



Catalog Addendum Request

Use this form to request a mid-year addendum to the published catalog. Addenda are limited to changes required by an external accrediting, licensing, or program-approval agency whose decisions are not aligned with the college's curriculum and catalog cycle. Locally initiated changes take effect with the next catalog edition. Corrections of factual or clerical errors are submitted as errata, not through this form.

Submit the completed form and attachments to the Office of Instruction.

1. Program and Requester

Program	Nursing
Program code	NSG
Program steward (name and title)	Laurie Bowles, Nursing Department Chair
Division dean	Laure Meyer
Email and phone	meyerla@butte.edu 530-514-6346
Date of request	9/16/26

2. External Agency Requiring the Change

Agency name	Board of Registered Nursing
Agency type	☒ Accrediting agency ☒ Licensing board ☒ Program-approval agency
Regulation, standard, or approval condition the agency is relying on (cite section or standard number)	To maintain a low attrition rate, more points to be given with healthcare experience.
Effective date required by the agency	Class of Spring 2028

3. Requested Change

Catalog section(s) and page(s) affected	AS Degree in AT RN: LVN to ADN p. 125-126; Cert of Achievement AT RN: LVN
Type of change (check all that apply)	☐ Program description or other text ☒ Program admission or selection criteria ☐ Program learning outcomes ☐ Program requirements (courses, units, sequence) ☐ Program prerequisites or corequisites

Attach the current catalog language and the proposed language as separate documents, with changes marked (tracked changes or strikethrough/underline).

- ☒ Current catalog language attached
- ☒ Proposed catalog language attached, with changes marked

4. Documentation of the Requirement

Check the option that applies and provide the information requested.

- ☐ The agency issued a written directive or notice. A copy is attached.
- ☒ The agency communicated the requirement orally. Complete the record below.

Date of communication	Many dates of phone conversations
Agency representative (name and role)	Katie Daugherty, BRN NEC and a variety of community partners
Specific requirement stated	Change in Accelerated Track admission points to give more points to incumbent workers.
Effective date stated	Class starting Spring 2028
Written confirmation of our understanding sent to the agency?	☐ Yes (date sent: <input type="text"/> copy attached) ☒ No (briefly explain why not feasible below)

If no written confirmation was sent, explain why

The BRN will only provide verbal communication.

5. Why the Change Cannot Wait for the Next Catalog Edition

Describe the consequence to the program or its students if the change is not published until the next catalog edition (for example, loss or conditioning of program approval, ineligibility of students for licensure, or an application cycle that opens before the next catalog).

Consequence of waiting
Starting a new class, BRN approval and catalog changes don't line up.

6. Attestation

I confirm that the information above is accurate and that the requested change is required by the agency named in Section 2.

Program steward	Signature:  Laurie Bowles (Sep 16, 2026 13:13:03 PDT)	Date: 9/16/26
Division dean	Signature:  Laurie Meyer (Sep 16, 2026 13:18:29 PDT)	Date: 9/16/26

Office of Instruction Use Only

Decision	<div>☐ Approved for addendum</div> <div>☐ Returned: does not meet addendum criteria (locally initiated or not agency-required)</div> <div>☐ Returned: documentation incomplete</div> <div>☐ Referred to errata process</div>
Addendum publication date	
Notes	
Reviewed by / date	

AS Degree in Agriculture Science

About the Program

Program Goal: Career

GE Pattern(s): Butte Local, Cal-GETC

Program Code: 01298.02AS

The AS Degree in Agriculture Science program connects plant science and soil science to crop production practices such as fertility, irrigation, and pest management in agriculture systems. Courses cover areas of scientific principles, economic marketplaces, societal food systems, and crop production to equip you with the skills to grow agriculture commodities. Challenges facing agriculture are opportunities for you to dig in, get dirty, and solve problems. Come and explore how agriculture science can support communities in California and beyond. California ranks first in the nation in annual gross agricultural returns. The livestock industry and over 400 specialty crops provide a variety of career choices. Employment is found on ranches and farms, as well as the vast agriculture service industry. Career opportunities also exist with governmental agencies and non-profits as well as agriculture education.

Program Learning Outcome(s):

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

1. Explain the relevance of the central components of the food system in the context of the three pillars of sustainability.
2. Apply fundamental principles of plant and soil science to agriculture production and integrated pest management systems.
3. Describe the role of livestock in agricultural production and the food system.
4. Apply the scientific method to solve agricultural problems through observation, experimentation, and data analysis.
5. Critically evaluate agricultural production systems using quantitative tools, interpret numerical data to inform management practices, and communicate evidence-based recommendations.
6. Practice professional and safe work habits.

Required courses:

AB 20	Careers in Agriculture, Environmental Science and Natural Resources	44.00
AB 22	Agricultural Economics	1.00
AB 25	Computer Applications in Agriculture	3.00
AET 34	Farm Machinery	3.00
AGS 10	World Food and Hunger Issues	3.00
AGS 20	Plant Science	3.00
AGS 50	General Soils	4.00
AGS 99	Work Experience-AGS	2.00
COMM C1000	Introduction to Public Speaking	3.00
EH 38	Greenhouse Production	3.00
EH 60	Principles of Integrated Pest Management	3.00
EH 66	Orchard Production and Management	3.00
Select one:		3.00
AGS 40	Introduction to Animal Science	3.00
AGS 45	Feeds and Feeding	3.00
Select one:		4.00
STAT C1000	Introduction to Statistics	4.00
STAT C1000E	Introduction to Statistics	4.00
Select one:		3.00
AGS 30	Ecology of Insect and Disease Management	3.00
AGS 51	Fertilizers and Plant Nutrition	3.00
AGS 75	Introduction to Agricultural Education	3.00

Total: 44.00

Suggested Program Map (Butte GE)

Required courses:

Units: 60.00-62.00

Term 1		16.00-17.00
AB 20	Careers in Agriculture, Environmental Science and Natural Resources	1.00
Meets Graduation Requirement.		
AB 25	Computer Applications in Agriculture	3.00
AGS 10	World Food and Hunger Issues	3.00
Meets Area 4.		
AGS 20	Plant Science	3.00

Meets Area 5.

EH 60	Principles of Integrated Pest Management	3.00
Area 1A Choice (See GE Guide)		3.00-4.00
Area 6 Choice (See GE Guide)		3.00

Term 2		17.00-18.00
AET 34	Farm Machinery	3.00
AGS 50	General Soils	4.00
Meets Area 5.		

EH 38	Greenhouse Production	3.00
Select one: Meets Area 2		4.00
STAT C1000	Introduction to Statistics	4.00
STAT C1000E	Introduction to Statistics	4.00

Area 6 Choice (See GE Guide) 3.00

Area 1A Choice (See GE Guide) 3.00-4.00

Term 3 (Summer intersession)		2.00
AGS 99	Work Experience-AGS	2.00

Term 4		16.00
AB 22	Agricultural Economics	3.00
Meets Area 4.		

COMM C1000	Introduction to Public Speaking	3.00
Meets Area 1B/C.		

Select one:		3.00
AGS 40	Introduction to Animal Science	3.00
Meets Area 5.		

AGS 45	Feeds and Feeding	3.00
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Elective (any course numbered 1-199 or C1000-C2999) 7.00

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 5		9.00-10.00
EH 66	Orchard Production and Management	3.00
Electives (Select one):		3.00
AGS 30	Ecology of Insect and Disease Management	3.00
AGS 51	Fertilizers and Plant Nutrition	3.00
AGS 75	Introduction to Agricultural Education	3.00

Area 3 Choice (See GE Guide) 3.00-4.00

Total: 60.00-62.00



Catalog Description

COMM C1004 - Interpersonal Communication

Transfer Status: CSU/UC

Unit(s): 3.00

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

Course Description:

This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations. **By examining social scientific theory, research methods and research findings, students will examine communication as a social and behavioral phenomenon and explore how it influences and is influenced by social identities and institutions (e.g. cultural, family and workplace contexts, etc.). (C-ID COMM 130).**

Objectives

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

1. Evaluate and apply research methods and theories of interpersonal communication.
2. Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation.
3. Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships.
4. Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency.
5. Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies.
- ~~6. Explain research methods (e.g. quantitative, qualitative and rhetorical) and theoretical models (e.g. transaction model) used in the study of interpersonal communication.~~
- ~~7. Analyze interpersonal communication as a social and behavioral phenomenon using established theoretical perspectives and empirical research.~~
- ~~8. Compare the assumptions, concepts, explanatory power, and limitations of major theories of interpersonal communication.~~
- ~~9. Evaluate quantitative, qualitative, and ethnographic research used to investigate interpersonal communication, including the relationship among research questions, hypotheses, methods, evidence, and conclusions.~~
10. Interpret empirical findings concerning interpersonal perception, identity, relational development, conflict, power, and communication behavior.
11. Explain how interpersonal communication theories and research have developed in response to changing historical, social, cultural, and technological conditions.

12. Analyze how social structures and institutions, including family, education, workplaces, media, and legal or political systems, influence interpersonal relationships and communication behavior.
13. Compare patterns of interpersonal communication across cultures, societies, and social groups, including differences associated with race, ethnicity, gender, sexuality, social class, age, ability, nationality, and geographic location.
14. Evaluate how power, status, social norms, stereotypes, and systems of inequality shape interpersonal communication and relational outcomes.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

1. Foundational theories, models, and research in interpersonal communication. 51.00
2. Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication.

Total Hours: 51.00

3. The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.
4. Symbolic and linguistic attributes with respect to language in interpersonal communication.
5. The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.
6. Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.
7. Listening; processes, styles, types, challenges, and responses.
8. Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.
9. Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.
10. Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.
11. Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model.
- ~~12. Research methods (e.g. quantitative, qualitative and rhetorical) used in the study of interpersonal communication.~~
13. Interpersonal communication as a social and behavioral science
 - Interpersonal communication as the systematic study of interaction, relationships, and socially situated behavior
 - Communication as a process through which individuals construct meaning, identity, relationships, and social reality
 - Relationships among individual behavior, group membership, social structures, institutions, and culture
 - Distinctions among theoretical explanation, empirical description, personal experience, and prescriptive communication advice
14. Social-scientific inquiry in interpersonal communication
 - Development of research questions and theoretically grounded hypotheses
 - Operationalization and measurement of interpersonal communication concepts
 - Quantitative methods, including experiments, surveys, structured observation,

content analysis, and correlational research

- Qualitative methods, including interviews, focus groups, ethnography, discourse analysis, and thematic analysis
- Sampling, reliability, validity, generalizability, reflexivity, and researcher bias
- Interpretation of descriptive and inferential findings in interpersonal communication research
- Ethical considerations in research involving relationships, identity, privacy, disclosure, conflict, and vulnerable populations
- Limitations of empirical evidence and distinctions among correlation, causation, and interpretation

15. Theoretical traditions in interpersonal communication

- Psychological and cognitive perspectives on perception, attribution, expectations, uncertainty, emotion, and attachment
- Interactional and relational perspectives on communication patterns, relational development, maintenance, and dissolution
- Social constructionist perspectives on identity, meaning, norms, and relational reality
- Sociocultural perspectives on culture, language, power, status, and group membership
- Critical perspectives on ideology, marginalization, privilege, inequality, and dominant relational norms
- Comparison of the assumptions, units of analysis, evidence, explanatory value, and limitations of theoretical perspectives
- Integration and tension among individual-level, relational-level, and societal-level explanations

16. Historical development of interpersonal communication scholarship

- Emergence of interpersonal communication as an area of social-scientific inquiry
- Historical movement from linear and sender-receiver models to transactional, relational, constitutive, and systems perspectives
- Development of research on perception, attribution, uncertainty, disclosure, attachment, conflict, and relational change
- Historical changes in scholarly conceptions of family, intimacy, friendship, gender, sexuality, and identity

- Influence of social movements and demographic changes on interpersonal communication theory and research
- Expansion of the discipline to include critical, intercultural, feminist, queer, disability, and global perspectives
- Development of computer-mediated and digitally networked interpersonal communication research

17. Social and cultural construction of identity

- Communication as a process of identity formation, negotiation, performance, validation, and transformation
- Personal, relational, social, and collective dimensions of identity
- Influence of race, ethnicity, gender, sexuality, social class, age, disability, nationality, religion, and language
- Intersectionality and the interaction of multiple social identities
- Identity negotiation within culturally diverse and unequal social contexts
- In-group and out-group processes, social categorization, stereotyping, prejudice, and attribution
- Comparison of identity processes across cultures, societies, and historical periods

18. Culture and interpersonal communication

- Cultural systems, values, norms, and communication practices
- Individualism and collectivism; high-context and low-context communication; power distance; uncertainty orientation
- Cultural similarities, differences, and within-group variation
- Ethnocentrism, cultural relativism, adaptation, and intercultural relationship development
- Communication across national, regional, linguistic, racial, ethnic, religious, and socioeconomic communities
- Effects of migration, globalization, colonial histories, and transnational relationships on interpersonal interaction
- Evaluation of the limitations of broad cultural typologies and essentialist explanations

19. Social structures, institutions, and interpersonal relationships

- Families and kinship systems as social institutions that organize interpersonal roles

and expectations

- Educational, workplace, religious, legal, political, health-care, and media institutions as contexts for interpersonal communication
- Social roles, norms, status hierarchies, and institutional authority
- Effects of social class, economic inequality, and access to resources on relationship formation and maintenance
- Influence of laws, policies, and institutional practices on marriage, family, caregiving, privacy, work, and intimate relationships
- Relationship between institutional structures and individual communication behavior

20. Power, inequality, and relational communication

- Theoretical approaches to interpersonal power, dependence, influence, and control
- Relational power as shaped by social status, institutional authority, resources, and cultural norms
- Privilege, marginalization, discrimination, microaggressions, and exclusion in interpersonal interaction
- Communication processes that reproduce, negotiate, resist, or transform social inequality
- Power and consent in personal, familial, educational, professional, and digitally mediated relationships
- Social-scientific research on coercion, bullying, abuse, harassment, and other destructive relational processes

21. Comparative analysis of interpersonal relationships

- Friendship, family, romantic, workplace, caregiving, and community relationships as socially constructed forms
- Variations in relational expectations and practices across cultures, societies, social groups, and historical periods
- Social exchange, interdependence, attachment, uncertainty, dialectical, and developmental explanations of relationships
- Relational formation, maintenance, change, and dissolution as social processes
- Comparison of theoretical explanations using empirical findings
- Influence of demographic, institutional, cultural, and technological conditions on

relational outcomes

22. Contemporary social and technological contexts

- Computer-mediated communication, social media, dating platforms, remote work, and digitally maintained relationships
- Effects of technological affordances on self-presentation, disclosure, privacy, intimacy, conflict, and social connection
- Algorithmic mediation, surveillance, access, and digital inequality
- Parasocial interaction and changing boundaries between interpersonal and mediated communication
- Comparison of face-to-face and mediated relationships using communication theory and empirical evidence
- Contemporary research on loneliness, social isolation, polarization, online harassment, and digitally networked communities

Total Hours: 51.00

Methods of Instruction

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

Methods of Evaluation

A. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, written assignments, journals, projects, research, oral presentations, etc.

Methods of evaluation are at the discretion of local faculty.

Examples of Assignments

Reading Assignments

1. Read the Pew Research article "Concerns about the future of people's well-being", which presents various views on the connection between digital communication behaviors and personal and social well-being. Draft a one-page position paper defending your stance on whether emotional intelligence – specifically the interpersonal intelligence component – will or will not be damaged by the age of smartphones and social media. Include specific examples from your own experience and/or observations as support. Come to class prepared to debate.
2. Read the Hollywood Diversity Report published by UCLA, focusing on racial/ethnic disparities in lead character mass media entertainment roles. Take notes about how you think those statistics relate to the textbook section on how stereotypes affect our perception and behavior. Come to class prepared to discuss in groups.

Writing Assignments

1. Review the textbook and lecture material on the "dimensions of cultural difference," and identify which dimensions best fit one of your own primary socialization groups (e.g. parental figures, siblings, etc.). Then compare your results to our class discussion of mainstream U.S. culture. Draft a one-page paper explaining the results of this comparison in terms of your early childhood socialization.
2. Read the textbook section on "facework", and then research to find an example of a public figure who has faced a "face threat", meaning a threat to their desired public image (we will brainstorm in class). Write a two-page analysis identifying the type of face threat(s) in play, explaining what they did to repair their public image, and evaluating whether that facework was effective. Conclude your paper with a paragraph exploring how you think this example might show up in the workplace (use your desired career).

Out-of-Class Assignments

1. Watch the excerpt provided from the documentary "God Grew Tired of Us". Analyze the behavior of the Pittsburg residents and the Sudanese youth, focusing on examples of how ethnocentrism and cultural humility affected the social behavior of both groups. Come to class prepared to discuss whether one group expressed more ethnocentrism than cultural humility, or if both groups expressed both.
2. Read the assigned article about the "crisis of belonging" and the textbooks section discussing "need to belong" theory. Then, analyze a social environment you spend substantial time in, such as your home or workplace, and identify specific ways that environment provides meaningful connections. Next, brainstorm other ways meaningful connections could be built into that environment to help meet the inhabitants' need to belong. Come to class prepared to discuss your ideas with peers.

