2 Year Program Review (CE Programs)

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

Resources:

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

Program Name: Multimedia Studies - AS Degree (09582.00AS) & Certificate of Achievement (09582.00CA)

Describe how your program:

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

Multimedia Studies prepares students for digital media, animation, web/interface and visual design work; Butte maps it to Special Effects Artists & Animators (SOC 27-1014), though many also get work as graphic and visual designers.[1]. California projections, 2024-2034: Web & Digital Interface Designers 30,200 jobs, +14%, 2,400 openings/yr, median wage $136,110 [2]; Multimedia Artists & Animators 18,700 jobs, +7%, 1,770 openings/yr, median $130,540 [3]; Graphic Designers 33,700 jobs, +1%, 2,500 openings/yr, median $75,130 [4]. Web & Digital Interface Designers is an O*NET Bright Outlook occupation (U.S. +6%, 2025-35) [2]. Regionally, the 15-county Far North has 406 graphic designer jobs (+5%, 36 openings/yr) and 237 web & digital interface designer jobs (18 openings/yr), 2024-29 [5]; Web & Digital Interface Designers is a COE Top 50 middle-skill occupation in the Far North ($32.96/hr entry) [6].

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

There is no unnecessary duplication: no other Far North community college offers an associate degree in multimedia studies specifically, though there are some similar programs. College of the Redwoods: Graphic Design & Visual Communication Certificate of Achievement [7]. College of the Siskiyous: N/A (Art AA only) [8]. Feather River College: N/A [9]. Lake Tahoe Community College: Art New Media AA; Digital Media Arts Certificate of Achievement [10]. Lassen Community College: N/A (Studio Art AA-T; graphic design and 3-D animation offered as courses only) [11]. Mendocino College: Digital Arts and Media Certificate of Achievement [12]. Shasta College: Digital Art and Design Certificate [13]. The nearest graphic design degree programs are in Greater Sacramento [14].

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

Completions, Fall 2024-Summer 2026: 19 awards to 15 students [15]. Certificate of Achievement: 14 (FA24 2, SP25 4, FA25 3, SP26 5), rising from 6 in 2024-25 to 8 in 2025-26. AS degree: 5 (one each FA24, SP25, FA25, SP26, SU26). Four students earned both the CA and the AS, and three CA/AS completers also earned the Graphic Design AA, showing a working stackable pathway [16]. Local wage context: Chico graphic designer median $58,040/yr [4], well above the Far North single-adult living wage of $16.22/hr [5]. No formal employment data is available, but students build portfolios and are introduced to the local job market, especially in graphic design and multimedia careers classes.

Department Chair signature: _____ Oct 14, 2026

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

Dean signature: Teresa Doyle Oct 14, 2026

Curriculum Committee Chair: Patrick McDougall
Patrick McDougall (Oct 14, 2026 18:22:58 PDT)

Date Approved: Oct 14, 2026

Sources

[1] Butte College, Multimedia Studies AS Degree / Certificate of Achievement pathway, 2026-2027. https://www.butte.edu/academic-programs/pathways/2026-2027/09582-00as.html

[2] O*NET OnLine, "Web and Digital Interface Designers, 15-1255.00" (Bright Outlook): Summary, California Employment Trends (2024-2034) and Local Wages (BLS 2025). https://www.onetonline.org/link/summary/15-1255.00 ; https://www.onetonline.org/link/localtrends/15-1255.00?st=CA

[3] O*NET OnLine, "Special Effects Artists and Animators, 27-1014.00" (CA data reported as Multimedia Artists and Animators): California Employment Trends (2024-2034) and Local Wages (BLS 2025). https://www.onetonline.org/link/localtrends/27-1014.00?st=CA

[4] O*NET OnLine (U.S. DOL/ETA), "Graphic Designers, 27-1024.00": California Employment Trends (Projections Central state long-term projections 2024-2034, produced by CA EDD Labor Market Information Division) and Local Wages (BLS OEWS 2025). https://www.onetonline.org/link/localtrends/27-1024.00?st=CA ; https://www.onetonline.org/link/localwages/27-1024.00?st=CA

[5] North Far North COE, "Information and Communication Technologies (ICT)/Digital Media 2026: Far North Career & Training Pathways Profile" (15-county Far North subregion incl. Butte; 2024-2029; 2024 living wage). https://coeccc.net/wp-content/uploads/2026/03/ICT_SectorProfile_FN_2026-ADA.pdf

[6] Far North COE, "Top Occupations in the Far North, 2025-26" - Top 50 Middle-Skill Occupations (2024-2029). https://coeccc.net/wp-content/uploads/2025/08/FN_Report_Top-Occupations-List_25-26.pdf

[7] College of the Redwoods, Art programs. https://www.redwoods.edu/academics/art.php

[8] College of the Siskiyous, Majors/programs list. https://www.siskiyous.edu/counseling/majors.htm

[9] Feather River College, Certificate Programs and Studio Arts pages. https://www.frc.edu/instruction/certificate-programs ; https://frc.edu/art

[10] Lake Tahoe Community College, AA Degrees and Art program pages. https://www.ltcc.edu/academics/degrees_and_certificates/aaprograms.php ; https://ltcc.edu/academics/academic_programs/art.php

[11] Lassen Community College, Art program. https://www.lassencollege.edu/academics/programs/art/

[12] Mendocino College, Digital Arts and Media department. https://mendocino.edu/department/digital-arts-and-media

[13] Shasta College, Digital Art and Design Certificate (CL.3452). https://www.shastacollege.edu/academics/programs/art/digital-art-and-design-certificate-2/

[14] North Far North Center of Excellence for Labor Market Research (COE), "Labor Market Analysis for Program Review: Graphic Designers in Greater Sacramento," March 2026 - Exhibit 1 (North Far North 22-county region, 2024-2029) and Exhibit 12 (community college awards). https://coeccc.net/wp-content/uploads/gravity_forms/3-e561ea4e1aaba8743c85b86115946ff7/2026/08/GSac_LMA_Graphic-Des igners_25-26.pdf

[15] Butte College, "Academic Program Graduates in a Date Range" Reports 20 (Multimedia Studies-AS, 09582.00AS) and 21 (Multimedia Studies-CA, 09582.00CA); award dates 12/20/2024-7/16/2026.

[16] Butte College, "Academic Program Graduates in a Date Range" Reports 20, 21, 23 and 24 (cross-program completions)

2 Year Program Review (CE Programs)

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

Program Name: Photography

Describe how your program:

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

The Photography program continues to prepare students for employment, freelance work, and entrepreneurship in photography and related visual-media fields. Current labor-market projections indicate approximately 12,700 photographer positions and 11,200 photographic process worker positions for 2024–2034. There is slower job growth in photography and photographic process workers (1% to 2%) for many reasons.
Although artificial intelligence and automated editing tools are changing aspects of digital photography, the program prepares students with a broader range of technical and production skills. Students gain experience in digital photography, traditional darkroom processes, and hands-on image making, as well as developing

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

Photography instruction is available at several regional colleges, but offerings vary in scope and emphasis and do not represent unnecessary duplication of Butte College's Photography program.
College of the Redwoods: Photography is incorporated into broader Art and Graphic Design/Visual Communication offerings.
College of the Siskiyous: Offers Introduction to Photography within the Art curriculum.
Feather River College: Offers a hybrid film/digital photography curriculum with a traditional darkroom.
Lake Tahoe Community College: Offers photography within its Art program, incorporating photographic and digital areas.

