units: 20-23 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the form. If the course may be double-counted with Cal-GETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

or the ASSIST website:

<https://www.assist.org/>.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *Cal-GETC Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Anthropology for Transfer Degree					
College Name: Butte					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
REQUIRED CORE: (9-10 units)					
Introduction to Cultural Anthropology (3)	ANTH 120	ANTH 4	Cultural Anthropology	3	Area 4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Biological Anthropology (3) OR Introduction to Biological Anthropology (3) AND Biological Anthropology Lab (1)	ANTH 110	ANTH C1001	Introduction to Biological Anthropology	3	Area 5B
	OR ANTH 110 AND ANTH 115L	ANTH C1001L	Biological Anthropology Lab	1	Area 5C
Introduction to Archaeology (3)	ANTH 150	ANTH 16	Archaeology and Ancient Societies	3	Area 4
List A: Select one (3 units) Any course that is articulated as lower division major preparation for the anthropology major at a CSU or UC	AAM	ANTH 13	Magic, Witchcraft, and Religion	3	Area 4
		ANTH 14	Language and Culture	3	Area 4
Introduction to Linguistic Anthropology (3)	ANTH 130	N/A			

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Introduction to Statistics (3) OR Introduction to Statistics in Sociology (3)	MATH 110 OR SOC 125	STAT C1000 or STAT C1000E	Introduction to Statistics Introduction to Statistics	4 4	Area 2 Area 2
List B: Select two (6 units)					
Any courses not selected from List A					
Any CSU transferable anthropology Course	BCT	ANTH 18 ANTH 33	World Cultures Ancient Mesoamerica	3 3	Area 4 Area 4
Any other course from Cal-GETC Area 3 and/or 4 emphasizing Human Culture	GECC				
Any Social Science course in Cal-GETC Area 4 or Area 6	GECC	PSYC C1000 HIST 18 GEOG 4	Introduction to Psychology Multicultural History of the United States Cultural Geography	3 3 3	Area 4 Area 4 Area 4
List C: Select one (2-4 units)					
Any course not selected from List A or List B					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Philosophy of Science (3)	<i>BCT</i>				
Human Anatomy w/ Lab (3)	BIOL110B	BIOL 20	Human Anatomy	4	Areas 5B and 5C
Physical Geology (3) AND Physical Geology Lab (1) OR Physical Geology w/ Lab (4)	GEOL 100 AND GEOL 100L OR GEOL 101	GEOL 32	Physical Geology with Lab	4	Areas 5A and 5C
Earth Science (3) AND Earth Science Lab (1) OR Earth Science w/ Lab (4)	GEOL 120 AND GEOL 120L OR GEOL 121	PSC 11	Earth Science with Lab	4	Areas 5A and 5C

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	Cal-GETC
Environmental Geology (3) AND Environmental Geology Lab (3) OR Environmental Geology w/ Lab (4)	GEOL 130 AND GEOL 130L OR GEOL 131				
Introduction to Geographic Information Systems and Techniques, with Lab (2)	GEOG 155				
Total Units for the Major:	20-23	Total Units for the Major:		23-24	
				Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>	7-16
				General Education (Cal-GETC) Units	34
				Elective (CSU Transferable) Units	9-19
				Total Degree Units (maximum)	60

NOTES:

TMC-aligned degrees must be constructed such that a student will take no more than 3 units that do not carry articulation as major preparation or GE.

AA-T Degree in Kinesiology

About the Program

Program Goal: Transfer

GE Pattern(s): Cal-GETC

Program Code: 32446.31AA-T

Students completing Associate Degrees for Transfer are guaranteed admission to the CSU system. Please see the beginning of the "Academic Programs" section for details.

With the completion of the AA-T in Kinesiology, students will possess foundational knowledge and skill that comprise the core content of the first two years of many four-year programs in Kinesiology.

Program Learning Outcome(s):

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

1. Identify and describe major concepts, theoretical principles, history and evolution, and current trends in kinesiology.
2. Describe physical activity as it relates to physiological responses and adaptations to exercise.
3. Recognize anatomical impacts on exercise related to age, gender, individual goals, and special needs.
4. Demonstrate and apply scientific principles to movement in the specific areas of fitness, aquatics, combatives, individual sport and team sport.
5. Develop and modify proper safety techniques for a variety of fitness programs.