Recommended Materials of Instruction

Adler, R., & Proctor II, R. (2023). *Interplay: The Process of Interpersonal Communication*. Oxford University Press, 16th ed. .

Guerrero, Anderson & Afifi. (2020). *Close Encounters: Communication in Relationships*. Sage Publications, Inc, 6th ed. .

Wood, J. (2020). *Interpersonal Communication: Everyday Encounters*. Wadsworth Publishing, 9th ed. .

Adler, R., & Proctor II, R. (2022). *Looking Out, Looking In*. Wadsworth Publishing, 16th ed. .

Zero Cost Textbook

Department of Communication Studies, Austin Community College. (2021). Communication to Connect: Interpersonal Communication for Today. OER: Department of Communication Studies, Austin Community College.

Leonard. (2019). Interpersonal Communication Textbook. OER: College of the Canyons.

Wrench, Punyanunt-Carter, & Thweatt. (2023). Interpersonal Communication: A Mindful Approach to Relationships. OER: State University of New York.

Other Learning Materials

Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. Examples of texts include, but are not limited to:

Other Learning Materials

Textbook choice is at the discretion of faculty.

Minimum Qualifications

Communication Studies

Created/Revised by: McCabe, Deborah

Date:11/03/2025

Butte College
Certificate of Achievement in
General Electrician Training

Narrative

1. Statement of Program Goals and Objectives

The Certificate of Achievement in General Electrician Training program fits with the college mission "Butte College is a student-ready, rural community college that provides high-quality, accessible education and support. Our career and transfer pathways cultivate curiosity and critical thinking through instruction, workforce training, and the achievement of associate degrees and certificates." The Electrician Training program has options of Certificate of Achievement and AS to meet student needs.

2. Catalog Description and Program Level Outcomes

The Certificate of Achievement in General Electrician Training is an approved training program by the California Division of Labor Standards. Students enrolled in this program can obtain their Electrician Trainee card to seek employment with a C-10 contractor and earn their required on-the-job hours. The program will prepare Students to pass the State Electrical Examination and Certification process. Students in this program will acquire skills in the principles of electricity, circuitry, and power distribution, electrical construction processes, and safety codes. The Certificate of Achievement in General Electrician Training will prepare a student to take the General Electrician Trainee test with the State of California.

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

1. Demonstrate the ability to install and define the uses of electrical equipment and components.
2. Critically analyze and identify jobsite and electrical hazards and demonstrate the ability to mitigate or remove them.
3. Perform motor control exercises that demonstrate the ability to safely install, disconnect, and diagnose typical electric motors used in industry settings.
4. Demonstrate the ability to safely measure, bend, and mount electrical conduit, and install conductors.
5. Analyze, interpret, and apply national, state, and local electrical codes.
6. Analyze functions of blueprints, specifications, schedules, addenda, and revisions in construction.

3. Program Requirements

Admission to the program: Completion of the Certificate of Achievement in Residential Electrical Training

Requirements	Dept Name/#	Title	Units	Sequence (Year 1, Spring)
Require core:	ELEC 40	Electrician Training 4	4.0	Yr 1, Spring
	ELEC 50	Electrician Training 5	4.0	Yr 1, Spring
	ELEC 60	Electrician Training 6	4.0	Yr 1, Spring
	ELEC 70	Electrician Training 7	4.0	Yr 1, Spring

Proposed Sequence	Units
Year 1, Spring	16.0
Total Units	16.0

4. Master Planning

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.

5. Enrollment and Completer Projections

Fill in specific academic years:		<2027-28>		<2028-29>	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
ELEC 40	Electrician Training 4	1	20	2	40
ELEC 50	Electrician Training 5	1	20	2	40
ELEC 60	Electrician Training 6	1	20	2	40
ELEC 70	Electrician Training 7	1	20	2	40

Estimated Completers: **20**

6. Place of Program in Curriculum/Similar Programs

This program belongs to the Industrial Technologies department. There will be a Certificate of Achievement in Residential Electrician, Certificate of Achievement in General Electrician, and AS degree in Electrical Technology.

7. Similar Programs at Other Colleges in Service Area

There are no Electrical Programs in the North Far North (NFN) region.

8. CTE Programs only – Additional Supporting Documentation

See Attached Advisory Committee Meeting minutes, LMI report, and North Far North Regional Consortia meeting minutes.

Butte College
Certificate of Achievement in
Residential Electrician Training

Narrative

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Residential Electrician Training program fits with the college mission "Butte College is a student-ready, rural community college that provides high-quality, accessible education and support. Our career and transfer pathways cultivate curiosity and critical thinking through instruction, workforce training, and the achievement of associate degrees and certificates." The Electrician Training program has options of Certificates of Achievement and AS to meet student needs.

2. Catalog Description and Program Level Outcomes

The Certificate of Achievement in Residential Electrician Training is an approved training program by the California Division of Labor Standards. Students enrolled in this program can obtain their Electrician Trainee card to seek employment with a C-10 contractor and earn their required on-the-job hours. The program will prepare students to pass the State Electrical Examination and Certification process. Students in this program will acquire skills in the principles of electricity, circuitry, and power distribution, electrical construction processes, and safety codes. The Certificate of Achievement will prepare a student to take the Residential Electrician Trainee test with the State of California.

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

1. Demonstrate the ability to install and define the uses of electrical equipment and components.
2. Critically analyze and identify jobsite and electrical hazards and demonstrate the ability to mitigate or remove them.
3. Perform motor control exercises that demonstrate the ability to safely install, disconnect, and diagnose typical electric motors used in industry settings.
4. Demonstrate the ability to safely measure, bend, and mount electrical conduit, and install conductors.
5. Analyze, interpret, and apply national, state, and local electrical codes.
6. Analyze functions of blueprints, specifications, schedules, addenda, and revisions in construction.

3. Program Requirements

Requirements	Dept Name/ #	Title	Units	Sequence (Year 1, Fall)
Required core:				
	ITEC 55	Introduction to the Trades	2.0	Yr 1, Fall
	ELEC 5	Introduction to Electrical Training	2.0	Yr 1, Fall
	ELEC 10	Electrician Training 1	4.0	Yr 1, Fall
	ELEC 20	Electrician Training 2	4.0	Yr 1, Fall
	ELEC 30	Electrician Training 3	4.0	Yr 1, Fall

Proposed Sequence	Units
Year 1, Fall	16.0
Total Units	16.0

4. Master Planning

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.

5. Enrollment and Completer Projections

Fill in specific academic years:		<2027-28>		<2028-29>	
CB01: Course Department Number	CB02: Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
ITEC 55	Introduction to the Trades	1	20	2	40
ELEC 5	Introduction to Electrical Training	1	20	2	40
ELEC 10	Electrician Training 1	1	20	2	40
ELEC 20	Electrician Training 2	1	20	2	40
ELEC 30	Electrician Training 3	1	20	2	40

Estimated Completers: **20**

6. Place of Program in Curriculum/Similar Programs

This program belongs to the Industrial Technologies department. There will be a Certificate of Achievement in Residential Electrician, Certificate of Achievement in General Electrician, and an AS degree in Electrical Technology.

7. Similar Programs at Other Colleges in Service Area

There are no Electrical Programs in the North Far North (NFN) region.

8. CTE Programs only – Additional Supporting Documentation

See Attached Advisory Committee Meeting minutes, LMI report, and North Far North Regional Consortia meeting minutes.



BUTTE COLLEGE

Butte College
Electrician Trainee Program Development
Industry Partnership Meeting
December 3, 2025
6:00 – 7:00 pm
Round Table Pizza
964 Mangrove Ave, Chico

Meeting Minutes

1. Welcome and Introductions-Tom Williams

Meeting Attendees:

Christopher Officer, Chico Electric
Curtis Huff, Chico Electric
Norm Nielson, Chico Electric
Matt Thorpe, Agri Electric
Lance McClug, AES
Spence Klitzke, PG&E
Don Robinson, Butte College
Jean Sweet, Butte College
Tom Williams, Butte College
Linda Zorn, Butte College

2. Background:

- a. Tom provided information on the role of advisory committees. All California Community College Career and Technical Education Programs are required to have an advisory committee. Program are designed to meet industry needs.
- b. Butte College has received two grants to fund the development of a State Approved Electrician Trainee program.
 - i. California Jobs First Catalyst Grant-EDD
 - ii. Industry Drive Regional Collaborative- California Community Colleges Chancellor's Office
- c. This will not be an apprentice program.



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- d. Butte has reviewed the state requirements for the CA State Approved Electrical Trainee Program. Butte has then been in contact with several community colleges have the same program. College of the Sequoias has a good model and Tom will conduct a site visit in January 2026.
- 3. State Approved Electrician Trainee Program Development and Curriculum Update-
 - a. Course outlines of record for Butte College have been completed.
 - b. National Center for Construction Education Research (NCCER) curriculum was used as the foundation.
 - c. The electrical program has been approved through the North Far North Regional Consortium, Butte College PRR, Butte College Leadership Team, and the Butte College Curriculum Committee. The Course Outline of Records are designed and will be submitted to the Curriculum Committee for review and approval.
 - d. Tom handed out the curriculum package for the Certificate of Achievement in Electrical Theory.
 - e. Group was asked to review and provide input.
 - f. Goal is to have the program cross walk submitted to the state by February 2026.
 - g. Reviewed state approval steps:
 - i. Submit letter of intent.
 - ii. Submit crosswalk with cover letter.
 - iii. Coursework and crosswalk are submitted to the Electrician Curriculum Certification Committee (ECCC).
 - iv. Two subject matter experts review the crosswalk, conduct a site inspection of the classroom and labs.
 - v. Information from the subject matter experts is presented to the ECCC.
 - vi. ECCC votes. If approved the school is listed on the DIR website and can begin enrolling students and offering courses.



BUTTE COLLEGE

4. Program components, structure, and schedule recommendations and discussion

- a. Reminder that hours only count when trainees are enrolled in a State Approved program.
- b. There is a scheduling issue due to the need to be enrolled in a program and also making sure the trainees can meet the on-the-job hours. They must be working and enrolled to become an Electrician Trainee (ET).
- c. There has been experience with trainees completing a 9-month program but have no work experience or on-the-job training.
- d. All agreed that trainees working and applying what is learned in class retain information better. Tom suggested adding refresher course(s) so they can stay enrolled while working to get the hours.
- e. Concept is to pattern the ET program after the welding program for hands on skills. It will be both an academic and mechanical program. ET Takes the class and immediately applies information and skills resulting in better skills on the job.
- f. Discussed the crosswalk required by the state and showed the format on the DIR website. Link to crosswalk: [General Curriculum Adopted By ECCC](#)
- g. There may not be one clear pathway for all. Full time and part time options were discussed.
- h. Two-year program might be more realistic. Spread it out more. Year one on campus, year two maybe only one class then out in the field most of the time. Internship model.
- i. Discussed on-line as an option. Distance Education component for curriculum committee approval . Hands on portion important for on-line learning. This will allow for instruction to serve the entire region.
- j. Important to consider what benefits the students. Some will come from contractors; some will come from local high schools.
- k. A successful program is the student completes the program and gets a job. Important that there are job opportunities for the ET after they complete the program.



BUTTE COLLEGE

- I. One model is an industry sponsorship program. One company currently has 12 ET's doing the on-line program at WICA with monthly labs on site.
5. Potential Instructors
 - a. Discussed minimum requirements and qualifications.
 - b. Discussed ideal characteristics of an instructor for this program.
6. Next steps.
 - a. Participants were asked to review the curriculum package. Call us when completed and we will pick it up.
 - b. Next meeting: Spring 2026.

Questions, Contact Linda Zorn 530-518-3703



24/25 Program Recommendations Agenda/Minutes

~~Zoom~~ Meeting ID: 98562330983

NFNRC.org

May 2, 2025 (8:30)

Agenda/Minutes

Resources

Agenda Topic Form

- The Program Recommendations Process
- Programs and Course Approval handbook (PCAH)-8th Edition
- CTE Apprenticeship Document Waiver Form
- PCAH-8th Edition-Summary of substantial changes
- Legacy Programs
 - Legacy Programs meeting notes approved
- 24/25 Master Programs List

1) Roll Call

- This meeting will be recorded for internal use only**

College	Voting Member & Proxy	Present	Vote on Programs
American River College	Derrick Booth-VM	x	Y
	Raquel Arata-P		
Butte College	Don Robinson-VM		
	Denise Adams-P		
Cosumnes River College	Dana Wassmer-VM	x	Y
	Kris Hubbard-P	x	
Feather River College	Derek Lerch-VM		Y
	Carolyn Shipp-P	x	
Folsom Lake College	Chris Morris-VM	x	Y
	Janiene Langford-P	x	
Lake Tahoe Community College	Brad Deeds-VM		
	Shane Reynolds-P		
Lassen Community College Lassen Community College	Michelle Williams-VM	x	Y
	Chad Lewis-P		
Mendocino College	Christy Smith-VM	x	Y
	Molly Thomas-P		
College of the Redwoods	Crystal Morse-VM	X	Y
	Morgan Solem-P	X	
Sacramento City College	Cynthia Sommer-VM	x	Y
	Paul Estabrook-P		

Shasta College	Mark Klever-VM	x	Y
	Angela Cordell-P	x	
Sierra College	Amy Schulz-VM	x	Y
	Jill Alcorn-P	x	
College of the Siskiyous	Veronica Coots-VM		
	Mark Fields-P		
Woodland Community College	Sandy Fowler-VM	X	Y
	Angel Oregel-P	x	
Yuba College	Alan Dixon-VM	X	Y
	Jeremy Brown-P		
NFNRC Staff			
Executive Director	Blaine Smith	X	NA
Interim Deputy Director	Kevin Wu	X	NA
Administrative Secretary	Shari Dempsey	x	NA
Program Coordinator	Nicole Pumphrey	x	NA
Other Guests			
Theresa Milan	Los Rios		
Todd Frazee	Sierra College		
Lisa Mednick	CC TAP		
Dulce Delgadillo	CC TAP		
Valentina Purtell			

2) Welcome & Agenda Review

- Kevin Wu

3) Guest Presentation (10 mins)

- President Valentina Purtell from the Community College Technical Assistance Project (CC TAP), which is housed at North Orange Continuing Education (NOCE)
 - Non Credit Workshop @ Woodland College on August 27th (12-4pm)
 - Please complete THIS survey to provide your ideas/feedback for the planning of this event.
- To Do: send out the survey out to the team to decimate to others.

4) Programs for Recommendation

- Advanced Manufacturing - CNC Programming and Operation: Sierra College
- Electrician Trainee Program: Butte College
- Advanced Manufacturing - CNC Programming and Operation: Sierra College
- Mechanical Computer Aided Design and Drafting: Sierra College
- Mechanical Computer Aided Design and Drafting: Sierra College
- Mechanical Drafting Specialist: Sierra College

Feedback Results: 9 Responses

- No responses from
 - American River College
 - College of the Redwoods
 - Sacramento City College
 - Sierra College
 - College of the Siskiyous
 - Woodland College

Concerns:

- Some of the COE data showed low or negative growth for 2023-2028. The other concern is the number of students some of these programs are supporting. Instructionally we must be able to afford to teach these courses and that requires higher numbers of students per course. Some of the initial goals were low, but hopefully the program expansion will increase enrollments.

Comments:

- I believe Sierra's Advanced Manu, Mech Comp Aided Design & Drafting degrees, and Mech Drafting Specialist cert are just prog modification. The Program Requirements state, "Select 6-9 units from the electives list..." Why would anyone opt to take more units (9) if they can finish the degree with 6 units? Is the range of units due to the variable units for the internship? However, even the internship course (ADVM 0028) is an elective. Same with the Mech Comp program.
- Butte College-Elec Trainee Cert-I suspect that ET 201 is the prereq to ET 202, and ET 202 is the prereq to ET 203, etc. However, under the program requirements, it shows that all these courses will be taken in semester 1. That's 16 units for semester 1 and 16 units for semester 2. Are these courses taught in a compressed schedule (ie., 4 units in 4 weeks)? It just seems a lot of hours/demand for the students each semester.
- **Motion**-Christy Smith
- **Second**-Dr. Dixon
- Favorable Yes Vote by everyone on the call

5) Action Items

- NETLAB+ Update -
 - Survey results
 - - **Motion-**
 - **Second-**
 - Favorable Yes Vote by everyone on the call
- **K12 SWP**
 - FY 25-26 K12 SWP Selection Committee Applications
 - FY 25-26 Selection Committee list
 - Alternates-because there were 2 applications from Butte, Shasta, Elk Grove Unified and Wheatland HS
 - 2 Formal members from Roseville, in their 2nd year, did not have the ability to move to an alternate
 - Alternate list needs to plan to attend the training etc.
 - **Motion**-Sandy Fowler
 - **Second**-Crystal Morse
 - Favorable Yes Vote by everyone on the call
- NFN Campuses Food Services Contact form - Please complete.