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

The Photography program currently serves approximately 70 actively enrolled students and is supported by 4 associate faculty members. The program awarded 10 degrees in 2023 and one degree in 2024, demonstrating continued student completion despite recent fluctuations. As a 2-year program, many students are expected to graduate at the end of this academic year. The program also maintains a continually updated list of 42 photography-related businesses in Chico and Butte County, which faculty use to connect students with internships, Photo 99 Work Experience, and potential employment opportunities. While formal employment

Department Chair signature: [signature] Oct 14, 2026

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

Dean signature: Teresa Doyle Oct 14, 2026

Curriculum Committee Chair: Patrick McDougall
Patrick McDougall (Oct 14, 2026 18:23:45 PDT)

Date Approved: Oct 14, 2026

Program Title: Agriculture Science Butte GE – Effective Fall 2027

Complete program mapping details below:

Program					Total Units	
Course	**Course Title**	**Units**	**Cal-GETC Area***	**Prerequisite**	**Notes or Corequisite**	
Term 1, Fall					**Term Units**	**13**
AGS20	Plant Science	3	5B	None		
AGS10	World Food and Hunger	3	4	None		
EH60	Principles of Integrated Pest Management	3	n/a	None		
Area1A	ENGL C1000(E)	4	1A	None	Effective Fall 2026	
Term 2, Spring					**Term Units**	**14**
AB25	Computer Applications in Agriculture	3	n/a	None		
EH38	Greenhouse Production	3	n/a	None		
STAT C1000(E)	Introduction to Statistics	4	2	None		
EH66	Orchard Production and Management	3	n/a	None		
AB20	Careers in Agriculture, Environmental Science and Natural Resources	1	n/a	None		
Area 6	Area 6 Choice (See GE Guide)	3	6	None	Effective Fall 2026	
Summer					**Term Units**	**2**
AGS99**	Work Experience	2	n/a	None		
Term 3, Fall					**Term Units**	**16**
AB22	Agricultural Economics	3	4	None		
AGS40	Introduction to Animal Science	3	n/a	None		
AGS50	General Soils	4	5A	None		
COMM C1000	Introduction to Public Speaking	3		None		
Area3	Area 3 Choice (See GE Guide)	3	3	None		
Term 4, Spring					**Term Units**	**15**
AET 34	Farm Machinery	3	n/a	None		
Area 6	Area 6 Choice (See GE Guide)	3	6	None		
Choose (1)				None		
AGS30	Ecology of Insect and Disease Management	3	n/a	None		
AGS51	Fertilizers and Plant Nutrition	3	n/a	None		
AGS75	Introduction to Agricultural Education	3	n/a	None		
Electives	any course numbered 1-99 or C1000-C1999 to complete 60 units	-	-	-		
	• Consider taking AGS or EH courses • If you have decided to transfer to UC or CSU, consider taking a Cal-GETC Area 3 course that has not been satisfied by the Butte GE Area 3					

	• Contact an Agriculture Science Instructor or Counselor for options				

*This program is not CalGETC GE.

**If there is a way to note that AGS99 can be taken in any semester, please make that.

Butte-Glenn Community College District **ADMINISTRATIVE PROCEDURE**

AP 4230 Grading and Academic Record Symbols

References: Title 5 Sections 55023, 55024, 55051, 55052, and 55052.5

Approved: April 2015
Last Revised: May 2025
Last Reviewed:

Grades from a grading system shall be averaged on the basis of point equivalencies to determine a student's grade point average (GPA) using only the evaluative symbols below. Non-degree applicable credit course grades are excluded when determining GPA for awarding degrees.

Evaluative Symbols:

A – Excellent (grade point = 4)
B – Good (grade point = 3)
C – Satisfactory (grade point = 2)
D – Less than satisfactory (grade point = 1)
F – Failing (grade point = 0)
FW – Failing, ceased participating (grade point = 0)
P – Passing (at least satisfactory – units awarded not counted in GPA)
NP – No pass (less than satisfactory, or failing – units not counted in GPA)
SP – Satisfactory progress toward completion of the course (used for noncredit courses only and is not supplanted by any other symbol)

Non-Evaluative Symbols:

I – Incomplete: Incomplete academic work for unforeseeable, emergency, and justifiable reasons. The condition for the removal of the "I" will be stated by the instructor in a written record. The record will contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. The record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade will be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned. The "I" symbol will not be used in calculating units attempted nor for grade points.

IP – In Progress: The "IP" symbol will be used only in courses that extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The appropriate evaluative symbol (grade) and unit credit shall be assigned and replace the IP symbol once the course is completed.

RD – Report Delayed: The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

W – Withdrawal: The "W" symbol may be used to denote withdrawal in accordance with the requirements of Title 5 Section 55024.

MW – Military Withdrawal: The "MW" symbol may be used to denote military withdrawal in accordance with Title 5 Section 55024.

EW – Excused Withdrawal: The "EW" symbol may be used to denote withdrawal in accordance with Title 5 Section 55024.

[~] – Credit for Prior Learning: The "~" symbol may be used to denote credit earned through successful completion of an International Baccalaureate examination, College Level Examination Program examination, Advanced Placement examination, or another experience, examination or assessment of prior learning, if the District determines that such prior learning satisfies the District's standards for measuring competencies comparable to those achieved in baccalaureate or general education level courses. Standards for satisfactory completion of a prior learning experience, examination, or assessment will be approved by the faculty in the appropriate discipline for which prior learning credit is earned.

Catalog Description

ETHS 1 - Introduction to Ethnic Studies

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:

Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on analysis of social, political, economic, educational, and cultural developments of Native Americans, African Americans, Asian Americans, Latina/o/x Americans, and other people of color within the United States. This course introduces students to key theories, scholarly works, and ideas that have formed the field of Ethnic Studies, including racisms, inequities, settler colonialism, and community engagement. Students will critically explore the intersections of race, power, ethnicity, class, religion, sexuality and gender, with a focus on the experiences, perspectives and knowledge produced by communities of color. Emphasis on movements for liberation, resistance, decolonization, and self-determination in relation to current structural issues.

Introduction to the historical foundations of the interdisciplinary field of Ethnic Studies and the major scholarly works, theories and frameworks of the four autonomous disciplines: Native American, African American, Asian American, and Chicanx/Latinx American Studies. Relying on social justice movements, liberation movements, and anti-racist practices, students will analyze the diverse histories, intellectual traditions, and contemporary social, cultural, and political experiences of communities of color in the United States. This course critically examines core Ethnic Studies concepts and issues, including race and racism, anti-blackness, white supremacy, intersectionality, liberation, decolonization, sovereignty, imperialism, settler colonialism, labor and citizenship. Students will critique key social, political, economic, educational, and cultural developments of the four-core racial and ethnic groups, with an emphasis on lived experience, community engagement, self-determination, agency, and group affirmation.