Required courses:

BIOL 20	Human Anatomy	21.50-24.50
BIOL 21	Human Physiology	4.00
KIN 1	Introduction to Kinesiology	4.00
Movement-based Courses (Select one course from any three of the following areas):		3.00
<i>Combative</i>		4.50
KIN 73	Self Defense	1.50
KIN 74	Boxing	1.50
KIN 77	Karate	1.50
<i>Dance</i>		
KIN 38	Ballroom Dance I	1.50
KIN 39	Ballroom Dance II	1.50
KIN 40	Jazz Dance I	1.50
<i>Fitness</i>		
KIN 23	Weight Training I	1.50
KIN 24	Weight Training II	1.50
KIN 27	Core Crossfit Training	1.50
KIN 42	Yoga I	1.50
KIN 43	Yoga II	1.50
KIN 45	Pilates	1.50
KIN 53	Jogging/Running for Fitness	1.50
<i>Individual Sports</i>		
KIN 57	Archery	1.50
KIN 58	Badminton	1.50
KIN 59	Pickleball	1.50
KIN 60	Bowling	1.50
KIN 61	Golf	1.50
<i>Team Sports</i>		
KIN 64	Baseball	1.50
KIN 65	Soccer	1.50
KIN 66	Softball	1.50
KIN 67	Non-Contact Football	1.50
KIN 68	Volleyball I	1.50
KIN 69	Volleyball II	1.50
KIN 70	Basketball I	1.50
KIN 71	Basketball II	1.50
<i>List A (Select two): Only one course may be chosen from these groups (CHEM 1 or CHEM 51), (STAT C1000 or STAT C1000E), and (PSYC C1000 or SOC 2)</i>		6.00-9.00
CHEM 1	General Chemistry I	5.00
CHEM 51	Elementary Inorganic Chemistry	5.00

HLTH 2	Health and Wellness	3.00
KIN 11	First Aid and CPR	3.00
PHYS 21	College Physics I	4.00
PSYC C1000	Introduction to Psychology	3.00
SOC 2	Principles of Sociology	3.00
STAT C1000	Introduction to Statistics	4.00
STAT C1000E	Introduction to Statistics	4.00

Total: 21.50-24.50

Suggested Program Map (Cal-GETC)

Required courses:

Units: 60.00-69.00

Term 1

KIN 1	Introduction to Kinesiology	12.00-15.00
Area 1A Choice (See GE Guide)		3.00
Area 1C Choice (See GE Guide)		3.00-4.00
Area 2 Choice (See GE Guide)		3.00
Department recommends STAT C1000 or STAT C1000E.		3.00-5.00

Term 2

BIOL 20	Human Anatomy	14.50
Meets Area 5B/5C.		4.00

Movement-based Courses: Select one (three courses required from at least three groups) 1.50

Combative

KIN 73	Self Defense	1.50
KIN 74	Boxing	1.50
KIN 77	Karate	1.50

Dance

KIN 38	Ballroom Dance I	1.50
KIN 39	Ballroom Dance II	1.50
KIN 40	Jazz Dance I	1.50

Fitness

KIN 23	Weight Training I	1.50
KIN 24	Weight Training II	1.50
KIN 27	Core Crossfit Training	1.50
KIN 42	Yoga I	1.50
KIN 43	Yoga II	1.50
KIN 45	Pilates	1.50
KIN 53	Jogging/Running for Fitness	1.50

Individual Sports

KIN 57	Archery	1.50
KIN 58	Badminton	1.50
KIN 59	Pickleball	1.50
KIN 60	Bowling	1.50
KIN 61	Golf	1.50

Team Sports

KIN 64	Baseball	1.50
KIN 65	Soccer	1.50
KIN 66	Softball	1.50
KIN 67	Non-Contact Football	1.50
KIN 68	Volleyball I	1.50
KIN 69	Volleyball II	1.50
KIN 70	Basketball I	1.50
KIN 71	Basketball II	1.50

Area 1B Choice (See GE Guide)	3.00
Area 3A Choice (See GE Guide)	3.00
Area 4 Choice (See GE Guide)	3.00

Taking POLS C1000 or POS 12 is recommended to meet the US-2 graduation requirement for CSU/UC.