6) NFN Updates

- Summer meetings June 6, July 4, and Aug 1 have been canceled. In an effort to keep this process moving, program recommendations submitted each month will be voted on through the feedback form. It is important that everyone completes the form which will be sent out 2 weeks before the normally scheduled meeting.
- NFN New Administrator Onboarding training conducted on April 14, 2025.
 - Presentation
 - Recording
- RNI GRANT- NFN Intent to Award Recipients-Memo 4/10/25

College	Award Amount
---------	--------------

American River College	\$1,150,000
Butte College	\$850,000
College of the Redwoods	\$1,150,000
College of the Siskiyous	\$1,150,000
Lassen College	\$1,150,000
Mendocino College	\$213,000
Sacramento City College	\$850,000
Shasta College	\$1,150,000
Yuba College	\$850,000
<i>Total Awarded Amount</i>	<i>\$8,513,000</i>

7) Other Updates

- Chancellor's Office Climate Action work:
 - Chancellor Sonya Christian and Vision 2030 have called on the 116 California Community Colleges to lead the way in Climate Action. The work at the Chancellor's Office is centered in four primary areas, including: 1) curriculum integration; 2) workforce development; 3) facilities and operations; and 4) community engagement. Lead Climate Fellow, Carla Grandy, is focusing on workforce development for the green and blue economy and is interested to hear about the programs that exist within our colleges. She is interested to know:
 - Programs that are green and/or blue economy oriented within each of the colleges;
 - Research related to workforce needs in green and blue economy jobs;
 - Regional partnerships with employers or community-based organizations; and
 - Tools or information that would facilitate the development of green and blue economy workforce programs within the colleges.
 - **By May 15th**, please complete this [Green and Blue Economy Workforce Development Survey](#) and/or contact Carla directly (cgrandy@ccccc.edu) to have a deeper conversation about these or any other topics related to climate action within the colleges and districts.
- From the Chancellor's Office: Invitation to Participate in K12 SWP Dashboard User-Centered Design Process
 - West Ed is conducting an user-centered design process to help inform the redesign of K12 SWP dashboard.
 - Information gathered from users through focus groups and one-on-one interviews will be synthesized into a report with recommendations delivered to the Chancellor's Office. If you are interested in participating in this process, please send replies **by Friday, May 2, 2025** to: calpass@ccccc.edu.
- Update from Chris Morris

Non-Discussion Items

Events:

- (None at this time.)

Informational:

- WEDD spring newsletter
- 2024 Healthcare Apprenticeships Presentation
- WEDD Program Update-April 2025
- ESLEI-memos folder
- State CTE Master Plan
- Grant Opportunity-
 - High Road Training Partnerships: 2025 Grant Program
 - Pre-application due May 21st, 2025
 - To apply and read more information-Here
- Apprenticeship Program Submittals into the Chancellor's Office Curriculum Inventory System Memo-
 - CTE Apprenticeship Document Waiver Form and is linked at the top of the agenda for future reference.
- 15 Day Notice & Reg Text of proposed changes to BOG title 5 regulations: Student Education Plans
 - Comments must be received by the Regulations Coordinator **prior to 4:00 p.m. on May 14, 2025.**
 - Attached documents are available on the General Counsel's webpage- General Counsel - Pending Regulatory Action.
 - Attachments
 - 15 Day notice-Student Ed Plans-04.29.25
 - Proposed Revision-(Second Reading)
- 2025-26 Perkins Title 1C Local Application Now Open in NOVA
 - Deadline is May 30, 2025
 - Questions? Contact PerkinsSupport@CCCCO.edu

Previously Discussed Items:

- FY 24-25 Work Groups Running Agendas:
 - Healthcare
 - Career Centers
 - Non-Credit Pathways

Reminders:

- 2025 July Planning Meeting has been canceled-Voting members decided and voted on it during last months call
- Success Stories

- Submit your story [here](#)
- [Previous stories](#)
- Monthly Meeting agenda topic-Submit your request week prior to the meeting.
 - Form-complete this [form](#)

Other Meetings:

- TBD

Next Program Recommendation Meeting:

- June, July and August - Canceled
- Next meeting - September 5, 2025
- Items for next meeting:
 - TBD



24/25 Program Recommendations Agenda/Minutes

LABOR MARKET ANALYSIS

FOR PROGRAM RECOMMENDATION



ELECTRICAL TRAINEE/ELECTRICIAN IN THE FAR NORTH SUBREGION

North Far North
Center of Excellence

SEPTEMBER 2024

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If, for any reason, this document is not accessible or if you have specific needs for readability, please contact us, and we will do our utmost to accommodate you with a modified version. To make a request, contact Sara Phillips at sphillips@ShastaCollege.edu.

SUMMARY

The North Far North Center of Excellence for Labor Market Research (NFN COE) prepared this report to provide an analysis of occupational demand and educational supply for occupations employed across the 22-county North Far North region.

This report aims to determine if demand in the local labor market is unmet by the supply from existing community college programs and other postsecondary training providers, with a primary focus on training that leads to living wage jobs in middle-skilled occupations. Pursuant to California Education Code §78015, labor market information (LMI) is required for all new career education certificate and degree program proposals, and the North Far North Regional Consortium (NFNRC) requires LMI to come from the NFN COE. This report should serve to satisfy those requirements.

Key findings include:

- The Far North subregion held 1,781 electrical trainee/electrician jobs in 2023. These jobs are projected to increase by 10% over the next five years, adding 187 new jobs to the subregion by 2028.
- Over the next five years, electrical trainee/electrician jobs are projected to have 209 annual openings across the Far North subregion.
- Analysis of wage data shows that workers in the electrical trainee/electrician career pathway earn a median hourly wage that's \$2 below to \$25 above Butte community college district's living wage of \$21.95 per hour. (See Appendix B for additional information about FY 2024 changes to the living wage).
- Analysis of awards data shows that postsecondary training providers conferred an average of 17 awards in electrical trainee/electrician programs over the last three academic years. All of these awards came from community colleges.

Recommendations include:

- The North Far North Center of Excellence recommends moving forward with a new program.

INTRODUCTION

The North Far North Center of Excellence (COE) was asked to provide labor market information for a newly proposed career education program at a regional community college.

This report focuses on the following Standard Occupational Classification (SOC) occupations and codes:

These below middle-skill occupations require less than a high school diploma or no formal educational requirement:

- Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers (51-2028)
- Electric Motor, Power Tool, and Related Repairers (49-2092)

These middle-skill occupations require more education and training beyond a high school diploma but usually less than a four-year degree:

- Electricians (47-2111)
- Electrical and Electronic Engineering Technologists and Technicians (17-3023)
- Electrical and Electronics Repairers, Commercial and Industrial Equipment (49-2094)

A review of related programs revealed the following Taxonomy of Programs (TOP) title(s) and code(s) are appropriate for inclusion in this report:

- Electronics and Electric Technology (0934.00)
- Industrial Electronics (0934.20)
- Electrical (0952.20)

The corresponding Classification of Instructional Program (CIP) title(s) and code(s) are:

- Power Plant Technology/Technician (15.1702)
- Electrician (46.0302)

OCCUPATIONAL DEMAND

Exhibit 1 summarizes the five-year projected job growth for the studied occupations in the selected subregion and across the 22-county North Far North region and California.¹

Exhibit 1. Employment and projected demand, 2023-2028

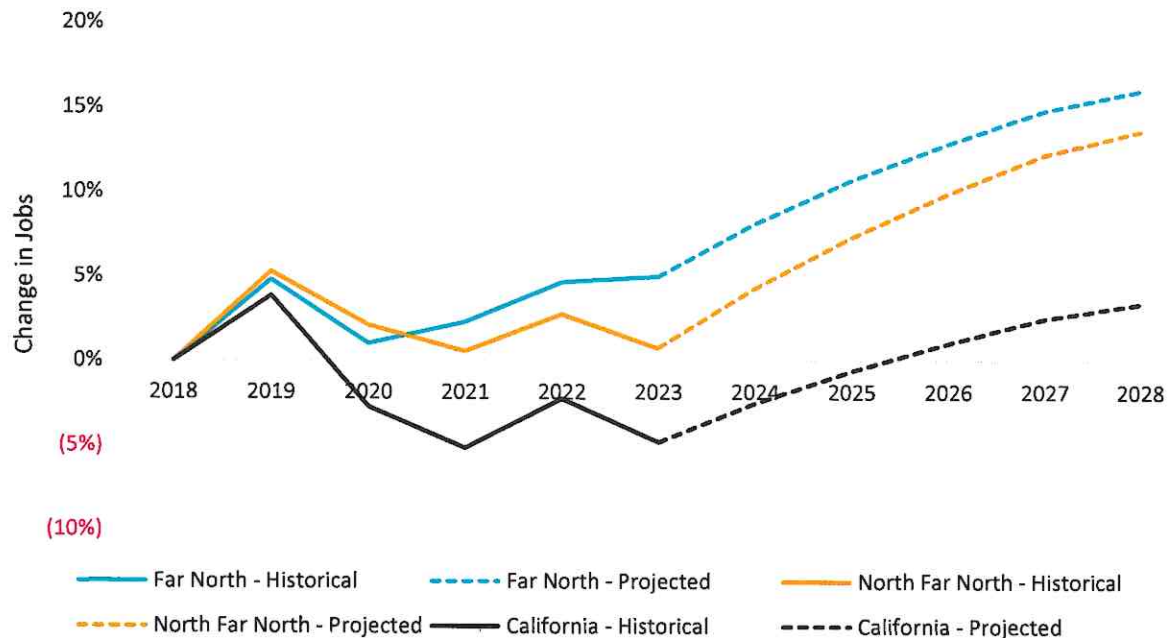
Occupation	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	2023-2028 Annual Openings
Electricians	1,435	1,562	128	9%	161
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	95	140	45	47%	21
Electrical and Electronic Engineering Technologists and Technicians	109	120	11	10%	13
Electrical and Electronics Repairers, Commercial and Industrial Equipment	122	124	2	2%	11
Electric Motor, Power Tool, and Related Repairers	19	21	1	6%	2
Far North Subregion	1,781	1,967	187	10%	209
Electricians	8,306	9,496	1,191	14%	1,017
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	1,262	1,385	122	10%	166
Electrical and Electronic Engineering Technologists and Technicians	767	809	43	6%	85
Electrical and Electronics Repairers, Commercial and Industrial Equipment	490	519	29	6%	49
Electric Motor, Power Tool, and Related Repairers	95	102	8	8%	9

¹ The 22-county North Far North is a dual region. It is represented by the North (Greater Sacramento) subregion that covers seven counties, including El Dorado, Nevada, Placer, Sacramento, Sutter, Yolo, and Yuba, and the 15-county Far North subregion which includes Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity.

Occupation	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	2023-2028 Annual Openings
North Far North	10,919	12,312	1,393	13%	1,326
Electricians	84,103	94,148	10,045	12%	9,776
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	41,471	43,644	2,173	5%	5,013
Electrical and Electronic Engineering Technologists and Technicians	16,838	17,274	437	3%	1,755
Electrical and Electronics Repairers, Commercial and Industrial Equipment	7,202	7,542	340	5%	696
Electric Motor, Power Tool, and Related Repairers	1,526	1,573	48	3%	136
California	151,139	164,181	13,042	9%	17,375

Exhibit 2 compares ten years' worth of historical and projected annual changes in employment to the base number of jobs in 2018 for the selected subregion and across the 22-county North Far North region and California.

Exhibit 2. Changes in employment, 2018-2028



OCCUPATIONAL EARNINGS

Exhibits 3 and 4 compare the percentile hourly earnings for the selected occupations to the living wage for a single working adult and a working family residing in the county of the community college district that requested this report.^{2,3} For additional information about changes to NFN COE's living wage comparisons, see Appendix B.

Butte College requested this report. The living wage for a single working adult residing in the same county as the community college's district office is \$21.95 per hour.

Please note that the 25th and 75th percentile hourly earnings are used to estimate entry-level and experienced worker wages.

² Living wage is defined as the level of income one working adult with no children must earn to meet basic needs, including food, housing, transportation, healthcare, taxes, and other miscellaneous basic needs. Please note that the 25th-percentile and 75th-percentile hourly wages are used as proxy for entry-level and experienced-level wages.

³ A small family is defined as one working adult and one school aged child (between the ages of 5 and 12 years).

Exhibit 3. Hourly earnings by occupation, 2023

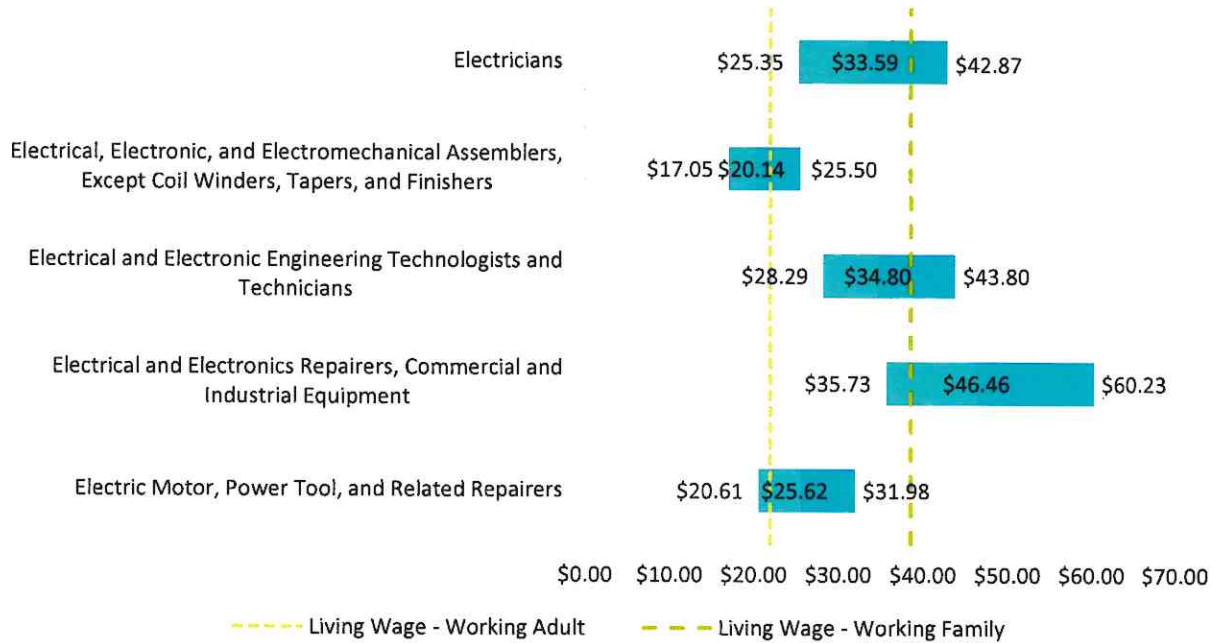


Exhibit 4. Median occupational earnings vs. Community College District's County living wage

Occupation	Median Hourly Earnings	Difference from Working Adult Living Wage (Negative is below LW)
Electricians	\$33.59	\$11.64
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	\$20.14	-\$1.81
Electrical and Electronic Engineering Technologists and Technicians	\$34.80	\$12.85
Electrical and Electronics Repairers, Commercial and Industrial Equipment	\$46.46	\$24.51
Electric Motor, Power Tool, and Related Repairers	\$25.62	\$3.67

JOB POSTINGS

About Job Postings Analysis

This section of the report analyzes recent data from online job postings. Online job postings may provide additional insight into recent changes in the labor market that are not captured by historical trends. However, job postings are not the same as labor market demand; demand is based on projected annual openings.

There are several limitations to analyzing and interpreting online job postings. Employers may post a position multiple times to increase the number of job applicants. Job postings may remain online after a business chooses not to fill a position. Employers may advertise one posting to fill multiple vacancies. And not all jobs are posted online.

Job posting analyses should be used to inform community college curriculum development and to identify potential employers for targeted experiential learning opportunities.

The North Far North COE identified 165 online job postings for the selected occupations across the Far North subregion. Job posting data comes from and represents unique advertisements newly posted online during the last 12 months, from September 1, 2023 through August 31, 2024.

Top Employers and Job Titles

Exhibit 4 details the number of online job postings for the selected occupations across the studied subregion.

Exhibit 4. Job postings by occupation

Occupation	Unique Job Postings	Share of Job Postings
Electricians	153	93%
Electrical and Electronic Engineering Technologists and Technicians	9	5%
Electrical and Electronics Repairers, Commercial and Industrial Equipment	2	1%
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	1	1%
Electric Motor, Power Tool, and Related Repairers	0	0%
Total Job Postings	165	100%

Exhibit 5 shows the job titles with the most job postings for the selected occupations across the studied subregion.

Exhibit 5. Jobs titles with the most job postings

Job Title	Number of Job Postings
Electricians	26
Industrial Electricians	21
Electrical Supervisors	11
Journeyman Electricians	8
Certified Journeyman Electricians	6
Master Electricians	5
Electrician Technicians	5
Low Voltage Electricians	4
Substation Electricians	4
Residential Electricians	4

Exhibit 6 shows the employers with the most job postings for the selected occupations across the studied subregion.