Objectives

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

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by the above-mentioned populations to describe the

critical events, histories, cultures, cultural/artistic expressions, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the communities of the above-mentioned populations.
4. Critically analyze, in historical context, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the above-mentioned populations are relevant to current and structural issues at the local, national, international, and transnational levels. Such issues may include, for example, immigration, reparations, settler colonialism, multiculturalism, and language policies.
5. Describe and engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in communities of the above-mentioned populations seeking a more just and equitable society.
6. Assess the growth and diversity of ethnic and racial groups in the United States, emphasizing how diverse histories and lived experiences have influenced the nation's social, political, and economic development

1. Explain the historical origins of the Ethnic Studies discipline and its major theories, concepts and frameworks (e.g. social movement origins, social construction of whiteness, intersectionality, resistance).
2. Analyze the impact of colonialism, racialization, dispossession, and exclusion on historical and contemporary lived experiences of historically marginalized communities. (e.g. political representation, housing discrimination, environmental racism, citizenship, carcerality, land dispossession, access to health care and education).
3. Evaluate anti-racist, anti-colonial, social justice and liberation movements and other practices of resistance by racialized and historically marginalized communities, with a focus on agency and empowerment. (e.g. Third World Liberation Movement, Black Power Movement, American Indian Movement, Chicano Movement, Women of Color Feminisms).
4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti- racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
5. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group- affirmation.
6. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
	6.00
Introduction to the history and development of the Ethnic Studies discipline. (Objective 1)	
	6.00
Key frameworks by Ethnic Studies disciplinary scholars, such as race and racialization; settler colonialism and decolonization; women of color feminisms; labor and globalization; transnationalism; migration; diaspora; race and citizenship; self-determination, sovereignty, and liberation; family, community, and culture. (Objective 1)	6.00
Analyzing race, power and privilege using Ethnic Studies frameworks and foundational literature, for example Omi and Winant's racial formation theory, Crenshaw's intersectionality framework, Hodges on white supremacy. (Objective 2)	6.00
Comparative historical and contemporary experiences, perspectives, and knowledge of Native American, African American, Asian American, and Latina/o/x communities as a resource for agency and self-determination. (Objective 2)	
The intersection of race and racism with other hierarchies and identities such as class, gender, sexuality, national origin, immigration status, indigeneity, age and ability. (Objective 3)	6.00
Self-determination, social movements, organizations, solidarities, and other forms of political and social resistance to privilege and inequality, including anti-racism, decolonization, anti-imperialism, reparations, equity, gender equality, labor rights, civil rights, immigrant rights, and human rights. (Objective 5)	6.00
The role of racial power structures in creating, maintaining and reproducing social, political, and economic inequities in institutions and systems such as housing, healthcare, education, labor, media, civil rights, criminal justice, and government. (Objectives 4 & 6)	6.00
Engagement with decolonial, anti-racist, and grassroots movements within communities, including struggles for social justice, liberation, and decolonialization. (Objectives 5 & 6)	6.00
Racial identity and forms of resistance in cultural productions such as art, film, literature, and/or music produced by and reflecting the experiences and perspectives of Native American, African American, Asian American, and/or Latina/o/x communities. (Objectives 2 & 5)	3.00
American, African American, Asian American, and/or Latina/o/x communities. (Objectives 2 & 5) Foundations of Ethnic Studies: Student Strike at SFSU (1968) (e.g., Black Student Union and Third World Liberation Front (TWLF), police intervention under Republican California); outcomes: Black Studies Department, new faculty hires, EOP, intellectual contributions to Ethnic Studies, walkouts and higher education response, contemporary	

Ethnic Studies policies in anti-racist education; comparative analysis of core four groups (Objective 1)

Guiding Theories, Concepts and Frameworks: Ethnic Studies as a field of scholarly inquiry that engages interdisciplinary and comparative approaches to examine U.S. racial formations; field built upon anti-racism and activism; theoretical frameworks include racial discrimination, dehumanization of people of color, and centering the lived experiences of people of color. Ethnic Studies aims to eliminate racism by critiquing, resisting, and transforming systems of oppression on institutional, interpersonal, and internal levels. Key questions relate to colonialism, settler colonialism, imperialism, race and white supremacy, racial oppression and power structures, intersectionality, transformative resistance, solidarity, and collective action. (Objectives 1 and 4)

Analyzing the Construction of Race and Power: Social construction of race (e.g. Fields & Fields' Racecraft); racial formations/racialization (e.g. Omi & Winant); institutional and systemic racism (e.g. Alexander); social construction of whiteness; whiteness as property (e.g. Harris); ideologies, identities, intersectionality and institutions (e.g. Lipsitz); race and U.S. law and policy (e.g. Crenshaw & Alexander); colorblind ideology and ethnocentrism. (Objectives 2 and 4)

Examining the Legacies of Settler Colonialism within the Four Core Groups: Settler colonialism, internal colonialism, land dispossession, and genocide (e.g. Dunbar-Ortiz, Barrera); chattel slavery in the U.S. and anti-blackness (e.g. Hartman); Asian labor and U.S. imperialism; Latino/a/x borders and migrant labor, continental imperialism and Manifest Destiny (e.g. Treaty of Guadalupe Hidalgo); Native American tribes, sovereignty, and blood quantum; U.S. Empire expansion (e.g. Philippines, Puerto Rico, Hawaii, Guam, Latin America, and the Caribbean). (Objectives 2, 5 and 7)

Analyzing the Production of Citizenship among the Four Core Groups (19th & 20th Century): Racialization of immigration (e.g. Molina); exclusion and restrictive immigration policies (e.g. Chinese Exclusion Act & Land Laws); colonization, naturalization, and citizenship (e.g. Ozawa and Singh, Wong Kim Ark); borderlands (e.g. Anzaldua); The Bracero Program; The Dawes and Allotment Act (e.g. Blood Quantum); refugees (e.g. U.S. Intervention, Militarism, Occupation, and Destabilization). (Objectives 6 and 7)

Exploring the Effects of Racial Capitalism, Labor and Globalization across the Four Core Groups: Racialized labor hierarchies, land dispossession, enslavement, exploitation, and occupational segregation (e.g. Robinson, Bonacich & Appelbaum); migration, gender, and the international division of labor (e.g. globalization, transnational migration, racialized and feminized labor, Filipino nurses, Overseas Filipino Workers (OFWs), Latina immigrant domestic and garment workers); law and policy (e.g. Abrego, Ngai, Lee, Bracero Program); labor organizing, resistance, and cross-racial solidarity (e.g. Kelley). (Objectives 6 and 7)

Investigating Educational Experiences, Access and Equity across the Four Core Groups: Educational hegemony (e.g. control, policies, desegregation); law and policy (e.g. Brown vs. Board, Westminster, Lemon Grove, Morrill Act); assimilation policies (e.g. ESL, boarding schools, English only); cultural and language erasure & cultural genocide; self-determination and higher education policy; social movements and equity (e.g. community control, Black Panther Party community schools, school walkouts, Raza Unida Party). (Objectives 2 and 6)

Exploring Cultural Productions and Epistemologies among the Four Core Groups: Intellectual traditions and production of knowledges (e.g. Traditional Ecological

Knowledges, storytelling, oral histories, community cultural wealth); music (e.g. hip hop, corridos, jazz, blues); literary arts (e.g. poetry, Harlem Renaissance); visual arts (e.g. muralism, pottery, The Black Arts Movement, ASCO); media (e.g. film, television, zines); resistance arts (Rasquachismo, lowriders, dance, Teatro); fabric/textile arts (e.g. Hmong tapestry, weaving, ribbon skirts, quilts). (Objective 5)

Examining Racialized Science, Health and Medicine: Scientific racism & eugenics (e.g. forced sterilization); medical apartheid (e.g. human subjects testing, pain tolerance assumptions); environmental racism; disabilities and Disability Studies (e.g. pedagogy of unwellness, mutual aid, Wong); healthcare outcomes (e.g. Henrietta Lacks); access and equity (e.g. medical record-keeping and archival violence, language accessibility). (Objective 2)