Term 3

13.50-17.50

<i>List A (Select two): Only one course may be chosen from these groups (CHEM 1 or CHEM 51), (STAT C1000 or STAT C1000E), and (PSYC C1000 or SOC 2)</i>		6.00-9.00
CHEM 1	General Chemistry I	5.00
Prerequisite: CHEM 11 or CHEM 51 or one year of high school Chemistry; and Intermediate Algebra or equivalent. Meets Area 5A/5C.		
CHEM 51	Elementary Inorganic Chemistry	5.00
Meets Area 5A/5C.		
HLTH 2	Health and Wellness	3.00
KIN 11	First Aid and CPR	3.00
PHYS 21	College Physics I	4.00
Prerequisite: MATH 20 or high school trigonometry. Meets Area 5A/5C.		
PSYC C1000	Introduction to Psychology	3.00
Meets Area 4.		
SOC 2	Principles of Sociology	3.00
Meets Area 4.		
STAT C1000	Introduction to Statistics	4.00
Meets Area 2.		
STAT C1000E	Introduction to Statistics	4.00
Meets Area 2.		
Department recommends KIN 11.		
Movement-based Courses (Select one course from any of the areas not already used in Term 2)		1.50
Area 3B Choice (See GE Guide)		3.00-4.00
Taking ECON 20, HIST 8, HIST 10, HIST 18, or HIST 26 is recommended to meet the US-1 graduation requirement for CSU/UC.		
Area 6 Choice (See GE Guide)		3.00
<i>Term 4</i>		20.00-22.00
BIOL 21	Human Physiology	4.00
Meets Area 5B/5C.		
Movement-based Courses (Select one course from any of the areas not already used in Term 2 and Term 3)		1.50
Area 4 Choice (See GE Guide)		3.00
Only necessary if not already met.		
Area 5A/5C Choice (See GE Guide)		3.00-5.00
Only necessary if CHEM 1, CHEM 51, PHYS 21, or PHYS 41 were not chosen in prior terms.		
Elective (any course numbered 1-99 or C1000-C1999)		8.50
Only necessary if the 60 units needed to graduate have not been completed. Consider taking a Cal-GETC General Education course. Visit www.assist.org to see options.		

Total: 60.00-69.00

Certificate of Achievement in Engineering Support Technician

About the Program

Program Goal: Career

GE Pattern(s): None

Program Code: 44968.00CA

The Certificate of Achievement, Engineering Support Technician offers a series of courses including foundational knowledge needed for an entry level engineering support technician. The program includes a built-in internship which allows the student to obtain hands-on experience in process manufacturing industries. Students will also be prepared to take an industry recognized certification exam.

Program Learning Outcome(s):

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

1. Utilize software to analyze, sort, and record data.
2. Interpret technical drawings.
3. Apply programming concepts.
4. Apply concepts of networking and create a basic network.
5. Apply mathematical and physical science concepts and apply those in a problem-solving format.
6. Apply skills acquired in specific areas of mechanical, electrical and pneumatic and hydraulic training.
7. Complete industry certifications.
8. Translate acquired skills through education, training, and internship to an employment opportunity as an engineering support technician.

Required courses

BCIS 85	Microsoft Excel for Windows	27.00-29.00	23.00-25.00
CSCI 4	Introduction to Programming Concepts and Methodologies		3.00
CSCI 19	Computer Networking Fundamentals		3.00
DFT 16	Print Reading for Industry and Manufacturing		3.00
ENGR 99	Work Experience-ENGR		3.00
ITEC 55	Introduction to Industrial Trades	6.00	2.00
ITEC 65	Introduction to Process Technologies		2.00
<i>Select one:</i>			
MATH 20	Trigonometry		3.00-5.00
MATH 28	Precalculus		3.00
MATH 28s	Precalculus with Support		4.00
MATH 30	Analytic Geometry and Calculus I		4.00
MATH 30s	Analytic Geometry and Calculus I with Support		5.00
<i>Select one:</i>			
PHYS 21	College Physics I		4.00
PHYS 41	Physics for Scientists and Engineers I		4.00
			4.00

Total: 27.00-29.00
23.00-25.00

Suggested Program Map

Required Courses:

23.00-25.00

Units: 27.00-29.00

Term 1

BCIS 85	Microsoft Excel for Windows	14.00-16.00	11.00-13.00
CSCI 4	Introduction to Programming Concepts and Methodologies		3.00
CSCI 19	Computer Networking Fundamentals (move to TERM 2)		3.00
ITEC 65	Introduction to Process Technologies		2.00
ITEC 55	Introduction to Industrial Trades		2.00
<i>Select one:</i>			
MATH 20	Trigonometry		3.00-5.00
MATH 28	Precalculus		3.00
MATH 28s	Precalculus with Support		4.00
MATH 30	Analytic Geometry and Calculus I		4.00
Prerequisite: MATH 20 and MATH 26 or MATH 20 and MATH 26s, MATH 28 or MATH 28s, or college-level Pre-calculus or equivalent			
MATH 30s	Analytic Geometry and Calculus I with Support		5.00
Prerequisite: MATH 20 and MATH 26 or MATH 20 and MATH 26s, MATH 28 or MATH 28s, or college-level Pre-calculus or equivalent			

Term 2

CSCI 19	Computer Networking Fundamentals (move to TERM 2)	13.00	12.00
			3.00

DFT 16
ENGR 99

Print Reading for Industry and Manufacturing
Work Experience-ENGR

3.00
~~6.00~~ 2.00

Select one:

PHYS 21 College Physics I
PHYS 41 Physics for Scientists and Engineers I
Prerequisite: MATH 30 or MATH 30s

4.00
4.00
4.00

Total: ~~27.00-29.00~~ 23.00-25.00