Exhibit 6. Employers with the most job postings

Employer	Number of Job Postings
United States Department of Energy	38
Sierra Pacific Industries	21
CalPortland	9
The Collins Companies	8
State of California	6
Mendocino Forest Products	5
Bergelectric	5

Employer	Number of Job Postings
PG&E	4
Excel Electric	4

Most Requested Qualifications and Skills

Exhibit 7 shows the certifications most requested by employers for the selected occupations across the studied subregion.

Exhibit 7. Most in-demand certifications

Certification	Job Postings
Commercial Driver's License (CDL)	40
Cardiopulmonary Resuscitation (CPR) Certification	38
First Aid Certification	38
Journeyman Electrician	13
CDL Class C License	3

Exhibit 8 shows the most requested specialized, common, and software skills for the studied occupations across the studied subregion.⁴

Exhibit 8. Most in-demand skills

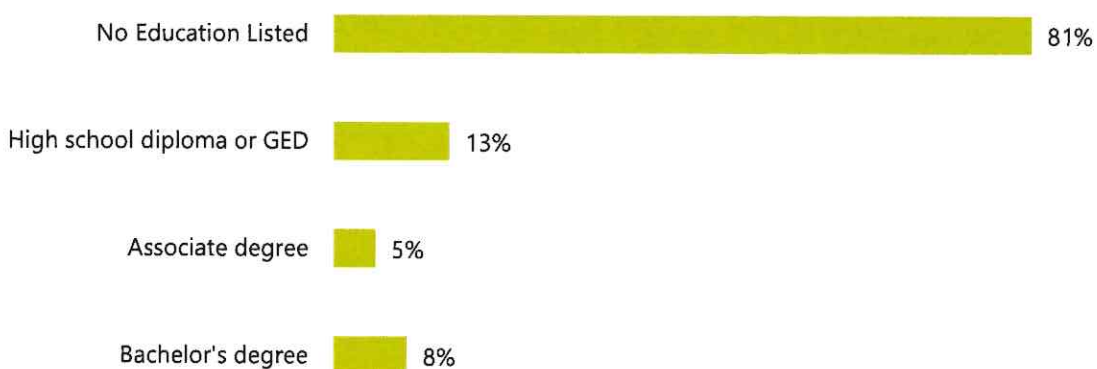
Specialized Skills	Common Skills	Software Skills
Electrical Systems	Troubleshooting (Problem Solving)	Microsoft Excel
Electrical Wiring	Operations	SAP Applications
Blueprinting	Scheduling	Microsoft Outlook
Transformers (Electrical)	Good Driving Record	Microsoft Office

⁴ Specialized skills are those primarily required to perform specific tasks in an occupation. Common skills are typically related to employability; these are skills that are prevalent across many occupations and usually include a mix of interpersonal attributes and soft skills. Software skills are specific to any software tool or programming component used to accomplish tasks in a job.

Specialized Skills	Common Skills	Software Skills
High Voltage	Communication	Microsoft PowerPoint
Low Voltage	Team Leadership	Microsoft 365
Medium Voltage	Leadership	Inventory Control Systems
Electrical Theory	Lifting Ability	Homeless Management Information System
Relays	Time Management	Zoom (Video Conferencing Tool)
National Electrical Codes	Professionalism	AutoCAD

Exhibit 9 shows the employer-preferred minimum level of education for job postings related to the studied occupations across the subregion.

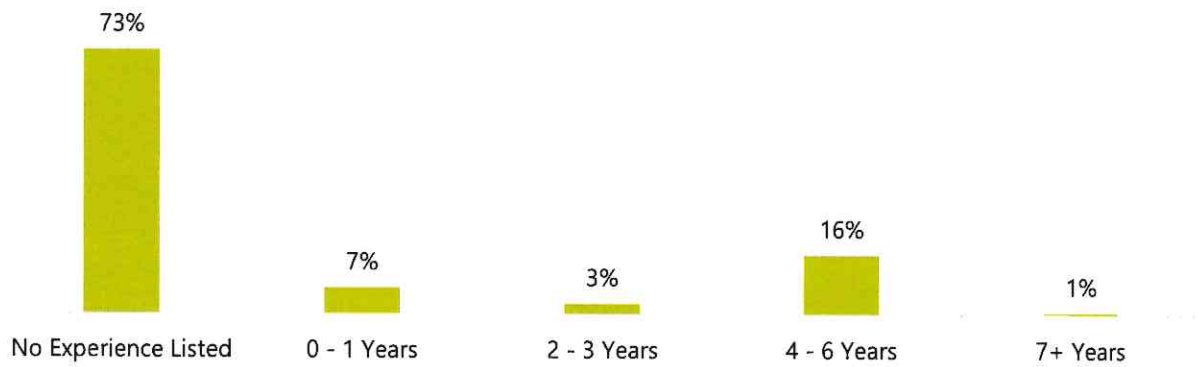
Exhibit 9. Employer-preferred education levels for the studied occupations



Note: Employers may include more than one level of education as a hiring requirement in a job posting. As a result, the values in the chart may sum to greater than 100%.

Exhibit 10 shows the employer-preferred minimum level of experience for job postings related to the studied occupations across the subregion.

Exhibit 10. Employer-preferred job experience for the studied occupations

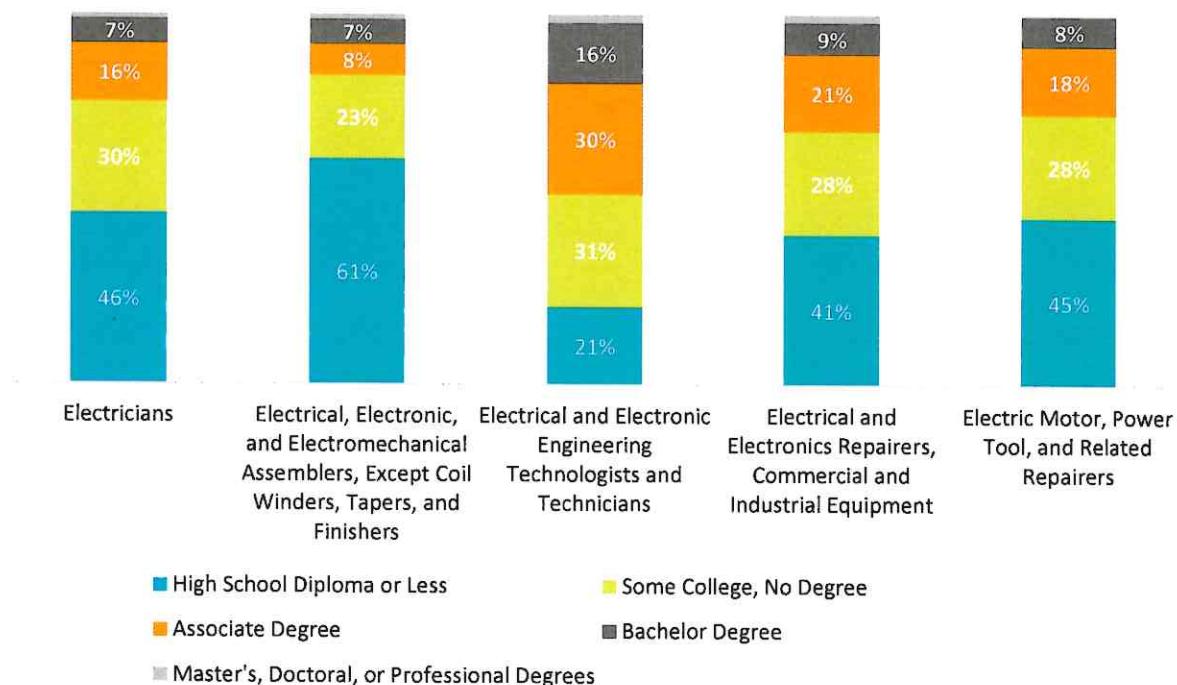


Note: Employers may include more than one level of education as a hiring requirement in a job posting. As a result, the values in the chart may sum to greater than 100%.

EDUCATION AND TRAINING REQUIREMENTS

The U.S. Census Bureau collects data on the highest education level achieved by workers across all occupations. Exhibit 11 shows the educational attainment of the current workforce employed in the studied occupations across the United States.

Exhibit 11. U.S. educational attainment for workers 25 years and older by occupation, 2019 and 2021



The U.S. Bureau of Labor Statistics (BLS) uses a categorical system to assign typical entry-level education and job requirements to each occupation for which the BLS publishes projection data. These categories include entry-level education, work experience in a related occupation, and on-the-job training. Exhibit 12 shows the typical entry-level job requirement by occupation.

Exhibit 12. Typical entry-level job requirements for the studied occupations

Occupation	Entry-level Education Requirements	Work Experience Requirements	On-The-Job Training Requirements
Electricians	High school diploma or equivalent	None	Apprenticeship

Occupation	Entry-level Education Requirements	Work Experience Requirements	On-The-Job Training Requirements
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	High school diploma or equivalent	None	Moderate-term on-the-job training
Electrical and Electronic Engineering Technologists and Technicians	Associate degree	None	None
Electrical and Electronics Repairers, Commercial and Industrial Equipment	Postsecondary nondegree award	None	Long-term on-the-job training
Electric Motor, Power Tool, and Related Repairers	High school diploma or equivalent	Less than 5 years	Moderate-term on-the-job training

How to become an Electrician in California⁵

Electricians are licensed and apprenticed occupations in California. For an individual to perform electrical work in California, they must:

- Have the required work experience hours and have passed the State Electrician Certification exam (job title: "electrician"), or
- Be enrolled in a State-approved Electrician Trainee (ET) program AND be registered as an Electrical Trainee with the State (job title: "electrical trainee"), or
- Be apprenticed in a State or Federal approved electrical apprenticeship program (job title: "electrical apprentice").

The first step for an individual without the required experience to become an electrician is to become an electrician trainee (ET). Electrical trainees are eligible to work on job sites to gain the requisite hours needed for a professional electrician certification. To qualify as an electrical trainee, an individual must:⁶

- Be enrolled in a state-recognized Electrician Trainee school or program or,
- Work directly supervised by a licensed and certified electrical contractor.
- Individuals must also register with the State of California as an Electrician Trainee.

⁵ Information about how to become an electrician in California and types of electricians was originally summarized in an electrical technology labor market analysis in the Greater Sacramento subregion. Source: <https://coeccc.net/greater-sacramento/2023/01/electrical-technology-2/>.

⁶ Source: State of California Department of Industrial Relations, "General Electrician." <https://www.dir.ca.gov/dlse/ecu/4a.html>.

To become a general electrician, electrical trainees must complete at least 720 hours of related classroom instruction from a state-recognized school or apprenticeship program and acquire 8,000 hours of on-the-job experience (with a licensed and certificated electrical contractor).⁷ These 8,000 hours can also be part of an apprenticeship program. After completing the education and training requirements, an electrician trainee is eligible to take the State Electrician Certification Exam, which they must pass to work as a general electrician.

Types of Electricians

There are five classifications of electricians, including the general electrician (Exhibit 13).⁸ The State of California requires electrical trainees to renew their application annually until they have completed the required work experience hours needed for the level of license they are obtaining. Electrical trainees must also apply for and pass the State Electrical Certification exam before working as an electrician.

Exhibit 13. TOP and CIP codes for training programs related to the selected occupations

Electrician License Type	Description	Required Work Experience
General Electrician	Work on residential, commercial, and industrial electrical projects	8,000 hours
Residential Electrician	Work on residential electrical projects only	4,800 hours
Fire/Life Safety Electrician	Work on safety, such as nurse call systems, integrated security systems, fire alarms, and fire suppression systems involving electricity	4,000 hours
Voice Data Video Technician	Work on electrical for communication devices, access controls, and network systems	4,000 hours
Non-residential Lighting Technician	Work on indoor and outdoor electrical lighting systems	2,000 hours

⁷ Ibid.

⁸ Source: <https://www.dir.ca.gov/DLSE/ECU/ElCat.html#1>.

EDUCATIONAL SUPPLY

Educational supply for an occupation can be estimated by analyzing the number of awards issued in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes. Exhibit 14 shows the TOP and CIP codes for educational programs related to the selected occupations.

Exhibit 14. TOP and CIP codes for training programs related to the selected occupations

TOP Programs and Codes	Aligned CIP Programs and Codes
<ul style="list-style-type: none"> Electronics and Electric Technology (0934.00) Industrial Electronics (0934.20) Electrical (0952.20) 	<ul style="list-style-type: none"> Power Plant Technology/Technician (15.1702) Electrician (46.0302)

Community College Supply

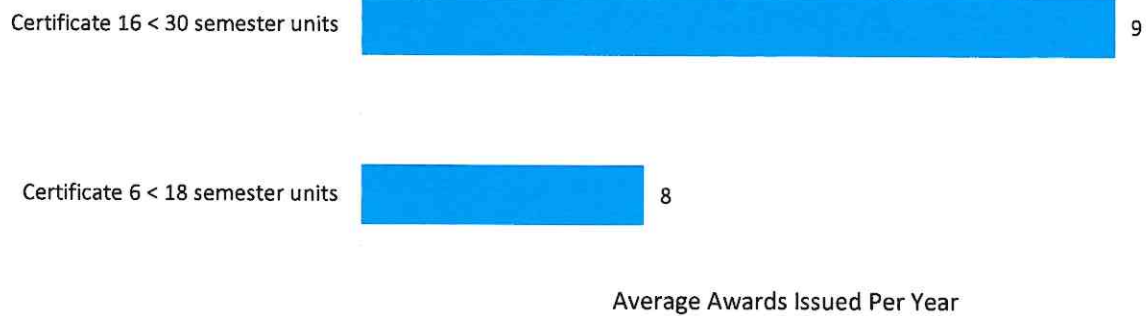
Exhibits 15 and 16 summarize the three-year average of certificates and degrees conferred by the selected subregion's community college programs relevant to the studied occupations.

Exhibit 15. Average annual community college awards by TOP program

TOP Program and Code	College	Annual Awards 2020-21	Annual Awards 2021-22	Annual Awards 2022-23	3-Yr Annual Awards Average
Electrical (0952.20)	Redwoods	19	20	12	17
	Grand Total	19	20	12	17

Note: Values in the table are rounded to the nearest whole number; however, subtotals and totals are calculated using unrounded values.

Exhibit 16. Average annual community college awards by award type



Other Postsecondary Supply

There were no degrees conferred by non-community college training providers in the Far North over the last three academic years. Please note that non-community college data often lags by one year.

FINDINGS

This report focuses on five occupations in the electrical trainee/electrician career pathway: electricians; electrical, electronic, and electromechanical assemblers, except coil winders, tapers, and finishers; electrical and electronic engineering technologists and technicians; electrical and electronics repairers, commercial and industrial equipment; and electric motor, power tool, and related repairers.

Occupational Demand

- The Far North subregion held 1,781 electrical trainee/electrician jobs in 2023. These jobs are projected to increase by 10% over the next five years, adding 187 new jobs to the subregion by 2028.
- Electrical trainee/electrician jobs are projected to grow faster rate in the Far North than California.
- Over the next five years, electrical trainee/electrician jobs are projected to have 209 annual openings in the Far North subregion.

Wages

- Analysis of wage data shows that electrical trainee/electrician occupations earn a median hourly wage that's \$2 below to \$25 above the single working adult living wage of \$21.95 per hour.
- Electrical trainee/electrician occupations earn median wages that are \$18 below to \$8 above the living wage for a small family (\$38.58 per hour).

Job Postings

- In the last 12 months, there were 165 online job postings for electrical trainee/electrician occupations.
- The top occupation was electricians, which was 93% of online job postings.

Education and Training Requirements

- Between 31% and 61% of incumbent workers in the studied occupations have educational attainment levels consistent with community college offerings (some college or associate degrees).
- Another 7% to 16% of workers in these occupations hold a bachelor's degree.
- Although the majority of online job postings did not request an educational requirement (81%), 13% requested a high school diploma or GED, 5% an associate degree, and 8% requested a bachelor's degree.

Postsecondary Supply

- One Far North community college offers degrees and certificates in programs related to the electrical trainee/electrician pathway. These programs conferred an average of 17 awards (certificates and associate degrees) in electrical trainee/electrician programs over the last three academic years (2020-21 through 2022-23).
- No local non-community college postsecondary training provider offered training related to the studied occupations between the 2020-21 and 2022-23 academic years. Please note that non-community college awards data often lags by one year.

RECOMMENDATIONS

Supply Gap

- A comparison of occupational demand to educational supply suggests an undersupply in the electrical trainee/electrician pathway. There are 209 projected annual job openings across the Far North subregion and 17 annual average awards conferred by community colleges across the Far North subregion.

Living Wage

- 76% of annual job openings for occupations in the electrical trainee/electrician pathway have median hourly wages that meet or exceed the living wage of \$21.95 for a single working adult residing in the same county as Butte College.

Education

- Three out of five occupations have educational training requirements that align with community college offerings. 31% to 61% of workers in these occupations have completed some college or an associate degree as their highest level of education.

New Program Recommendation		
Move forward with the new program.	Proceed with caution	A new program is not recommended.
☒	☐	☐

APPENDIX A. METHODOLOGY AND SOURCES

This report includes occupations identified by using the Center of Excellence TOP-to-CIP-to-SOC crosswalk and the O*Net OnLine education crosswalk. This report's findings were primarily determined with labor market and educational supply data from the Bureau of Labor Statistics (BLS), Lightcast, and the California Community Colleges Chancellor's Office.