Engaging Intersectionality within the Four Core Groups: Intersectionality (e.g. Crenshaw, Hill Collins, and Bilge); patriarchy (e.g. Tuck and Morrill); dominant narratives (e.g. borderlands and Queer Latinidad, Anzaldua & Alarcon); feminist thought (e.g. Hill Collins); Queer of color critiques; abolition, carceral state resistance, body as territories (e.g. Wastelanding & critically sovereign, Trask); controlling images of women (e.g. Hill Collins and Hartman); class and social/cultural capital. (Objective 6)

Critiquing Carcerality as a System of Power, Control and Oppression: Racialized social control (e.g., Davis, Rodríguez); policing & surveillance (e.g., Foucault, Browne; Lytle Hernández); mass Incarceration (e.g. Wilson Gilmore; Alexander; Davis); law & policy (e.g., Ngai; Haney López, Pascoe); Japanese incarceration (e.g., Okihiro; Yang Murray); Bracero Program (e.g., Hernández; Ngai); social death (e.g., Patterson, Cacho); intersectional analysis. (Objectives 2 and 7)

Engaging Social movements and Strategies of Resistance: Intersection of racial and anti-imperialist critiques; Third World Liberation Movement; Anti-War movements; American Indian movements (e.g. Red Power Movement); African American movements (e.g. Black Power Movement); Asian American movements (e.g. Yellow Power Movement); Chicanx/Latinx movements (e.g. Chicano Power Movement); women of color feminisms (e.g. Third World Feminist Movement); grassroots organizing; community-building; mutual aid; ceremony. (Objectives 3 and 8)

Total Hours: 51.00

Methods of Instruction

a. Class Activities
b. Collaborative Group Work
c. Discussion
d. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
e. Lecture
f. Reading Assignments

Methods of Evaluation

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

Examples of Assignments

Reading Assignments

1. Read Omi and Winant's (2014) chapter and analyze the concepts of (1) race and (2) ethnicity from their racial formation framework to examine race as a social construct. After choosing from a list of historical periods, draft a two-page paper explaining how racialization occurred in relation to a specific historical case study (in health, education, law, politics, etc.), incorporating other concepts such as ideology, settler colonialism, imperialism, nativism, and/or manifest destiny. (Objective 1)
2. Read Pagan's article "Los Angeles Geopolitics and the Zoot Suit Riot, 1943." Draft a one-page reflection paper discussing zoot suit fashion as resistance among African Americans, Mexican Americans, Filipinos, and Japanese Americans. Add an example from current or more recent fashion trends that could also be considered a form of resistance. Come to class prepared to discuss your reflection. (Objective 4)
1. Read an assigned chapter from Abrego's *Sacrificing Families*. Complete the weekly reading annotation, identifying the author's central argument, key concepts, theoretical framework, methodology and evidence, and at least five significant quotations. Then write a two-page reflection addressing the following questions: (1) How do U.S. immigration laws shape the experiences of transnational families? (2) How are migration, labor, gender, and family separation connected? (3) How does Abrego demonstrate the unequal consequences of immigration status and U.S. immigration policy? and (4) How does the chapter help us understand the relationship between individual or family experiences and larger systems of power? Bring your written reflection to class for discussion. (Objectives 2, 5, 6 and 7)

2. Between 2020-2026, over 1000 books by Asian American, Native Hawaiian, and Pacific Islander authors were released, creating a large influx of these similar and disparate works describing the histories, cultures, lived experiences and social struggles of Asian Americans in the U.S. For your final exam, you will write an 800 – 1,000 word book review assessing a text from the provided list, which includes but is not limited to: Disorientation by Elaine Hsieh Chou, Bat Eater and Other Names for Cora Zeng by Kylie Lee Baker, Finding Indian by Jyoti Chand, and Light in the Crevice Never Seen by Haunani-Kay Trask. Your book review must include: 1. A summary paragraph noting key themes, setting, characters and plot development; 2. An analysis of how the text represents Asian American histories, cultures, lived experiences and/or social struggles; and 3. Whether you would recommend the text as a good example of agency and group affirmation within Asian American Studies. Submit your review to Canvas and come to class prepared to discuss what you wrote with your peers. (Objectives 3 and 5)
3.

Writing Assignments

1. Draft a four-page, double-spaced essay in which you situate yourself in relation to course themes, reflecting on your positionality, intersectionality, background and lived experience. Consider how

these factors influence the ways you understand (and are shaped by) histories of colonization, empire, migration, resistance, identity, and inequality. (Objectives 1 & 3)

2. Read the assigned article about community activism in preparation for our guest lecturer from a local community organization. During the guest lecture, take careful notes connecting it to the article. Then, draft a two-page response in which you discuss how the lecture enhanced your understanding of the article, concluding with two paragraphs addressing how community engagement can function as a form of resistance. (Objectives 5)

1. For this assignment, you will draw from assigned course material regarding carcerality by Pulido, Ngai, Collins, Molina, or our OER. Write a 3–4 page analytical essay examining how a Native American, African American, Asian American, or Chicanx/Latinx American community has experienced and resisted a specific form of carceral power, such as policing, surveillance, incarceration, detention, or immigration enforcement. In your essay, you will apply an Ethnic Studies framework (e.g., racial formation, racial scripts, Black feminist thought, settler colonialism, or intersectionality) to analyze racialized structures of carcerality, resistance and agency. (Objectives 2, 4 and 7)

2. Write a 3–4-page analytical essay examining an approved topic related to gender and/or sexuality within one of the four core Ethnic Studies groups (Native American, African American, Asian American, and Chicanx/Latinx communities). Select one course framework (e.g. intersectionality, heteropatriarchy, borderlands/queer Latinidad, feminist thought) and use it to analyze your topic. Approved topics include issues in media representation, beauty standards, gender roles and expectations, family and kinship, reproductive justice, gender-based violence, migration and citizenship, and LGBTQ+ experiences. Conduct some research to find three credible sources about your chosen topic. In your essay, you will: 1. Describe what is happening and how the issue affects the specific community you are focusing on; 2. Explain the Ethnic Studies framework in your own words; 3. Use the framework to analyze gender and/or sexuality in relation to power and resistance: What larger structures of power are involved and how do members of the community navigate, resist, or redefine them? Support your analysis with specific evidence drawn from at least one assigned course reading in addition to the three other credible sources, all appropriately cited. (Objective 6)

Out-of-Class Assignments

1. Attend a campus event that addresses the experiences of one of the four racialized groups (e.g. Big Time, Belonging at Butte, Hispanic Serving Institution conference). Draft a two-page reflection that includes examples of course concepts, such as intersectionality, positionality, cultural relevance, etc. Prepare to discuss your reflection with classmates in small groups. An alternate assignment is available for those with accessibility needs. (Objective 5)
2. Use a photo that reflects the cultural/artistic expressions, intellectual traditions, contributions, lived-experiences and/or social struggles of a racialized community, either found online or taken yourself in a public space, to explore connections to the week's Ethnic Studies readings, concepts or themes. Analyze the photo and prepare a five-minute recorded video presentation in which you explain its cultural, social, and/or historical significance. Your analysis should apply key Ethnic Studies concepts such as identity, power, resistance, and/or social justice. (Objective 2)

1. Attend or participate in an event or visit a place related to any of the four core groups' community, history, or culture. In a 500-word reflection, describe your community engagement and explain how the event/exhibition or place subverts or reproduces white supremacy (defining/explaining the concept in your own words). Your reflection should paint a clear picture of how your engagement experience increased your knowledge or enriched your understanding of the course material and the related communities/cultures.