Data sources include:

"The Chancellor's Office Curriculum Inventory System (COCI)." California Community Colleges Curriculum Inventory (COCI), 2024. <https://coci2.ccctechcenter.org/>.

Glasmeier, Amy K. "Living Wage Calculator." Living Wage Calculator, 2024. <https://livingwage.mit.edu/>.

Integrated Postsecondary Education Data System (IPEDS). National Center for Education Statistics. U.S. Department of Education. <https://nces.ed.gov/ipeds/>.

Labor Market Information Division. California Employment Development Department. <https://labormarketinfo.edd.ca.gov/>.

Lightcast 2023.3; QCEW Employees, Non-QCEW Employees, and Self-Employed. <https://lightcast.io/>.
(Notes: Occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors)).

Management Information Systems (MIS) Data Mart. California Community Colleges Chancellor's Office. <https://datamart.cccco.edu/>.

O*NET OnLine. U.S. Department of Labor/Employment and Training Administration (DOL ETA). <https://www.onetonline.org/>.

Self-Sufficiency Standard Tool for California. The University of Washington. <http://www.selfsufficiencystandard.org/>

"Taxonomy of Programs." California Community Colleges Chancellor's Office. June 2012, 6th Edition. <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx>

"TOP-CIP-SOC Crosswalk." Centers of Excellence for Labor Market Research. June 2021 Edition. <http://coeccc.net/>

APPENDIX B. WAGES AND THE LIVING WAGE

About Occupational Earnings

Occupational earnings data comes from the Bureau of Labor Statistics' Occupational Employment Statistics dataset. It is collected from the employer's perspective, meaning that earning data is pre-tax and based on the place of the employee's work (rather than where they live). Occupational earnings are reported based on hourly income and include base rate pay, commissions, cost of living allowances, guaranteed pay, hazard pay, incentive pay, longevity pay, production bonuses, and tips. Occupational earnings do not include bonuses, reimbursements, overtime pay, relocation allowances, severance pay, etc.

The NFN COE reports on occupational earnings using percentile earnings. Percentile earnings are typically broken into 10th, 25th, 50th (median), 75th, and 90th percentiles and are used to show the distribution of wages for workers employed within an occupation. For example, the 25th percentile hourly earnings for childcare workers employed across the North Far North (NFN) region is \$15.50. This means that in 2023, 25% of the North Far North's childcare workers earned up to but no more than \$15.50 per hour. Childcare workers in the North Far North have a 90th percentile wage of \$23.72, meaning that 90% of childcare workers employed across the region earn up to \$23.72 per hour. The NFN COE uses the 25th and 75th percentile hourly wages as a proxy to estimate wages for entry-level and experienced workers.

Living Wage

A living wage is the level of income one adult working full-time must earn to meet their minimum basic needs where they live, all while being self-sufficient. The basic needs that factor into a living wage calculation include food, housing, childcare (for those with children), healthcare, transportation, broadband and mobile access, taxes, and other necessities (like clothing, personal care products, and household furnishings and supplies).

The NFN COE currently uses the most recent version of the [MIT Living Wage Calculator](#) to estimate the living wage for each community college district and uses the living wage for a single, working adult without dependents. A working adult is assumed to work 2,080 full-time hours, which is equivalent to 40 hours a week for 52 weeks per year. The NFN COE will revise this practice as needed to ensure continued alignment with the Chancellor's Office.

Comparing occupational earnings to the living wage

Prior to the 2024-25 fiscal year, the NFN COE compared the 25th percentile hourly earnings of an occupation employed in the subregion to a subregional average living wage for one single, working adult (no dependents) residing in a county located in the North or Far North subregions.

Beginning in the fall of the 2024-25 fiscal year, the NFN COE will compare the median hourly earnings of an occupation employed in the subregion to the living wage for one single, working adult (no dependents) residing in the same county as the community college district that initially requested this report. This change aligns with the definition used by the Chancellor's Office to determine the proportion of students who attained a living wage after exiting the California Community College system in the Student Success Metrics (SM 802Sx) and Community College Pipeline (CP 802). The NFN COE will revise this practice as needed to ensure continued alignment with the Chancellor's Office.

Living Wage by County of Community College District Office Location

Community College District (CCD)	Location of District Office (County)	2024 Living Wage – One Working Adult
Butte-Glenn	Butte	\$21.95
Feather River	Plumas	\$21.39
Lake Tahoe	El Dorado	\$27.15
Lassen	Lassen	\$21.13
Los Rios	Sacramento	\$25.19
Mendocino-Lake	Mendocino	\$23.08
Redwoods	Humboldt	\$21.48
Shasta-Tehama-Trinity Joint	Shasta	\$21.93
Sierra Joint	Placer	\$28.33
Siskiyou Joint	Siskiyou	\$20.89
Yuba	Sutter	\$23.22
<i>California minimum wage - all industries except fast food and healthcare</i>		\$16.00
<i>California minimum wage - fast food (eff. April 1, 2024)</i>		\$20.00
<i>California minimum wage – Healthcare (effective date is unknown)</i>		\$18-23, depending on type of facility

Sources: 1) MIT Living Wage Calculator (<https://livingwage.mit.edu/>) and 2) State of California Department of Industrial Relations (https://www.dir.ca.gov/dlse/minimum_wage.htm).

Funding Acknowledgement: This report was made available with Strong Workforce Program funding from the North Far North Regional Consortium.

COVID-19 Statement: This report includes employment projection data produced by Lightcast (formerly EMSI). Employment projections are developed using models based on historical data, which in this set of projections covers the period through 2021. Most input data, therefore, precedes the pandemic. Employment projections are long-term projections intended to capture structural changes in the economy, not cyclical fluctuations. As such, projections data are not intended to capture the impacts of the recession that began in February 2020. Cyclical fluctuations, like recessions, impact projections when they become part of the historical data set.

Important Disclaimer: All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges, or their representatives based upon components or recommendations contained in this study.

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Centers of Excellence for Labor Market Research, Economic and
Workforce Development Program



**FOR MORE INFORMATION,
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Butte College
Noncredit Certificate of Completion in
Career and Community Transitions

Narrative

1. Statement of Program Goals and Objectives

The Career and Community Transitions (CCT) Noncredit Certificate of Completion is a noncredit program designed to meet the educational, workforce, and transition needs of justice-impacted and other adult learners who may face barriers to entering or reentering college, employment, and the community. The program provides short-term, accessible instruction that helps students develop the academic, career, digital, financial, and self-advocacy skills needed to establish greater stability and successfully pursue their next educational or employment goal.

The program is designed as a flexible pathway in which students complete two courses from a group of complementary courses addressing college and community transition, college readiness and digital navigation, employment and resource management, and foundational educational preparation. This structure recognizes that students enter the program with different levels of educational attainment, employment experience, and immediate reentry needs. Rather than requiring students to complete coursework in areas in which they may already be proficient, the program allows students to select coursework that addresses their individual educational and workforce goals while maintaining a common focus on successful transition to further education, training, employment, and community participation.

The program is particularly responsive to the needs of students participating in Rising Scholars programming, including students served in correctional, reentry, and community settings. These students may experience disruptions in education, limited access to technology and institutional systems, employment barriers, and difficulty navigating college and community resources. The certificate provides a cohesive set of learning experiences designed to reduce these barriers and create clear pathways into continued education, career training, and employment.

The Career and Community Transitions Certificate of Completion supports the California Community Colleges mission by providing noncredit instruction in basic skills, workforce preparation, and educational transition. Its courses are intentionally focused on developing practical capabilities students can apply to educational advancement, employment, and successful community reintegration.

Student Selection and Fees

The program is not selective. Students are not required to meet additional admission criteria beyond those applicable to enrollment in the individual noncredit courses. There are no mandatory program fees. The program is designed to minimize financial and access barriers for participating students.

2. Catalog Description and Program Level Outcomes

The Noncredit Certificate of Completion in Career and Community Transitions prepares students for continued education, career training, employment, and successful transition within the community. Students develop practical skills in areas such as college and career planning, digital literacy, employment preparation, financial literacy, self-advocacy, and educational readiness. The flexible

program allows students to complete two courses based on their individual educational and career goals.

Upon completion of the certificate, students will be able to:

1. Develop and articulate an individualized plan for continued education, career training, employment, and/or community transition.
2. Identify and utilize appropriate college, workforce, and community resources to address barriers and support educational and career goals.
3. Demonstrate effective communication and self-advocacy skills in educational, workplace, and community settings.
4. Apply practical academic, digital, employment, financial, and/or educational-readiness skills appropriate to their individual transition goals.
5. Identify appropriate next steps and connect with college, workforce, or community partners that support continued progress toward educational and employment goals.

3. Program Requirements

Requirements	Dept Name/ #	Title	Hours
Required core:	CCT 300	College and Community Transitions	25.50
Elective: Select one	CCT 301	College Readiness & Digital Navigation	25.50
	CCT 302	Career Pathways and Professional Success	25.50
	EDUC 302	High School Equivalency Exam Preparation	85

Proposed Sequence	Hours
Year 1, Fall	51-110.50
Total Hours	51-110.50

4. Master Planning

The Career and Community Transitions Noncredit Certificate of Completion was developed in response to an identified need for short-term, accessible educational pathways that support justice-impacted and other adult learners as they transition into continued education, career training, employment, and the community. The program supports Butte College's mission by expanding access to education, strengthening pathways to student success, and providing workforce and educational preparation for students who may face significant barriers to entering or reentering college.

The need for the program was identified through the planning and expansion of Butte College's Rising Scholars Program and its partnerships with local correctional, reentry, workforce, and community organizations. Rising Scholars serves students at Butte County Jail, the Day Reporting Center, through parole and community referrals, and on the Butte College campus. Program planning has identified a need for curriculum that can be delivered in correctional and community settings while also providing students with meaningful pathways to continue their education after release or transition into employment and career training.

The proposed certificate was reviewed through Butte College's Program Review Request process and recommended in Spring 2026. Its development has also been informed by a Program Advisory Team that includes representatives from Butte College, the Butte County Sheriff's Office, California Parole, workforce development, and other community partners. These partnerships have helped identify educational, employment, and reentry barriers experienced by the population and have informed the development of curriculum focused on college and community transition, college readiness and digital navigation, employment and resource management, and foundational educational preparation.

The flexible certificate structure allows students to complete two courses based on their educational and career needs. This is particularly important for students entering the program with different levels of educational attainment, technology experience, employment readiness, and familiarity with college and community systems. The program provides multiple entry points while maintaining a common purpose of preparing students for continued education, training, employment preparation, and successful community transition.

Butte College currently offers noncredit programming that addresses workplace and life skills; however, these programs were not designed specifically to address the educational, employment, and reentry barriers experienced by justice-impacted students. The Career and Community Transitions program was developed to address this identified gap through curriculum focused on navigating college and community systems, overcoming reentry barriers, building self-advocacy and digital navigation skills, preparing for employment, and connecting students with educational, workforce, and community resources. The program is designed for delivery across correctional, reentry, and community settings and provides a pathway into Butte College's existing credit, noncredit, career education, and student support programs.

AS-T Degree in Agriculture Plant Science

About the Program

Program Goal: Transfer

GE Pattern(s): Cal-GETC

Program Code: 35061.31AS-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.

The AS-T in Agriculture Plant Science equips students with agricultural fundamentals that focus on plant and soil sciences to prepare students for further studies and careers. Explore how agriculture plant science supports communities in California and beyond. California ranks first in the nation in annual gross agricultural returns. The livestock industry and over 400 specialty crops provide a variety of career choices. Employment is found on ranches and farms, as well as the vast agriculture service industry. Career opportunities also exist with governmental agencies and non-profits as well as agriculture education.

During the next five years, U.S. college graduates will find good employment opportunities if they have expertise in food, agriculture, renewable natural resources, or the environment. An average of 35,400 new U.S. graduates with expertise in food, agriculture, renewable natural resources, or the environment are expected to fill 61% of the expected 57,900 average annual openings. Fewer graduates typically mean higher salaries, which start in the mid-\$40k to \$50k annually.

Program Learning Outcome(s):

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

1. Demonstrate basic experimental knowledge through data gathering and analysis to solve problems in the laboratory and in the field.
2. Practice safe work habits in an employment setting, including handling and storage of hazardous materials, equipment operation, and tool safety.
3. Demonstrate mastery of general plant science skills for technical employment in the plant science management industry (agronomy, pomology, viticulture or nursery).
4. Apply the principles of ecology, soil science, and plant science to crop management problems. Develop integrated pest management programs for specific crops.

Required courses:

AGS 20	Plant Science	22.00-24.00
AGS 50	General Soils	3.00
Select one:		4.00
AB 22	Agricultural Economics	3.00
ECON 4	Principles of Microeconomics	3.00
Select one:		5.00
CHEM 1	General Chemistry I	5.00
CHEM 51	Elementary Inorganic Chemistry	5.00
Select one:		4.00
STAT C1000	Introduction to Statistics	4.00
STAT C1000E	Introduction to Statistics	4.00
List A (Select one):		3.00-5.00
AET 30	Tractors and Crawlers	3.00
CHEM 21	Organic Chemistry I	5.00
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00
EH 70	Plant Propagation and Nursery Practices	3.00

Total: 22.00-24.00

Suggested Program Map (Cal-GETC)

Required courses:

Units: 60.00-64.00

Term 1

AGS 20	Plant Science	13.00-14.00
Meets Area 5B/5C.		3.00

Select one: Meets Area 2

STAT C1000	Introduction to Statistics	4.00
STAT C1000E	Introduction to Statistics	4.00

Area 1A Choice (See GE Guide)

3.00-4.00

Area 1B Choice (See GE Guide)

3.00

<i>Term 2</i>		16.00-18.00
AGS 50	General Soils	4.00
Meets Area 5A/5C.		
<i>Select one:</i>		3.00
AB 22	Agricultural Economics	3.00
ECON 4	Principles of Microeconomics	3.00
Meets Area 4.		
<i>List A (Select one):</i>		3.00-5.00
AET 30	Tractors and Crawlers	3.00
CHEM 21	Organic Chemistry I	5.00
Prerequisite: CHEM 2. Meets Area 5A/5C.		
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00
EH 70	Plant Propagation and Nursery Practices	3.00
Area Choice (See GE Guide)		3.00
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 options.		
<i>Term 3</i>		14.00-15.00
<i>Select one: Meets Area 5A/5C</i>		5.00
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.		
CHEM 51	Elementary Inorganic Chemistry	5.00
Area 1C Choice (See GE Guide)		3.00
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 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.		
<i>Term 4</i>		17.00
Area 4 Choice (See GE Guide)		3.00
Only necessary if ECON 4 is not completed.		
Area 6 Choice (See GE Guide)		3.00
Elective (any course numbered 1-99 or C1000-C1999)		11.00
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.		
Total:		60.00-64.00

AS-T Degree in Business Administration 2.0

About the Program

Program Goal: Transfer

GE Pattern(s): Cal-GETC

Program Code: 41755.30AS-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.

Program Learning Outcome(s):

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

1. Discuss the context in which businesses operate and the impacts of environmental factors (such as economic markets and technological, regulatory and competitive forces) on businesses.
2. Use appropriate business terminology to describe the functional areas of business enterprises.
3. Assess business scenarios using a systematic, evaluative, quantitative, ethical and information-based approach.
4. Evaluate the legal, economic and social impacts of business decisions.
5. Prepare, analyze, interpret and discuss an entity's basic financial statements, as a basis for business decisions.
6. Demonstrate analytical, teamwork, oral and written communication skills and ethical and professional conduct.

Required Courses:		27.00-28.00 29.00
ACCT 2	Financial Accounting	4.00
ACCT 4	Managerial Accounting	4.00
BUS 8	Introduction to Business Law	3.00
BUS 20	Introduction to Business	3.00
ECON C2002	Principles of Macroeconomics	3.00
ECON C2001	Principles of Microeconomics	3.00
Select one:		3.00-4.00 5.00
MATH 12	Mathematics for Business Decisions (Finite Mathematics)	3.00
MATH 12s	Mathematics for Business Decisions (Finite Mathematics) with Support	3.00
MATH 13	Survey of Calculus	4.00
MATH 13s	Survey of Calculus with Support	4.00
MATH C2210	Calculus I: Early Transcendentals	5.00
MATH C2210E	Calculus I: Early Transcendentals – Embedded Support	5.00
Select one:		4.00
STAT C1000	Introduction to Statistics	4.00
STAT C1000E	Introduction to Statistics	4.00

Total: 27.00-28.00 29.00

Suggested Program Map (Cal-GETC)

Required courses:		Units: 57.00-64.00 65.00
Term 1		16.00-17.00
BUS 20	Introduction to Business	3.00
Select one: Meets Area 2		4.00
STAT C1000	Introduction to Statistics	4.00
STAT C1000E	Introduction to Statistics	4.00
Area 1A Choice (See GE Guide)		3.00-4.00
Area 1C Choice (See GE Guide)		3.00
Department recommends COMM C1000.		
Area 3A Choice (See GE Guide)		3.00
Department recommends ART 1.		
Term 2:		16.00-19.00 20.00
ACCT 2	Financial Accounting	4.00
Select one: Meets Area 2		3.00-4.00
MATH 12	Mathematics for Business Decisions (Finite Mathematics)	3.00
MATH 12s	Mathematics for Business Decisions (Finite Mathematics) with Support	3.00

MATH 13	Survey of Calculus	4.00
MATH 13s	Survey of Calculus with Support	4.00
MATH C2210	Calculus I: Early Transcendentals	5.00
MATH C2210E	Calculus I: Early Transcendentals – Embedded Support	5.00

Department recommends MATH 12.

Area 1B Choice (See GE Guide) 3.00

Department recommends ENGL C1001.

Area 4 Choice (See GE Guide) 3.00

Taking POLS C1000 is recommended to meet the US-2/US-3 graduation requirements for CSU.

Area 5A/5C Choice (See GE Guide) 3.00-5.00

Must have 5C Lab component if not taken in 5A/5C. Seven total Area 5 units required.

Term 3: 13.00-14.00

ACCT 4 Managerial Accounting 4.00

ECON C2001 Principles of Microeconomics 3.00

Meets Area 4.

Area 3B Choice (See GE Guide) 3.00-4.00

Taking HIST 18, HIST 26 or HIST C1001 is recommended to meet the US-1 graduation requirement for CSU.

Area 6 Choice (See GE Guide) 3.00

Term 4: 12.00-14.00

BUS 8 Introduction to Business Law 3.00

ECON C2002 Principles of Macroeconomics 3.00

Meets Area 4.

Area 5B/5C Choice (See GE Guide) 3.00-5.00

Must have 5C Lab component if not taken in 5A/5C. Seven total Area 5 units required.

Elective (any course numbered 1- or C1000-C2) 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.

Total: 57.00-~~64.00~~ 65.00

AS Degree in Marketing

About the Program

Program Goal: Career

GE Pattern(s): Butte Local, Cal-GETC

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:

ACCT 20	Introduction to Accounting	41.00
BCIS 13	Business Communication	3.00
BCIS 33	Skills for the Working Professional	3.00
BCIS 81	Microsoft Excel for Business	1.00
BUS 8	Introduction to Business Law	1.00
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:

COMM C1000	Introduction to Public Speaking	3.00
CMST 4	Small Group Communication	3.00

Select 6 units:

ART 31	Graphic Design I	6.00
BCIS 15	Web-based Tools for Business	3.00
BCIS 18	Introduction to Business Technology	3.00
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

BUS 20	Introduction to Business	15.00-19.00
BUS 35	Leading and Supervising Teams	3.00
Area 1A Choice (See GE Guide)		3.00
Area 2 Choice (See GE Guide)		3.00-4.00
Area 3 Choice (See GE Guide)		3.00-5.00
		3.00-4.00

Term 2

BCIS 13	Business Communication	15.00
Meets Area 1C.		3.00

<i>Select one:</i>		
COMM C1000	Introduction to Public Speaking	3.00
CMST 4	Small Group Communication	3.00
ECON 4	Principles of Microeconomics	3.00
Meets Area 4.		
BUS 64	Principles of Marketing	3.00
Area 6 Choice (See GE Guide)		3.00
<i>Term 3</i>		14.00
ACCT 20	Introduction to Accounting	3.00
BUS 8	Introduction to Business Law	3.00
BUS 50	Sales Strategies	3.00
BUS 60	Advertising and Promotion	3.00
Graduation Requirement Choice (See GE Guide)		2.00
<i>Term 4</i>		16.00-18.00
BCIS 33	Skills for the Working Professional	1.00
BUS 68	Web Marketing	3.00
BCIS 81	Microsoft Excel for Business	1.00
<i>Select 6 units:</i>		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
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

Department recommends BCIS 15.

Area 5 Choice (See GE Guide)	3.00-5.00
Elective (any course number 1-99 or C1000-C1999)	2.00

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.

Total: 60.00-66.00

AS Degree in Environmental Horticulture

About the Program

Program Goal: Career

GE Pattern(s): Butte Local

Program Code: 07258.00AS

The courses in environmental horticulture are designed to enable students to prepare for exciting careers in the essential and diverse horticulture profession or earn continuing education units (CEUs) for professional licenses. Career options include nursery and greenhouse management, retail garden centers, supply and equipment sales, commercial fruit and nut production, irrigation and landscape design, installation and maintenance, plant protection, interior landscaping, and ag education.

Students who complete this program can expect greater opportunities in salaries and enhances an individual's opportunity to advance into supervisory positions. A two- or four-year degree is a job requirement in some businesses and government agencies.

The Environmental Horticulture program prepares students for rewarding careers across the diverse horticulture industry and offers continuing education units (CEUs) for professional license renewal. Graduates pursue roles in nursery and greenhouse management, retail garden centers, supply and equipment sales, commercial fruit and nut production, irrigation and landscape design, installation and maintenance, plant protection, interior landscaping, and agricultural education. Completion of the program improves salary prospects and increases opportunities for promotion into supervisory roles; many employers and government agencies require a two- or four-year degree for certain positions.

Program Learning Outcome(s):

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

1. Demonstrate ~~competencies in irrigation design and construction~~: competency in designing and implementing irrigation systems for residential, commercial, and light-agricultural settings that optimize water use and comply with California landscape water-conservation regulations.
2. ~~Identify turf species and their recommended management styles~~: Demonstrate proficiency in the cultivation and maintenance of nursery plants by effectively applying horticultural principles, including plant identification, soil management, watering techniques, pest and disease control, and proper pruning methods, to promote healthy growth and sustainability in nursery production systems.
3. ~~Explain the principles of greenhouse glazing choices~~: Demonstrate professional attitudes and work habits—including responsibility, teamwork, punctuality, and initiative—required for successful employment in horticulture and agricultural careers.

Required courses:

AB 20	Careers in Agriculture, Environmental Science and Natural Resources	40.00
AET 30	Tractors and Crawlers	1.00
AGS 20	Plant Science	3.00
AGS 50	General Soils	3.00
EH 20	Introduction to Environmental Horticulture	4.00
EH 26	Landscape Planning and Design	3.00
EH 22	Landscape Design and Construction	3.00
EH 28	Turfgrass Management and Equipment	3.00
EH 30	Irrigation Practices and Materials	3.00
EH 72	Landscape Business Management	3.00
EH 74	Irrigation System Design and Technology	3.00
EH 99	Work Experience-EH	2.00
Select one: *Both		3.00
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00
Select one:-	*Both required	3.00
EH 38	Greenhouse Production	3.00
EH 70	Plant Propagation and Nursery Practices	3.00
Select one:		3.00
AGS 30	Ecology of Insect and Disease Management	3.00
EH 60	Principles of Integrated Pest Management	3.00
EH 61	Plant Protection Materials	3.00
EH 62	Weed Science and Invasive Plants	3.00

Total: 40.00

Suggested Program Map (Butte GE)

Required courses:

Units: 60.00-64.00

Term 1		14.00-17.00
AB 20	Careers in Agriculture, Environmental Science and Natural Resources	1.00
Meets Graduation Requirement.		
AET 30	Tractors and Crawlers	3.00
EH 20	Introduction to Environmental Horticulture	3.00
Area 1A Choice (See GE Guide)		3.00-4.00
Area 2 Choice (See GE Guide)		3.00-5.00
Graduation Requirement Choice (See GE Guide)		1.00
Term 2		13.00
AGS 20	Plant Science	3.00
Meets Area 5B/5C.		
EH 38	Greenhouse Production	3.00
AGS 50	General Soils	4.00
Meets Area 5A/5C.		
Area 4 Choice (See GE Guide)		3.00
Department recommends AGS 10.		
Area 6 Choice (See GE Guide)		3.00
Term 3		18.00-19.00
EH 26	Landscape Planning and Design	3.00
EH 30	Irrigation Practices and Materials	3.00
EH 70	Plant Propagation and Nursery Practices	3.00
Select one:		3.00
AGS 30	Ecology of Insect and Disease Management	3.00
EH 60	Principles of Integrated Pest Management	3.00
EH 61	Plant Protection Materials	3.00
EH 62	Weed Science and Invasive Plants	3.00
Select one:		3.00
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00
Area 1B/C Choice (See GE Guide)		3.00
Area 3 Choice (See GE Guide)		3.00-4.00
Term 4		15.00
EH 28	Turfgrass Management and Equipment	3.00
EH 72	Landscape Business Management	3.00
EH 74	Irrigation System Design and Technology	3.00
EH 24	Spring Plant Identification	3.00
EH 22	Landscape Design and Construction	3.00
AGS 30	Ecology of Insect and Disease Management	3.00
EH 99	Work Experience-EH	2.00
Select one:		3.00
EH 38	Greenhouse Production	3.00
EH 70	Plant Propagation and Nursery Practices	3.00
Elective (any course numbered 1-99 or C1000-C1999)		1.00
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.		

Total: 60.00-64.00

WLD-Welding

AS Degree in Welding Technology

About the Program

Program Goal: Career

GE Pattern(s): Butte Local

Program Code: 01325.00AS

The Welding Technology program is designed to prepare students to become certified welders under standards set by the American Welding Society, American Society of Mechanical Engineers and American Petroleum Institute. Certification examinations may be taken after completion of the courses. To be successful in this program, students need basic competence in mathematics, must possess good eyesight at least with corrective lenses, sufficient physical stamina to be able to stand and bend for long periods, and not to be bothered by extended exposure to the outdoors. Students who are still enrolled in high school and who are considering a career as an industrial welder are encouraged to take courses in mathematics, industrial education, and welding. Courses in physical sciences and physics would enhance a student's knowledge and broaden one's experiences. The objective of this program is to teach students to read and follow blueprints and plans, lay out jobs to be done, cut and bend materials, operate an oxy-acetylene torch, shielded metal arc, flux core arc, and do mig and tig welding, and certify in the above processes. For certified welders, employment opportunities are virtually unlimited. High-paying jobs are open in both heavy and light industry throughout California as well as the nation and the world. As far as can be seen in the future, the job market for certified welders will be excellent.

After completion of the program, students will be prepared to take the Welder Certification test. Students who complete the program can also receive a Certificate in Welding Technology Level I, a Certificate in Welding Technology Level II, a Certificate in Welding Technology Level III, and a Certificate of Achievement and may elect to earn an Associate's degree in Welding Technology.

Admission to the Program:

The prerequisites to the Welding Technology program are completion of WLD 20 and WLD 21, **and 1 unit total of WLD 150 and/or WLD 152, or equivalent.** The program is currently impacted. Contact the Department to start the process and paperwork that is required for this program. Please visit the Welding Technology Departments home page: <http://www.butte.edu/departments/careertech/welding/weldingapplication.html>. Estimated expenses average about \$5,200 - \$6,200 for the entire program. This includes tools, books, tuition, and welding qualification documentation (if you pass the welding certification test). Financial aid is available to qualified students.

Program Learning Outcome(s):

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

1. Setup and safely operate welding equipment.
2. Demonstrate the skill set necessary to qualify for an unlimited position welding qualification meeting AWS standards.
3. Demonstrate effective oral and written communication in a variety of situations, utilizing proper welding terminology and acronyms.

Required courses:

AB 54	Supervision and Management in Agriculture	54.00
BUS 25	Introduction to Entrepreneurship	3.00
WLD 22	Oxyacetylene Welding and Flame Cutting	3.00
WLD 24	Shielded Metal Arc Welding (Stick Electrode)	2.00
WLD 25	Fabrication Practicums	8.00
WLD 26	Symbol Reading, Blue Print Interpretation and Computations	2.00
WLD 28	Mig and Tig Arc Welding	3.00
WLD 30	Heavy Plate Welding	3.00
WLD 32	Integrated Welding Applications	3.00
WLD 34	Pipe and Tube Welding	4.00
WLD 36	Welder Qualification	3.00
WLD 40	Welding Equipment Maintenance and Service	2.00
WLD 42	Introduction to Welding Inspection	2.00
WLD 50	Pipe Fitting and Cutting	2.00
WLD 56	Welding Industry Employment Preparation	3.00
WLD 99	Work Experience-WLD	2.00
WLD 154	Shop Practices for Welders I	1.00
WLD 156	Shop Practices for Welders II	1.00
WLD 160	Welding Certification Practices	1.00
Select one:		3.00
BCIS 18	Introduction to Business Technology	3.00
CSCI 2	Business and Computer Information Systems	3.00

Total: 54.00

Suggested Program Map (Butte GE)

Required courses:

Units: 75.00-81.00

AS Degree in Accelerated Track Registered Nursing

About the Program

Program Goal: Career

GE Pattern(s): Butte Local

Program Code: 43185.00AS

The Associate Degree in Accelerated Track Registered Nursing program prepares the student for licensure as an RN at the Associate Degree Nursing (ADN) level. The three-semester program provides theory and clinical content required for registered nursing licensure. Upon completion of the degree, the student will be eligible for the national/state licensure examination for registered nursing.

A registered nurse can seek employment in a variety of settings: acute care hospital, community/home health care, skilled and long-term care, clinics, physician offices and any number of private industries that interface with healthcare delivery. A national shortage of registered nurses is predicted for the next two decades.

Admission to the Program:

Students are admitted by application only. Contact the Nursing Department or visit <https://www.butte.edu/academic-programs/coi-hps/dept-nursing/index.html> for application dates and materials.

General Requirements:

- Age 17 or older with a 12th grade education or equivalent.
- A minimum composite score of 62 on the latest version of the TEAS test (may be repeated once).
- Prerequisites: Must be completed with a minimum C grade for each prior to application, and an overall GPA of 2.5 or higher
 - 0 CMST 4 or COMM C1000 (select one)
 - 0 ENGL C1000 or ENGL C1000E
 - 0 FN 2
 - 0 PSYC C1000
 - 0 Biology Prerequisites: These three courses must be completed with combined GPA of 2.5 or higher, minimum C grade for each, and no more than one repetition of any one of these courses. Pass/No Pass Biology courses are not accepted.
 - BIOL 15 - Introduction to Microbiology
 - BIOL 20 - Human Anatomy
 - BIOL 21 - Human Physiology
- Applicants that have failed more than once from any nursing program (LVN and/or RN) are ineligible to apply.
- Advanced Placement exam credit will only be accepted for AP English Composition and/or AP Psychology. Official test scores must be submitted to Admissions & Records.
- Remaining general education courses may be in progress at the time of application but must be completed before program begins.

Admission to the Butte College Accelerated Track Registered Nursing program uses a competitive point-based system rather than a random lottery. Applicants earn points based on specific academic and professional criteria, such as their first-attempt score on the Test of Essential Academic Skills (TEAS), grade point averages in key science prerequisites like anatomy and physiology, recent healthcare experience, and local residency. You can find the complete and detailed breakdown of how these selection points are calculated by visiting the [Butte College Nursing Onboarding Information](#). The top 48 applicants with the highest points will be admitted.

Admission to the program is based on the following point system:

- TEAS (composite score on first attempt of any distinct version)
 - 0 25 points for composite score of 80.00-100.00
 - 0 15 points for composite score of 75.00-79.99
 - 0 5 points for composite score of 70.00-74.99
 - 0 0 points for composite score of 62.00-69.99
- Human Anatomy, Human Physiology and Microbiology GPA (after first time taking it)
 - 0 25 points for an overall GPA of 4.0 or higher
 - 0 15 points for an overall GPA of 3.50-3.99
 - 0 5 points for an overall GPA of 3.00-3.49
 - 0 0 points for an overall GPA of 0.00-2.99
- Healthcare Experience
 - 0 25 points for 1800 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED Tech, Patient Monitors, Patient Care Support Techs or Corpsman
 - 0 15 points for 1000 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED Tech, Patient Monitors, Patient Care Support Techs or Corpsman
 - 0 5 points for 500 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED Tech, Patient Monitors, Patient Care Support Techs or Corpsman
 - 0 0 points for no qualifying healthcare experience
- Permanent Residence in Butte, Glenn, Tehama or Plumas counties (must provide documentation)

- 0 25 points for living within Butte, Glenn, Tehama or Plumas counties in California
- 0 0 points for living outside these California counties

Total Possible Points - 100

The top 48 applicants with the highest points will be admitted.

Applicants that have failed more than once from any nursing program (LVN and/or RN) are ineligible to apply.

Persons with substance abuse issues or with conviction of crimes substantially related to the practice of nursing may not be granted a license by the California Board of Registered Nursing. Fingerprints are a required part of the application for licensure. Records that are expunged or sealed, and juvenile records will be accessed and reviewed.

Program Learning Outcome(s):

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

1. Adhere to standards of professional practice and practice within legal, ethical and regulatory framework.
2. Demonstrate effective verbal, non-verbal, and written communication using compassion and cultural awareness resulting in trusting relationships.
3. Provide comprehensive assessments with a holistic view of the client using the functional health assessment.
4. Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision-making.
5. Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.
6. Develop individualized teaching plan based on assessed needs.
7. Demonstrate decision-making coordination with the client, significant support person(s) and members of the healthcare team.
8. Demonstrate effective management through gathering information, planning, and directing in collaboration with the healthcare team to assist the client to move toward positive outcomes in an efficient and cost-effective manner.