Use at least one quotation each from the assigned chapters of Dunbar-Ortiz and Lipsitz to substantiate your claims, with proper citation. In addition to your writing, you will submit a visual (selfie, drawing, sketch) of your favorite part of the event/exhibition or place. Possible cultural events/exhibitions or places include weddings/funerals, rituals/ceremonies, museums with cultural exhibits, ethnic markets or grocery stores, festivals, memorials, art museums, concerts, murals, dances, poetry readings, or a campus cultural event. Be creative! Engage in the community around you. (Objectives 3 & 8)

2. Write a 2–3 page analytical essay describing either a community-based organization or a historical or cultural artifact (e.g., community archives, oral histories, family records, grassroots media, protest art, song lyrics, or public memorials) produced by one of the following groups: Native American, African American, Asian American, or Chicanx/Latinx American. In your analysis you should explain and evaluate the artifact's role in promoting community self-determination or expressing struggle, solidarity, or resistance. Apply at least two Ethnic Studies concepts or frameworks in your analysis (e.g. intersectionality, internal colonialism, women of color feminisms, etc.) (Objectives 3 and 8)

Recommended Materials of Instruction

Michael Omi. (2014). Racial Formation in the United States. Routledge, 3rd. 978-0415520317.

Charles Gallagher. (2022). Rethinking the Color Line: Readings in Race and Ethnicity. Sage Publications, 7th. 9781071834213.

Dunbar-Ortiz, R. (2022). Not a Nation of Immigrants: Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion. 1st. 9780807036297.

Molina, N. (2014). How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts. University of California Press, 1st. 9780520280076.

Collins, P. Hill. (2022). Black Feminist Thought, 30th Anniversary Edition: Knowledge, Consciousness, and the Politics of Empowerment. Routledge, 1st. 9781032157863.

Pulido, Laura. (2006). Brown, Yellow, and Left: Radical Activism in Los Angeles. University of California Press, 1st. 978-0520245198.

Anzaldua, G. (2022). Borderlands/La Frontera: The New Mestiza. Aunt Lute Books, 5th. 9781951874025.

Takaki, R. (2023). A Different Mirror: A History of Multicultural America. Back Bay Books, Revised Ed. 9780316499071.

Lipsitz, G. (2006). *The Possessive Investment in Whiteness: How White People Profit from Identity Politics.* Philadelphia: Temple University Press. 978-1439916391 $33.00

Ngai, M. M. (2004). *Impossible subjects: Illegal aliens and the making of modern America.* Princeton University Press. 978-0691160825 $20.00

Zero Cost Textbook

Fisher, K., Viveros Espinza-Kulick, et al. (2023) Introduction to Ethnic Studies. ASCCC Open Educational Resources Initiative (OERI).
https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/Introduction_to_Ethnic_Studies_(Fischer_et_al.

Minimum Qualifications

Ethnic Studies (Masters Required)

Created/Revised by: McCabe, Deborah

Date:

Catalog Description

ETHS 20 - Introduction to Native American Studies

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 introduces students to the field of Native American Studies through its origins and key literature, theories and methodologies. Student learning is grounded in an understanding of indigeneity, imperialism and settler colonialism as primary critical frameworks for understanding the historical and present-day domination confronted by American Indian/Native American peoples. Students will study the oppression of American Indians/Native Americans in the U.S. through political, economic, legal and social developments, and American Indian/Native American practices of cultural and political resistance, resilience, and regeneration. Further topics include the diversity of Indigenous identities, Native sovereignty and nationhood, tribal governments and economies, histories of Indigenous-White settler relations, and indigenous people's artistic and philosophical contributions to U.S. culture and society.

Introduction to the field of Native American Studies and its major scholarly works, concepts, frameworks, theories and methodologies. This course examines Native American ways of living, knowing and self-governing prior to and since European contact and settler colonialism. Students will explore the diverse ways Native American people connect to space and place through an analysis of oral traditions, culture, customs, language, and ceremony, which includes learning about the diversity of North American tribes and their complex relationship-building prior to contact. By studying Native American knowledge systems and cultural practices, students will analyze the various ways Native Americans validate cultural identity and lived experience through identity affirmation that counters historical traumas including colonialization, racialization, dispossession, assimilation and erasure. Students will also examine contemporary issues and struggles of Native American communities, such as tribal activism for self-governance, sovereignty and political representation; water rights and sacred lands; Missing, Murdered & Indigenous Women; access to health care and education; and gaming and economic independence.

Objectives

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

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism, as explained and analyzed by pivotal figures in the field of American Indian/Native American Studies.

2. Apply theory and knowledge produced by American Indian/Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of this group with a particular emphasis on agency, group affirmation and Indigenous ways of knowing and being.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in American Indian/Native American communities.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by American Indian/Native Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics, for example, in immigration, reparations, settler- colonialism, multiculturalism and language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in American Indian/Native American communities to build a just and equitable society.

1. Explain the origins, evolution, significance and contemporary application of Native American Studies as an academic discipline (e.g. Dunbar-Ortiz "An Indigenous Peoples History of The United States"; Deloria Jr. "Custer dies for your sins: An Indian Manifesto").

2. Analyze the impact of imperialism and settler colonialism on Native populations in the United States (e.g. Blackhawk "The Rediscovery of America"; Dunbar-Ortiz "An Indigenous Peoples History of The United States").

3. Examine the cultural, historical, political, and regional diversity of Native American nations, recognizing tribes as distinct peoples with unique cultures and customs, relationships to land, traditional ecological knowledge, sovereignty and relational practices.

4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism, as explained and analyzed by pivotal figures in the field of American Indian/Native American Studies (e.g. blood quantum, federal vs. non-federal recognition, land rights, cultural erasure).

5. Apply theory and knowledge produced by American Indian/Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of this group with a particular emphasis on agency, group affirmation and Indigenous ways of knowing and being (e.g. Kimmerer "Braiding Sweetgrass"; Simpson, "As We Have Always Done").

6. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in American Indian/Native American communities (e.g. Two Spirit People; kinship and clan structures; place-based, relational spiritualities; indigeneity; reverence for elders as custodians of oral traditions, histories and specialized knowledge; language erasure).

7. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by American Indian/Native Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism and language policies (e.g. land rights and natural resources, sovereignty and tribal governance, Missing, Murdered & Indigenous Woman,

language revitalization, Indian gaming and casinos).

8. Describe and actively engage with anti-racist and anti-colonial issues and the resistance practices and social movements in American Indian/Native American communities to build a just and equitable society (e.g. the Indian Religious Freedom Act, the American Indian Movement, the Indian Child Welfare Act, Standing Rock protests).