		37.00
NSG 1	Accelerated Track Foundations of Practice	1.00
NSG 2	Accelerated Track Pharmacology I	1.00
NSG 3	Accelerated Track Medical Surgical Nursing IA	1.50
NSG 4	Accelerated Track Medical Surgical Nursing IB	2.50
NSG 5	Accelerated Track Foundations Clinical	2.00
NSG 6	Accelerated Track Clinical I	4.00
NSG 7	Accelerated Track Normal and Advanced Obstetrics Nursing	1.50
NSG 8	Accelerated Track Normal and Advanced Pediatric Nursing	1.50
NSG 9	Accelerated Track Mental Health and Psychiatric Nursing	1.50
NSG 10	Accelerated Track Advanced Medical Surgical Nursing II	1.50
NSG 11	Accelerated Track Obstetrics and Pediatric Nursing Clinical	2.00
NSG 12	Accelerated Track Clinical Medical/Surgical II and Mental Health Nursing	4.00
NSG 13	Accelerated Track Associate Degree Nursing Capstone	0.50
NSG 14	Accelerated Track Gerontology and Community Based Nursing	1.50
NSG 15	Accelerated Track Pharmacology II	1.00
NSG 16	Accelerated Track Advanced Medical Surgical Nursing III	4.00
NSG 17	Accelerated Track Clinical III	6.00

Total: 37.00

Suggested Program Map (Butte GE)

Required courses:

nits: 60.00-63.00

Area 2 Choice (See GE Guide)	23.00-26.00
Area 3 Choice (See GE Guide)	3.00-5.00
Area 6 Choice (See GE Guide)	3.00-4.00
Elective (any course numbered 1-199 or C1000-C2999)	3.00
	14.00

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.

		12.00
NSG 1	Accelerated Track Foundations of Practice	1.00
NSG 2	Accelerated Track Pharmacology I	1.00
NSG 3	Accelerated Track Medical Surgical Nursing IA	1.50
NSG 4	Accelerated Track Medical Surgical Nursing IB	2.50
NSG 5	Accelerated Track Foundations Clinical	2.00
NSG 6	Accelerated Track Clinical I	4.00
		12.00
NSG 7	Accelerated Track Normal and Advanced Obstetrics Nursing	1.50
NSG 8	Accelerated Track Normal and Advanced Pediatric Nursing	1.50
NSG 9	Accelerated Track Mental Health and Psychiatric Nursing	1.50
NSG 10	Accelerated Track Advanced Medical Surgical Nursing II	1.50
NSG 11	Accelerated Track Obstetrics and Pediatric Nursing Clinical	2.00
NSG 12	Accelerated Track Clinical Medical/Surgical II and Mental Health Nursing	4.00

NSG 13	Accelerated Track Associate Degree Nursing Capstone	13.00
NSG 14	Accelerated Track Gerontology and Community Based Nursing	0.50
NSG 15	Accelerated Track Pharmacology II	1.50
NSG 16	Accelerated Track Advanced Medical Surgical Nursing III	1.00
NSG 17	Accelerated Track Clinical III	4.00
		6.00

Total: 60.00-63.00

AS Degree in Accelerated Track Registered Nursing: LVN to ADN

About the Program

Program Goal: Career

GE Pattern(s): Butte Local

Program Code: 43186.00AS

The Associate Degree in Accelerated Track Registered Nursing: LVN to ADN program is a state approved program which provides the courses necessary for a Licensed Vocational Nurse to apply for licensure as a Registered Nurse. This program relies on vocational nursing training and prerequisite classes to count as some of the first and second semester courses of the program.

A registered nurse can seek employment in a variety of settings: acute care hospital, community/home health care, skilled and long-term care, clinics, physician offices and any number of private industries that interface with healthcare delivery. A national shortage of registered nurses is predicted for the next two decades.

Admission to the Program:

Students are admitted by application only. Contact the Nursing Department or visit <https://www.butte.edu/academic-programs/coi-hps/dept-nursing/index.html> for application dates and materials.

General Requirements:

- Age 17 or older with a 12th grade education or equivalent.
- A minimum composite score of 62 on the latest version of the TEAS test (may be repeated once).
- Current unencumbered California vocational nursing license.
- 16 units of college level nursing credit, including OB and Pediatrics, from a vocational or practical nursing program.
- IV Therapy competency (must verify IV certification through the BVNPT online license verification).
- Prerequisites: Must be completed with a minimum C grade for each prior to application, and an overall GPA of 2.5 or higher
 - 0 CMST 4 or COMM C1000 (select one)
 - 0 ENGL C1000 or ENGL C1000E
 - 0 FN 2
 - 0 PSYC C1000
 - 0 Biology Prerequisites: These three courses must be completed with combined GPA of 2.5 or higher, minimum C grade for each, and no more than one repetition of any one of these courses. Pass/No Pass Biology courses are not accepted.
 - BIOL 15 - Introduction to Microbiology
 - BIOL 20 - Human Anatomy
 - BIOL 21 - Human Physiology
- Applicants that have failed more than once from any nursing program (LVN and/or RN) are ineligible to apply.
- Advanced Placement exam credit will only be accepted for AP English Composition and/or AP Psychology. Official test scores must be submitted to Admissions & Records.
- Remaining general education courses may be in progress at the time of application but must be completed before program begins.
- Upon admittance, additional prerequisites are required prior to beginning the core program: NSG 51 and NSG 52

Admission to the Butte College Accelerated Track Registered Nursing program uses a competitive point-based system rather than a random lottery. Applicants earn points based on specific academic and professional criteria, such as their first-attempt score on the Test of Essential Academic Skills (TEAS), grade point averages in key science prerequisites like anatomy and physiology, recent healthcare experience, and local residency. You can find the complete and detailed breakdown of how these selection points are calculated by visiting the [Butte College Nursing Onboarding Information](#). The top 48 applicants with the highest points will be admitted.

Admission to the program is based on the following point system:

- TEAS (composite score on first attempt of any distinct version)
 - 0 25 points for composite score of 80.00-100.00
 - 0 15 points for composite score of 75.00-79.99
 - 0 5 points for composite score of 70.00-74.99
 - 0 0 points for composite score of 62.00-69.99
- Human Anatomy, Human Physiology and Microbiology GPA (after first time taking it)
 - 0 25 points for an overall GPA of 4.0 or higher
 - 0 15 points for an overall GPA of 3.50-3.99
 - 0 5 points for an overall GPA of 3.00-3.49
 - 0 0 points for an overall GPA of 0.00-2.99
- Healthcare Experience
 - 0 25 points for 1800 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED Tech, Patient Monitors, Patient Care Support Techs or Corpsman
 - 0 15 points for 1000 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED Tech, Patient Monitors, Patient Care Support Techs or Corpsman
 - 0 5 points for 500 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED

Tech, Patient Monitors, Patient Care Support Techs or Corpsman

0 0 points for no qualifying healthcare experience

- Permanent Residence in Butte, Glenn, Tehama or Plumas counties (must provide documentation)

0 25 points for living within Butte, Glenn, Tehama or Plumas counties in California

0 0 points for living outside these California counties

Total Possible Points - 100

The top 48 applicants with the highest points will be admitted.

Persons with substance abuse issues or with conviction of crimes substantially related to the practice of nursing may not be granted a license by the California Board of Registered Nursing. Fingerprints are a required part of the application for licensure. Records that are expunged or sealed, and juvenile records will be accessed and reviewed.

Program Learning Outcome(s):

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

1. Adhere to standards of professional practice and practice within legal, ethical and regulatory framework.
2. Demonstrate effective verbal, non-verbal, and written communication using compassion and cultural awareness resulting in trusting relationships.
3. Provide comprehensive assessments with a holistic view of the client using the functional health assessment.
4. Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making.
5. Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.
6. Develop individualized teaching plan based on assessed needs.
7. Demonstrate decision-making coordination with the client, significant support person(s) and members of the healthcare team.
8. Demonstrate effective management through gathering information, planning, and directing in collaboration with the healthcare team to assist the client to move toward positive outcomes in an efficient and cost-effective manner.

<i>e re re</i>		29.50
NSG 51	Accelerated Track Transition to ADN Nursing I	1.50
NSG 52	Accelerated Track Transition to ADN Nursing II	1.50
NSG 4	Accelerated Track Medical Surgical Nursing IB	2.50
NSG 6	Accelerated Track Clinical I	4.00
NSG 9	Accelerated Track Mental Health and Psychiatric Nursing	1.50
NSG 10	Accelerated Track Advanced Medical Surgical Nursing II	1.50
NSG 12	Accelerated Track Clinical Medical/Surgical II and Mental Health Nursing	4.00
NSG 13	Accelerated Track Associate Degree Nursing Capstone	0.50
NSG 14	Accelerated Track Gerontology and Community Based Nursing	1.50
NSG 15	Accelerated Track Pharmacology II	1.00
NSG 16	Accelerated Track Advanced Medical Surgical Nursing III	4.00
NSG 17	Accelerated Track Clinical III	6.00

Total: 29.50

Suggested Program Map (Butte GE)

Required courses:

nits: 60.00-63.00

<i>Term 7</i>		30.50-33.50
Area 2 Choice (See GE Guide)		3.00-5.00
Area 3 Choice (See GE Guide)		3.00-4.00
Area 6 Choice (See GE Guide)		3.00
Elective (any course numbered 1-199 or C1000-C2999)		21.50

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.

<i>Term</i>		3.00
NSG 51	Accelerated Track Transition to ADN Nursing I	1.50
NSG 52	Accelerated Track Transition to ADN Nursing II	1.50
<i>Term 3</i>		6.50
NSG 4	Accelerated Track Medical Surgical Nursing IB	2.50
NSG 6	Accelerated Track Clinical I	4.00
<i>Term</i>		7.00
NSG 9	Accelerated Track Mental Health and Psychiatric Nursing	1.50
NSG 10	Accelerated Track Advanced Medical Surgical Nursing II	1.50
NSG 12	Accelerated Track Clinical Medical/Surgical II and Mental Health Nursing	4.00
<i>Term</i>		13.00
NSG 13	Accelerated Track Associate Degree Nursing Capstone	0.50
NSG 14	Accelerated Track Gerontology and Community Based Nursing	1.50
NSG 15	Accelerated Track Pharmacology II	1.00

Certificate of Achievement in Accelerated Track Registered Nursing: LVN to ADN

About the Program

Program Goal: Career

GE Pattern(s): None

Program Code: 43187.00CA

A 30-unit option is available. The Certificate of Achievement in Accelerated Track Registered Nursing: LVN to ADN program is a state-approved program which provides the courses necessary for a Licensed Vocational Nurse to apply for licensure as a Registered Nurse. This program relies on vocational nursing training and prerequisite classes to count as some of the first and second semester courses of the program.

A registered nurse can seek employment in a variety of settings: acute care hospitals, community/home health care, skilled nursing and long-term care facilities, clinics, physicians' offices and any number of private industries that interface with healthcare delivery. A national shortage of registered nurses is predicted for the next two decades.

Admission to the Program:

Students are admitted by application only. Contact the Nursing Department or visit <https://www.butte.edu/academic-programs/coi-hps/dept-nursing/index.html> for application dates and materials.

General Requirements:

- Age 17 or older with a 12th grade education or equivalent.
- Current unencumbered California vocational nursing license.
- 16 units of college level nursing credit, including OB and Pediatrics, from a vocational or practical nursing program.
- IV Therapy competency (must verify IV certification through the BVNPT online license verification).
- BIOL 15 and BIOL 21 must be completed with combined GPA of 2.5 or higher, minimum C grade for each, and no more than one repetition of any one of these courses.
- Pass/No Pass Biology courses will not be accepted.
- A minimum composite score of 62 on the latest version of the TEAS test (may be repeated once).
- Applicants that have failed more than once from any nursing program (LVN and/or RN) are ineligible to apply.

Admission to the Butte College Accelerated Track Registered Nursing program uses a competitive point-based system rather than a random lottery. Applicants earn points based on specific academic and professional criteria, such as their first-attempt score on the Test of Essential Academic Skills (TEAS), grade point averages in key science prerequisites like anatomy and physiology, recent healthcare experience, and local residency. You can find the complete and detailed breakdown of how these selection points are calculated by visiting the [Butte College Nursing Onboarding Information](#). The top 48 applicants with the highest points will be admitted.

Admission to the program is based on the following point system:

- TEAS (composite score on first attempt of any distinct version)
 - 0 25 points for composite score of 80.00-100.00
 - 0 15 points for composite score of 75.00-79.99
 - 0 5 points for composite score of 70.00-74.99
 - 0 0 points for composite score of 62.00-69.99
- Human Anatomy, Human Physiology and Microbiology GPA (after first time taking it)
 - 0 25 points for an overall GPA of 4.0 or higher
 - 0 15 points for an overall GPA of 3.50-3.99
 - 0 5 points for an overall GPA of 3.00-3.49
 - 0 0 points for an overall GPA of 0.00-2.99
- Healthcare Experience
 - 0 25 points for 1800 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED Tech, Patient Monitors, Patient Care Support Techs or Corpsman
 - 0 15 points for 1000 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED Tech, Patient Monitors, Patient Care Support Techs or Corpsman
 - 0 5 points for 500 hours or more worked in the last 2 years as a CNA, EMT, LVN, Paramedic, Monitor Tech, Perinatal Tech, Surgery Tech, ED Tech, Patient Monitors, Patient Care Support Techs or Corpsman
 - 0 0 points for no qualifying healthcare experience
- Permanent Residence in Butte, Glenn, Tehama or Plumas counties (must provide documentation)
 - 0 25 points for living within Butte, Glenn, Tehama or Plumas counties in California
 - 0 0 points for living outside these California counties

Total Possible Points - 100

The top 48 applicants with the highest points will be admitted.

Persons with substance abuse issues or with conviction of crimes substantially related to the practice of nursing may not be granted a license by the California Board of Registered Nursing. Fingerprints are a required part of the application for licensure. Records that are expunged or sealed, and

juvenile records will be accessed and reviewed.

Program Learning Outcome(s):

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

1. Adhere to standards of professional practice and practice within legal, ethical and regulatory framework.

2. Demonstrate effective verbal, non-verbal, and written communication using compassion and cultural awareness resulting in trusting relationships.
3. Provide comprehensive assessments with a holistic view of the client using the functional health assessment.
4. Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making
5. Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.
6. Develop individualized teaching plan based on assessed needs.
7. Demonstrate decision-making coordination with the client, significant support person(s) and members of the healthcare team.
8. Demonstrate effective management through gathering information, planning, and directing in collaboration with the healthcare team to assist the client to move toward positive outcomes in an efficient and cost-effective manner.

BIOL 15	Introduction to Microbiology	29.50
BIOL 21	Human Physiology	4.00
NSG 51	Accelerated Track Transition to ADN Nursing I	4.00
NSG 52	Accelerated Track Transition to ADN Nursing II	1.50
NSG 9	Accelerated Track Mental Health and Psychiatric Nursing	1.50
NSG 12	Accelerated Track Clinical Medical/Surgical II and Mental Health Nursing	1.50
NSG 13	Accelerated Track Associate Degree Nursing Capstone	4.00
NSG 14	Accelerated Track Gerontology and Community Based Nursing	0.50
NSG 15	Accelerated Track Pharmacology II	1.50
NSG 16	Accelerated Track Advanced Medical Surgical Nursing III	1.00
NSG 17	Accelerated Track Clinical III	4.00
		6.00

Total: 29.50

Suggested Program Map

Required Courses:

Units: 29.50

BIOL 21	Human Physiology	4.00
Prerequisite: BIOL 20 and CHEM 1 or CHEM 51		4.00
BIOL 15	Introduction to Microbiology	4.00
Prerequisite: CHEM 1 or CHEM 51 and One year high school biology or BIOL 1 or BIOL 2 or BIOL 20 or BIOL 21		4.00
NSG 51	Accelerated Track Transition to ADN Nursing I	3.00
NSG 52	Accelerated Track Transition to ADN Nursing II	1.50
		1.50
NSG 9	Accelerated Track Mental Health and Psychiatric Nursing	5.50
NSG 12	Accelerated Track Clinical Medical/Surgical II and Mental Health Nursing	1.50
		4.00
NSG 13	Accelerated Track Associate Degree Nursing Capstone	13.00
NSG 14	Accelerated Track Gerontology and Community Based Nursing	0.50
NSG 15	Accelerated Track Pharmacology II	1.50
NSG 16	Accelerated Track Advanced Medical Surgical Nursing III	1.00
NSG 17	Accelerated Track Clinical III	4.00
		6.00

Total: 29.50

Certificate of Achievement in Environmental Horticulture

About the Program

Program Goal: Career

GE Pattern(s): None

Program Code: 07258.00CA

See AS Degree in Environmental Horticulture.