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
The historical and intellectual development of Native American Studies, including for example its origins as an endogenous discipline; focus on sovereignty, indigeneity and the deconstruction of colonization; emphasis on oral histories, tribal points of view, and Native critical intelligence and moral action; rejection of exogeneous research and epistemologies (colonialist research, social scientific methods); relation to Ethnic Studies. (Objective 2)	3.00
Introduction to theories of race and ethnicity, especially as developed by American Indian/Native American scholars, including for example race and biology, origins of the race concept, racialization, ethnicity and identity, intersectionality, social inequality. (Objective 1)	3.00
The framing of Native identities in the United States, including topics such as Critical Race Theory, postcolonial theories, Native ancestry and federally recognized Indianism, inter- and intra-group conflicts, indigenous migrants, tribal sovereignty and nationhood, tribal citizenship as a category of personhood, cultural diversity of American Indians/Native Americans, and other settler-colonial discourses that position Indigenous peoples as savages, "noble savages", disposable enemies, objects/artifacts or extinct. (Objective 3)	3.00
Race, ethnicity and power as critical lenses for the study of American Indian/Native American history and lived experience, including for example racism, colonialism, settler colonialism, imperialism, systemic oppression, prejudice and discrimination, acculturation, ethnocide, genocide, ethnocentrism, Eurocentrism, white supremacy, and other legal bases of oppression. (Objective 1)	3.00
The reservation system vs. American Indian/Native American perspectives on space and place, including for example (origin stories, sacred geography, natural resources, migration, connection to land, and dispossession. (Objective 2)	3.00
Education, colonial oppression, and Native resistance, including for example linguicide, genocide, persecution, boarding schools, and language erasure and revitalization. (Objective 2)	6.00
American Indian/Native American religious and philosophical beliefs and revivals (e.g. two-spirit revival). (Objective 3)	6.00
Beliefs and attitudes among American Indian/Native American cultures relating to gender roles, sexuality, age, social class and division of labor. (Objective 3)	3.00
Total Hours:	**51.00**

Topics	Lec Hrs
The role of casinos in contemporary tribal governments and economies. (Objective 2)	3.00
American Indian/Native American philosophical, spiritual, and medicinal approaches to healing in relation to the U.S. healthcare system, including for example historical health trauma, healthcare microaggressions, environmental racism. (Objective 4)	6.00
Popular culture, sports, art, film, literature, music, dance and folklore reflecting American Indian/Native American cultural production and critical consciousness. (Objective 2)	6.00
Native activism past and present, including for example environmental activism, food justice, the Standing Rock milestone, missing and murdered indigenous people ("femicide"), national and transnational indigenous rights movements, and other activist movements to reclaim knowledge, culture, language, land, and resources. (Objective 5)	6.00

Introduction to the history and development of the Native American Studies discipline and its connection to Ethnic Studies. (Objective 1)

Key frameworks and concepts: Pre-European contact, settler colonialism, manifest destiny, racialization, land dispossession, removal and relocation, culture and language erasure, assimilation, importance of space and place, political self-determination, sovereignty, self-governance, federal vs. non-federal recognition, blood quantum vs. lineal descent, oral history and tradition. (Objective 1)

Comparing and contrasting Native life before contact and colonization: Creation (e.g. Bauer & Akins); Native knowledge systems (oral history, space and place, gathering, weaving/baskets); diversity of tribes across geographic regions, including land-ties demonstrated in food, clothing, housing, etc.; relationship building across tribes (intermarriage, gathering, trade). (Objectives 2 and 3)

Analyzing "contact": The myth of Christopher Columbus; Two Row Wampum (the first treaty); colonization; settler colonialism; manifest destiny; "othering"; violence and genocide; disease; land dispossession; cultural erasure. (Objectives 2 and 4)

Analyzing the impact of Federal Indian Law and Policy on identities, political status and legal rights: Foundational Marshall Trilogy; treaty making; California treaties (never ratified); treaty rights and sovereignty; Doctrine of Discovery 1823; reframing Native history through law and policy; Indian Removal Act of 1830 (e.g. Getches, "Federal Indian Law"). (Objectives 2 and 3)

Examining land dispossession: The Allotment Era (the Dawes Act) and blood quantum; the Indian Removal Act 1830; the Removal Era (e.g. the Osage Oil Wars/Murders); the Reservation Era; the Relocation Era; anti-blackness and anti-indigeneity. (Objective 4)

Exploring Native American identity, racialization and self-determination: The Assimilation Era; the Boarding School Era & outing programs (e.g. Keliiaa, "Refusing Settler Domesticity"); blood quantum; the IRA Act (Indian Reorganization Act 1934); Federal recognition versus non-federal recognition; self-determination and belonging (e.g. Baldy, "We Are Dancing For You"); Powwows and Big Times; Indian gaming/Indian casinos; the Native American Graves Protection and Repatriation Act; the Indian Self-Determination and Education Assistance Act; the American Indian Religious Freedom Act. (Objectives 5 and 8)

Analyzing media representations of Native Americans: Stereotypes; mascots; cinema (e.g. Westerns, Disney); cartoons and early childhood socialization (e.g. the myth of Thanksgiving, "10 Little Indians" song); visual sovereignty (e.g. Atanarjuat – Fast Runner, Reel Indians, Reservation Dogs); accurate representation/visibility through oral histories, cultural memory, storytelling and counter-colonial constructs. (Objective 4)

Exploring Traditional Ecological Knowledges (TEK): land politics; natural resources; environmental racism; natural resource management (e.g. salmon); traditional foods and food practices (acorn processing, spear fishing); basketweaving; land stewardship (e.g. Kimmerer, "Braiding Sweet Grass"). (Objectives 3 and 5)

Analyzing Native American identities, social structures and relationships: Pre-contact gender identities (e.g. Two Spirit People); Native American sexuality; the diversity of tribal gender roles; kinship and clan structures; place-based, relational spiritualities; indigeneity; Native feminism and resistance (e.g. Lozen "Apache Warrior"); the role of elders as custodians of history and knowledge; Matriarchal family lines. (Objective 6)

Analyzing contemporary challenges facing Native American communities: land rights; climate change and natural resource stewardship (e.g. dam removal); sovereignty and tribal governance (e.g. the Dakota Access Pipeline); environmental exploitation of Native lands (e.g. "Wastelanding"); Missing, Murdered & Indigenous Women (e.g. Osage Oil Murders, Public Law 280 negating federal-to-federal relationship); jurisdictional issues (Federal, state, tribal); data violence/discursive violence; economic self-sufficiency. (Objective 7)

Total Hours: 51.00

Methods of Instruction

A. Collaborative Group Work
B. Discussion
C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
D. Lecture
E. Term project

Methods of Evaluation

A. Exams/Tests
B. Quizzes
C. Projects
D. Written Assignments
E. Class Discussion
F. Written assignments (Each student will be required to write at least 2,500 words for credit in the course. This work will be evaluated on content and syntax.)

Examples of Assignments

Reading Assignments

1. Read the article by Native scholar Talbot (2015) and come to class prepared to work in groups to define the concept of "wilding" and apply it to Euro-American interactions with American Indians/Native Americans in California, especially regarding settler colonialism and genocide. (Objective 1)

2. Read Native scholar Joy Harjo's "She Had Some Horses" and write a one-page reflection on the main themes of the poem as applied to American Indian/Native American experience: womanhood, oppression, and the search for identity in a Euro-American world. Come to class prepared to discuss those themes with a partner. (Objective 3)

1. Read an assigned chapter from Blackhawk's "The Rediscovery of America: Native Peoples and the Unmaking of U.S. History". Complete the weekly reading annotation, identifying the author's central argument, key concepts, historical context, methodology and evidence, and at least five significant quotations. Then write a 1-2 page, double-spaced reflection addressing the following questions: (1) How does Blackhawk center Native peoples as active participants in the making of U.S. history? (2) How does Blackhawk challenge traditional narratives of U.S. history that erase or exclude Native peoples? and (3) How does the chapter help us understand Indigenous resistance, survival, sovereignty, and self-determination in relation to larger systems of power? Bring your written reflection to class for discussion. (Objective 4)

2. For your final exam, you will write an 800–1,000 word book review of Baldy's "We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies". The book examines the revitalization of the Hoopa Valley Tribe's Flower Dance using Native feminist perspectives. Your book review must include: 1. A summary of the book's central argument and key themes (including the Flower Dance); 2. An analysis of how Baldy uses Native feminism to examine how colonialism impacted Native culture and Indigenous gender identities; and 3. An assessment of whether the revitalization of the Flower Dance represents a form of Indigenous resistance, cultural renewal, agency, and self-determination. Conclude by explaining what the book teaches us about gender and decolonization within Native American Studies. Submit your review to Canvas and come to class prepared to discuss what you wrote with your peers. (Objective 6)

Writing Assignments

1. Choose an American Indian/Native American social justice movement from the list provided in class, and conduct research to understand its origins, purpose, and activities. Write a 1500-word essay in which you explain the legal, political and/or social forms of oppression the movement targeted and analyze the movement in terms of Gerald Vizenor's concept of "survivance". (Objective 5)

2. Complete pre-visit research and prepare a list of questions for a guest speaker, who will cover topics such as local Native community issues or culture (Hand Games, Big Time), traditional food sources like salmon or acorns, land preservation (Traditional Ecological Knowledge – TEK). Then draft a post-visit reflection (two pages maximum) connecting the speaker's insights to course topics. (Objective 2)

1. Choose an American Indian/Native American social justice movement from the list provided in class and conduct research to find credible sources that explain its origins, purpose, and

activities. Write a 1500-word essay in which you explain the legal, political and/or social forms of oppression the movement targeted and analyze the movement in terms of Vizenor's concept of "survivance". (Objectives 4 and 8)

2. Complete pre-visit research and prepare a list of questions for a local tribal member visiting as a guest speaker, who will cover topics such as local Native community challenges or culture (Hand Games, Big Time), traditional food sources like salmon or acorns, and land preservation (Traditional Ecological Knowledge – TEK). After the presentation, research the cultural challenges, cultural practices, traditional food sources or land preservation efforts within a different tribe. Then, draft a post-visit reflection (two pages maximum) in which you compare and contrast information about the two tribes. Come to class prepared to contribute to a display of Native American tribal diversity on the white board. (Objective 3)

Out-of-Class Assignments

1. Visit the campus Native American Center or another campus community event, e.g. Missing Murdered Indigenous Women (MMIW), Orange Shirt Day (Native American Boarding School Awareness), Big Time, or Acorn Demonstration. Think about the connections between our curriculum and Native communities. Draft a 2-page reflection in which you analyze the experience and draw connections between the curriculum and this real-world experience. An alternate assignment is available for those with accessibility needs. (Objective 5)

2. Conduct independent research to discover how American Indian/Native American activists are involved in current or recent environmental movements. Bring to class a one-paragraph summary of the best source material you found, including the full citation. Be prepared to discuss in groups how environmentalism relates to American Indian/Native American oppression and connections between natural resources and land. (Objective 4)

1. Visit the campus Native American Center or another campus community event related to Native American Studies (e.g. Missing Murdered Indigenous Women (MMIW), Orange Shirt Day/Native American Boarding School Awareness, Big Time, or an Acorn Demonstration). Think about the connections between our curriculum and Native communities. Draft a 2-page reflection addressing the following topics: 1. How did this active engagement enhance your understanding of challenges or cultural practices experienced by Native communities? 2) Depending what you attended, explain how it connects to historical or contemporary traumas or indigenous ways of knowing and being. An alternate assignment is available for those with accessibility needs. (Objective 5)

2. Conduct independent research to understand a historical or contemporary form of environmental oppression or damage experienced by a Native American community (e.g. the Dakota Access Pipeline, dam removal and salmon resources, "Wastelanding"). Bring to class a one-paragraph summary of the best source material you found, including relevant details: the who, what, where, when and why. Include the full source citation, properly formatted. Be prepared to discuss in groups how environmental trauma relates to American Indian/Native American oppression and disrupts indigenous connection to natural resources, place and land. (Objective 7)

Recommended Materials of Instruction

Dunbar-Ortiz, Roxanne. (2021). Not "A nation of immigrants": Settler Colonialism, White Supremacy, and A History of Erasure and Exclusion. *Beacon Press, 1st*. 978-0807036297.

Gilio-Whitaker, Dina. (2020). As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock. *Beacon Press, N/A*. 978-0807028360.

Erdrich, L. (2020). The Night Watchman. *Harper, 1st*. 9780062671189.

Momaday, N. Scott. (2020). Earth Keeper: Reflections on the American Land. *Harper, 1st*. 978-0063009332.

Harjo, J. (2019). An American Sunrise: Poems. *W. W. Norton & Company, 1st*. 978-1324003861.

Deloria, P. (2022). Playing Indian. *Yale University Press, 1st*. 978-0300264845.

Silko, L.M. (2006). Ceremony. *Penguin Classics, 1st*. 978-0143137191.

Dunbar-Ortiz, R. (2015). An Indigenous Peoples History of The United States. *Beacon Press, Reprint Ed.* 978-0807057834.

Zero Cost Textbook

Lemay, Jenna. Shingwauk Narratives: Sharing Residential School History (2022). Shingwauk Residential Schools Centre. OER. https://ecampusontario.pressbooks.pub/shingwauknarratives/

Evers, L. & Toelken, B. Native American Oral Traditions (2001) Utah State University Press. OER https://digitalcommons.usu.edu/usupress_pubs/78/

Toelken, B. The Anguish of Snails: Native American Folklore in the West (2003) Utah State University Press. OER https://digitalcommons.usu.edu/usupress_pubs/14/

Teves, S. N., Smith, A., & Raheja, M. (Eds.). (2015). Native studies keywords. University of Arizona Press. ISBN-13: 9780816531509

King, Thomas. (2008). The truth about stories: A Native narrative. University of Minnesota Press. ISBN-13: 978-0-8166-4627-2

Akins, Damon B. and Bauer, W.J. (2021). *We are the land: A history of Native California*. University of California Press. 978-0520280502 $17.00

Baldy, Cutcha Risling. (2018) We Are Dancing For You. University of Washington Press. 978-0295743448 $30.00

Blackhawk, N., & Yale University Press (2023). *The rediscovery of America: Native peoples and the unmaking of U.S. History*. New Haven, [Connecticut]: Yale University Press. 978-0300276671 $22.00

Deer, S. (2015). The beginning and end of rape: Confronting sexual violence in Native America. University of Minnesota Press. 978-0816696338 $23.00

Deloria, V. (1988). Custer died for your sins: An Indian manifesto. University of Oklahoma Press. 978-0806121291 $19.00

Zero Cost Textbook

Getches D.H., Wilkinson C.F. & Williams R.A. Cases and Materials on Federal Indian Law. Archive

Gilio-Whitaker, Dina. (2020). As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock. Beacon Press, N/A. 978-0807028360.

Jacobs, S., Thomas, W. & Lang, S. *Two Spirit People: Native American Gender Identity, Sexuality, and Spirituality*. eScholarship

Kimmerer, R.W. *Braiding Sweetgrass*. Archive

Miranda, Deborah A. (2013). *Bad Indians: a Tribal Memoir*. Berkeley, Calif.: Heydey. VDOC

Simpson, Lee Ann (2020). As We Have Always Done: Indigenous Freedom through Radical Resistance. University of Minnesota Press. eScholarship

Minimum Qualifications

Ethnic Studies (Masters Required), or Sociology (Masters Required)

Created/Revised by: McCabe, Deborah

Date:

Butte College
AS-T Degree in Biology 2.0

1. Statement of Program Goals and Objectives

The Associate in Science in Biology 2.0 for Transfer degree (AS-T Degree in Biology 2.0) creates a transfer pathway for students who plan to complete a Bachelor of Science in Biology at a California State University. With the completion of the AS-T Degree in Biology 2.0, students will possess foundational knowledge and skills that comprise the core content of the first two years of many four-year programs in Biology.