Program Learning Outcome(s):

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

1. Demonstrate ~~competencies in irrigation design and construction~~: competency in designing and implementing irrigation systems for residential, commercial, and light-agricultural settings that optimize water use and comply with California landscape water-conservation regulations.
2. ~~Identify turf species and their recommended management styles~~: Demonstrate proficiency in the cultivation and maintenance of nursery plants by effectively applying horticultural principles, including plant identification, soil management, watering techniques, pest and disease control, and proper pruning methods, to promote healthy growth and sustainability in nursery production systems.
3. ~~Explain the principles of greenhouse glazing choices~~: Demonstrate professional attitudes and work habits—including responsibility, teamwork, punctuality, and initiative—required for successful employment in horticulture and agricultural careers.

Required courses:

AB 20	Careers in Agriculture, Environmental Science and Natural Resources	30.00
AET 30	Tractors and Crawlers	1.00
AGS 30	Ecology of Insect and Disease Management	3.00
AGS 20	Plant Science	3.00
EH 20	Introduction to Environmental Horticulture	3.00
EH 22	Landscape Design and Construction	3.00
EH 28	Turfgrass Management and Equipment	3.00
EH 30	Irrigation Practices and Materials	3.00
EH 38	Greenhouse Production	3.00
EH 70	Plant Propagation and Nursery Practices	3.00
EH 72	Landscape Business Management	3.00
EH 99	Work Experience-EH	2.00
Select one:		3.00
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00

Total: 30.00

Suggested Program Map

Required courses:

Units: 30.00

Term 1		15.00
AB 20	Careers in Agriculture, Environmental Science and Natural Resources	1.00
AET 30	Tractors and Crawlers	3.00
EH 20	Introduction to Environmental Horticulture	3.00
EH 30	Irrigation Practices and Materials	3.00
EH 70	Plant Propagation and Nursery Practices	3.00
EH 99	Work Experience-EH	2.00
Term 2		15.00
AGS 20	Plant Science	3.00
EH 22	Landscape Design and Construction	3.00
EH 28	Turfgrass Management and Equipment	3.00
EH 38	Greenhouse Production	3.00
AGS 30	Ecology of Insect and Disease Management	3.00
EH 72	Landscape Business Management	3.00
Select one:		3.00
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00

Total: 30.00

Certificate of Achievement in ~~Landscape/Turfgrass Technician~~ Irrigation Design and Water Management Technology

About the Program

Program Goal: Career

GE Pattern(s): None

Program Code: 01302.00CA

~~This certificate prepares students for employment in the California horticulture and landscape contracting industries by providing practical, hands-on experience and preparation for employable technical skill training in the field of professional residential landscape design, development, and maintenance. This program is designed to give students basic skills in irrigation design, repair, installation, water management, and small equipment operation.~~

This certificate prepares students for employment in California's horticulture and landscape contracting industries by combining practical, hands-on experience with targeted technical training in professional residential landscape design, development, and maintenance. Students learn core skills in irrigation design, installation, repair, water management, and small equipment operation, while gaining exposure to modern technologies such as smart irrigation systems and data analytics for water use. Emphasis on sustainable practices and industry best practices ensures graduates meet the needs of local employers. Program offers the opportunity to earn industry-recognized certifications in irrigation and water management technology to enhance employability.

Program Learning Outcome(s):

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

- ~~1. Identify common warm and cool season turfgrass species and their uses along with substitutes for turfgrasses.~~ Design irrigation systems tailored for residential, commercial, and light agricultural applications, incorporating sustainable water conservation practices and compliance with California landscape regulations.
- ~~2. Formulate and implement a turfgrass management program for a wide variety of applications such as lawns, sports and golf course turfgrasses.~~ Analyze and describe the functionality of central control platforms in modern irrigation systems, including irrigation systems utilizing proprietary 2-wire technology and real-time sensor data for sustainable water management solutions.

Required courses:

EH 20	Introduction to Environmental Horticulture	24.00
EH 22	Landscape Design and Construction	3.00
EH 23	Fall Plant Identification	3.00
EH 26	Landscape Planning and Design	3.00
EH 28	Turfgrass Management and Equipment	3.00
EH 30	Irrigation Practices and Materials	3.00
EH 72	Landscape Business Management	3.00
EH 74	Irrigation System Design and Technology	3.00
AGS 50	General Soils	4.00
Select one:		3.00
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00

Total: ~~24.00~~
19.00

Suggested Program Map

Required courses:

Units: ~~24~~19.00

Term 1

EH 20	Introduction to Environmental Horticulture	12 9.00
EH 26	Landscape Planning and Design	3.00
EH 30	Irrigation Practices and Materials	3.00
Select one:		3.00
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00

Term 2

EH 22	Landscape Design and Construction	12.00
EH 28	Turfgrass Management and Equipment	3.00
EH 72	Landscape Business Management	3.00
AGS 50	General Soils	4.00
EH 74	Irrigation System Design and Technology	3.00

Total: ~~24~~19.00

Certificate of Achievement in Welding Technology

About the Program

Program Goal: Career

GE Pattern(s): None

Program Code: 01325.00CA

See AS Degree in Welding Technology.

Admission to the Program:

See AS Degree in Welding Technology **prerequisites**. ~~Program prerequisites: WLD-20 and WLD-21~~

Program Learning Outcome(s):

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

1. Setup and safely operate welding equipment.
2. Demonstrate the skill set necessary to qualify for an unlimited position welding qualification meeting AWS standards.
3. Demonstrate effective oral and written communication in a variety of situations, utilizing proper welding terminology and acronyms.

Required courses:

WLD 22	Oxyacetylene Welding and Flame Cutting	43.00
WLD 24	Shielded Metal Arc Welding (Stick Electrode)	2.00
WLD 25	Fabrication Practicums	8.00
WLD 26	Symbol Reading, Blue Print Interpretation and Computations	2.00
WLD 28	Mig and Tig Arc Welding	3.00
WLD 30	Heavy Plate Welding	3.00
WLD 32	Integrated Welding Applications	3.00
WLD 34	Pipe and Tube Welding	4.00
WLD 36	Welder Qualification	3.00
WLD 40	Welding Equipment Maintenance and Service	2.00
WLD 42	Introduction to Welding Inspection	2.00
WLD 50	Pipe Fitting and Cutting	2.00
WLD 56	Welding Industry Employment Preparation	3.00
WLD 154	Shop Practices for Welders I	1.00
WLD 156	Shop Practices for Welders II	1.00
WLD 160	Welding Certification Practices	1.00

Total: 43.00

Suggested Program Map

Required courses:

Units: 43.00

Term 1

WLD 22	Oxyacetylene Welding and Flame Cutting	18.00
WLD 24	Shielded Metal Arc Welding (Stick Electrode)	2.00
WLD 25	Fabrication Practicums	8.00
WLD 26	Symbol Reading, Blue Print Interpretation and Computations	2.00
WLD 40	Welding Equipment Maintenance and Service	3.00
WLD 154	Shop Practices for Welders I	2.00
		1.00

Term 2

WLD 50	Pipe Fitting and Cutting	2.00
		2.00

Term 3

WLD 28	Mig and Tig Arc Welding	22.00
WLD 30	Heavy Plate Welding	3.00
WLD 32	Integrated Welding Applications	3.00
WLD 34	Pipe and Tube Welding	3.00
WLD 36	Welder Qualification	4.00
WLD 42	Introduction to Welding Inspection	3.00
WLD 56	Welding Industry Employment Preparation	2.00
WLD 156	Shop Practices for Welders II	3.00
		1.00

Term 4

WLD 160	Welding Certification Practices	1.00
		1.00

Total: 43.00

Certificate in Welding Technology Level I

About the Program

Program Goal: Career

GE Pattern(s): None

Program Code: WELDINGLEVELI.CC

This program enhances the abilities of the students preparing for a career in welding technology by giving them: Welding Safety, Oxyfuel Cutting, Plasma Arc Cutting, Air Carbon Arc Cutting and Gouging, Base Metal Preparation, Weld Quality, SMAW Equipment and Safety, Shielded Metal Arc Electrodes, SMAW Beads and Fillet Welds, Joint Fit-Up and Alignment, SMAW Groove Welds and Backing, and SMAW Open V-Groove Welds. Welding is a high-tech industry that can take you places all over the world. From ladders to aircraft carriers, from NASCAR to national defense, and from the laboratory to sales and repair, the varied welding industry impacts virtually every industry. Technology is creating more uses for welding in the workplace. For example, new ways are being developed to bond dissimilar materials and non-metallic materials, such as plastics, composites, and new alloys. Also, advances in laser beam and electron beam welding, new fluxes, and other new technologies and techniques all point to an increasing need for highly trained and skilled workers.

Program Learning Outcome(s):

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

1. Setup and safely operate welding equipment.
2. Operate the SMAW units to weld in the flat, horizontal, vertical, and overhead positions.
3. Demonstrate proper welding process of groove welds (with backing and open) per qualification procedures set by the AWS.

Required courses:

WLD 20	Beginning Welding	9.00
WLD 21	Intermediate Welding	4.00
Take 1 unit from:		4.00
WLD 150	Shop Practices for Beginning Welders	.50-1.00
WLD 152	Shop Practices for Intermediate Welders	.50-1.00
		Total: 9.00

Suggested Program Map

Required courses:

Units: 9.00

Term 1

WLD 20	Beginning Welding	4.5-5.00
Department recommends taking 0.5 unit of WLD 150 with WLD 20.		4.00
WLD 150	Shop Practices for Beginning Welders	.50-1.00

Term 2

WLD 21	Intermediate Welding	4.5-5.00
WLD 152	Shop Practices for Intermediate Welders	4.00
Must take 1 unit of WLD 152 to complete the certificate. If 0.5 unit of WLD 150 has already been taken, then student only needs 0.5 unit of WLD 152.		.50-1.00

Total: 9.00

Curriculum Committee BYLAWS, 10/6/2026

ARTICLE I: NAME

The name of this committee is the Curriculum Committee.

ARTICLE II: PURPOSE

Butte College develops and maintains high-quality academic programs and curricula that are relevant to student, community, and employer needs. The College regularly evaluates all curricula to ensure quality and currency. Program and course curriculum development, review, and ongoing improvement are academic and professional matters under the authority of the Butte College Academic Senate, which delegates authority for curriculum standards and approval processes to the Curriculum Committee. The Curriculum Committee establishes and maintains procedures for curriculum development, review, and approval through the Curriculum Committee handbook, incorporated by reference into this administrative procedure. Department faculty review, initiate, and submit curricula to the Curriculum Committee for review and approval. The chief instructional officer (CIO) provides administrative oversight of curriculum development and approval processes, ensures compliance with all applicable statutes and regulations, and recommends curriculum proposals to the Superintendent/President, following District policies for participatory governance in relation to the Academic Senate.

ARTICLE III: MEMBERSHIP

A. Seated Members:

1. Curriculum Chairperson
2. Chief Instructional Officer, or designee
3. Academic Senate, Vice President, or Academic Senate Executive Committee Designee
4. Ten (10) Faculty, two (2) representatives for each Community of Interest (COI)
5. One (1) Counselor Representative
6. Equity and Inclusion Specialist
7. Library Representative
8. Articulation Officer
9. Two (2) Student Representatives
10. Two (2) Division Dean/Director Representatives

The following members are advisory (i.e. non-voting) members.

11. Scheduling and Curriculum Representative
12. Admission and Records Representative
13. Student Learning Outcomes (SLO) Coordinator
14. Distance Education and Accessible Learning Resources Coordinator

- ### B. Terms of Membership: Representatives will serve terms defined by (and with reappointment permitted according to) the bylaws of the appointing body.

1. Curriculum Chairperson
 - i. In consultation with the Curriculum Committee, the Academic Senate will elect a full-time faculty member as Chairperson following the procedures laid out in ARTICLE III Section 1 of the Academic Senate Bylaws. In making this selection, the Academic Senate will take into consideration:
 1. The nominee(s)' past experience and knowledge of current and historic issues addressed by the Butte College Curriculum Committee.
 2. The desire to rotate the chairperson among the academic and student support programs, student development, career education, and transfer and general education programs, to the extent reasonably feasible.
 - ii. The Chairperson serves three-year terms, limited to two consecutive terms.
 - iii. Should the Chairperson take a leave, a replacement will be selected by the Academic Senate. The replacement will serve out the unexpired term or until the Chairperson returns.
 - iv. Faculty who wish to gain an understanding of the Chairperson role may submit a request to the current Chairperson to attend up to three (3) technical review meetings. The Chairperson will inform the Committee of any faculty who express interest.
2. Chief Instructional Officer, or designee
 - i. The CIO is present to represent themselves or appoints another to attend committees in their place.
3. Division/Dean Representatives
 - i. The Dean/Director members will be appointed by the Chief Instructional Officer.
4. Equity and Inclusion Specialist
 - i. The Equity and Inclusion Specialist will be selected by the U in Butte Committee and confirmed by the Academic Senate.
 - ii. The Equity and Inclusion Specialist serves three-year terms, limited to two consecutive terms.
5. Faculty
 - i. Faculty are appointed by the Academic Senate
6. Student Representatives
 - i. The Student Representatives will be appointed by the Student Senate.
7. When a position must be filled by Academic Senate appointment or selection, that choice will seek balanced representation, as follows:
 - i. To ensure balance between instruction and non-instruction, at least 50%, and no more than 67%, of voting members will be instructional faculty (not including the Chairperson).

C. Member Responsibilities:

1. All members of the Curriculum Committee have the following responsibilities:

- i. Reviewing and approving new courses and programs.
- ii. Evaluating and approving modifications to existing courses and programs.
- iii. Reviewing and approving course requisites.
- iv. Approving program restructuring and program deletions.
- v. Overseeing general education curriculum requirements.
- vi. Reviewing and approving modes of instructional delivery.
- vii. Implementing state curriculum regulations and guidelines.
- viii. Reviewing and recommending curriculum-related policy changes.
- ix. Ensuring the integrity and quality of curriculum proposals submitted by academic departments.

2. In addition to these responsibilities, the Chair is responsible for:

- i. Determining the agenda.
- ii. Running the Curriculum meetings.
- iii. Serving as a resource to assist faculty in the development of curriculum.
- iv. Reviewing all curriculum proposals for technical accuracy.
- v. Developing the yearly meeting schedule.
- vi. Convening adhoc committees and work groups as necessary.
- vii. Facilitating training for faculty and committee members.
- viii. Providing advice and guidance to the committee and Academic Senate on Curriculum related topics.
- ix. Signing off on completed Curriculum Review.
- x. Signing the Annual Curriculum Approval Certification.

D. Advisory Members: additional non-voting members or guests may be invited to participate at the discretion of the Chair, including:

1. Financial Aid representative

E. Administrative support: appointed by the Office of Instruction

ARTICLE IV: BROWN ACT COMPLIANCE AND PARLIAMENTARY AUTHORITY

- A. All meetings of the Curriculum Committee will be open to the public, in compliance with the Ralph M. Brown Act, California Government Code §§ 54950-54963.
- B. All meetings will be conducted in accordance with *Robert's Rules of Order Newly Revised, 12th ed.* as modified by the Brown Act.
- C. Agendas for all regular meetings will be posted at outside the boardroom located on Main Campus (SAS 360) and on the Curriculum Committee website at least 72 hours in advance of the meeting date and time, as noticed on the published agenda. Special meeting agendas will be posted at least 24 hours in advance. Time will be set-aside on each agenda to provide an opportunity for the public to address this committee on any item of interest to the public. Time limits for public participation will be stipulated on the agenda.

- D. Decisions will be reached by majority vote of members present and choosing to exercise their right to vote on motions that receive a second. [Note: certain types of motions may require a supermajority, as described in *Robert's Rules of Order Newly Revised, 12th ed.*]
- E. Minutes will be taken at each meeting and include the results for all votes taken. These minutes will be presented for approval vote at the next noticed meeting and made publicly available on the Curriculum Committee website.

ARTICLE V: MEETINGS

- A. Regular Meetings: Every other week during academic semesters.
- B. Special Meetings: Special meetings will be held when the Chair notices or is informed of an item with an immediate deadline.
- C. Quorum: Simple majority of voting members

ARTICLE VI: OFFICERS AND THEIR DUTIES

- A. Chair:
 - 1. Sets the agenda and presides over meetings; and
 - 2. Serves as the committee liaison to the Academic Senate and faculty.
- B. Academic Senate Representative:
 - 1. Assumes all Chair responsibilities in the absence of the Chair.
- C. Secretary: Appointed by Office of Instruction
 - 1. Publishes and distributes the meeting agenda and minutes, maintains records, and updates the committee webpage.
- D. Technical Review:
 - 1. Technical Review is responsible for ensuring all material brought to the Curriculum Committee is complete and ready for review. Technical Review consists of
 - i. Curriculum Chair
 - ii. Articulation Officer
 - iii. Curriculum Analysts
 - iv. Counselor Representative

ARTICLE VII: SUBCOMMITTEES

Ad hoc subcommittees may be formed as needed by the Curriculum Committee to carry out specific tasks. Membership and scope of work is defined by the committee at the time of formation.

ARTICLE VIII: AMENDMENTS

Proposed amendments to these bylaws must be approved by a two-thirds majority vote of seated members and ratified by the Academic Senate in order to take effect.