A student who completes the AS-T Degree in Biology 2.0 will be able to:

- Critically analyze and accurately express an understanding of scientific work in the context of the scientific method
- Demonstrate academic skills needed for success in biology after transfer.
- Apply knowledge of fundamental biological principles such as evolution and taxonomy and ecological, physiological and molecular processes.
- Correctly employ scientific techniques and correctly use scientific equipment.

2. Catalog Description

The Associate in Science in Biology 2.0 for Transfer degree (AS-T Degree in Biology 2.0) is intended for students who plan to complete a bachelor's degree in Biology at a California State University (CSU) campus. Students who complete this degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that accepts this degree will be required to complete no more than 60 units after transfer to earn a bachelor's degree. This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college outside the CSU system. In all cases, students should consult with a counselor for more information about university admission and transfer requirements.

The AS-T Degree in Biology 2.0 requires students to meet both of the following:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) Cal-GETC (California General Education Transfer Curriculum).

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

Students must earn a grade of "C" or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is also acceptable when defined as equivalent to a "C" or better.

----------END OF CCCCO REQUIRED NARRATIVE ----------

3. Major Requirements

Required Core:		
BIOL 41	Cell and Molecular Biology	5
BIOL 42	Organismal Biology	5
BIOL 43	Ecology and Evolution	5
CHEM 1	General Chemistry I	5
CHEM 2	General Chemistry II	5
Select one:		
MATH C2210	Calculus I: Early Transcendentals	5
MATH C2210E	Calculus I: Early Transcendentals – Embedded Support	5
List A: Select one		
PHYS 21	College Physics I	4
PHYS 41	Physics for Scientists and Engineers II	4
	Total Units	**34**

Major Total:	**34**
Total Units that may be double-counted: *(The transfer GE Area limits must not be exceeded)*	10
General Education (Cal-GETC) Units	34
Electives (CSU Transferable) Units:	2
Total Degree Units (maximum)	**60**

Program Title: AS-T Degree in Biology 2.0

Program					Total Units	63
Course	**Course Title**	**Units**	**Cal-GETC Area**	**Prerequisite**	**Notes or Corequisite**	
Term 1, Fall					**Term Units**	**16**
MATH C2210 or C2210E	Calculus I: Early Transcendentals or Calculus I: Early Transcendentals – Embedded Support	5	2	Pre-calculus, or college algebra and trigonometry, or equivalent		
CHEM 1	General Chemistry I	5	5A, 5C	CHEM 11 or CHEM 51 or one year of high school Chemistry; and Intermediate Algebra or equivalent		
	Area 1A Choice (See GE Guide)	3	1A	None		
	Area 3A Choice (See GE Guide)	3	3A	None		
Term 2, Spring					**Term Units**	**16**
BIOL 41	Cell and Molecular Biology	5	5B, 5C	CHEM 1		
CHEM 2	General Chemistry II	5	5A, 5C	CHEM 1		
	Area 1B Choice (See GE Guide)	3	1B	None		
	Area 3B Choice (See GE Guide)	3	3B	None		
Term 3, Fall					**Term Units**	**16**
BIOL 42	Organismal Biology	5	5B, 5C	Int. Algebra or equivalent		
CHEM 21	Organic Chem 1	5	5A, 5C	CHEM 2	Highly recommended	
	Area 1C Choice (See GE Guide)	3	1C	None	Not required if transferring to UC ???(was true for the Cal-GETC for stem)	
	Area 4 Choice #1(See GE Guide)	3	4	None		
Term 4, Spring					**Term Units**	**15**
BIOL 43	Ecology and Evolution	5	5B, 5C	Int. Algebra or equivalent		
PHYS 21 or 41	College Physics I or Physics for Scientists and Engineers I	4	5A, 5C	For PHYS 21: MATH 20, MATH 28, MATH 28s or high school trigonometry For PHYS 41: MATH C2210 or MATH C2210E	Refer to your terminal degree program to determine if you need PHYS 21 or 41	
	Area 4 Choice #2 (See GE Guide)	3	4	None	2nd area 4 choice must be from a different academic discipline than the 1st	
	Area 6 choice (See GE Guide)	3	6	None		

Program Title: AS-T Degree in Biology 2.0

Program					Total Units	63
Course	**Course Title**	**Units**	**Cal-GETC Area**	**Prerequisite**	**Notes or Corequisite**	
Term 1, Fall					**Term Units**	**16**
MATH C2210 or C2210E	Calculus I: Early Transcendentals or Calculus I: Early Transcendentals – Embedded Support	5	2	Pre-calculus, or college algebra and trigonometry, or equivalent		
CHEM 1	General Chemistry I	5	5A, 5C	CHEM 11 or CHEM 51 or one year of high school Chemistry; and Intermediate Algebra or equivalent		
	Area 1A Choice (See GE Guide)	3	1A	None		
	Area 3A Choice (See GE Guide)	3	3A	None		
Term 2, Spring					**Term Units**	**16**
BIOL 41	Cell and Molecular Biology	5	5B, 5C	CHEM 1		
CHEM 2	General Chemistry II	5	5A, 5C	CHEM 1		
	Area 1B Choice (See GE Guide)	3	1B	None		
	Area 3B Choice (See GE Guide)	3	3B	None		
Term 3, Fall					**Term Units**	**16**
BIOL 42	Organismal Biology	5	5B, 5C	Int. Algebra or equivalent		
CHEM 21	Organic Chem 1	5	5A, 5C	CHEM 2	Highly recommended	
	Area 1C Choice (See GE Guide)	3	1C	None	Not required if transferring to UC ???(was true for the Cal-GETC for stem)	
	Area 4 Choice #1(See GE Guide)	3	4	None		
Term 4, Spring					**Term Units**	**15**
BIOL 43	Ecology and Evolution	5	5B, 5C	Int. Algebra or equivalent		
PHYS 21 or 41	College Physics I or Physics for Scientists and Engineers I	4	5A, 5C	For PHYS 21: MATH 20, MATH 28, MATH 28s or high school trigonometry For PHYS 41: MATH C2210 or MATH C2210E	Refer to your terminal degree program to determine if you need PHYS 21 or 41	
	Area 4 Choice #2 (See GE Guide)	3	4	None	2nd area 4 choice must be from a different academic discipline than the 1st	
	Area 6 choice (See GE Guide)	3	6	None		

Release Date: 02/01/2026
ADT Submission Form #: 2014
ADT Submission Form for Biology 2.0

TOP Code: 0401.00
CIP Code: 26.0101
CCC Major or Area of Emphasis: Biology
CSU Majors deemed similar: Biology
Degree Type: AS-T
Total Minimum Semester Units for Major or Area of Emphasis: 21-30
Permissible maximum units for the major may vary depending on the units necessary for completion of the general education requirement and the extent of double-counting permitted.

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

The units indicated in the template are the **minimum** semester units required for the prescribed course or list.

- All courses must be CSU transferable.
- All courses with an identified **C-ID** Descriptor must be submitted to C-ID **prior** to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.
- Where no C-ID Descriptor is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at the **C-ID** website

Attach the appropriate **ASSIST** documentation as follows:

- Articulation Agreement by Major (AAM) demonstrating lower division preparation in the major at a CSU;
- CSU Baccalaureate Level Course List by Department (BCT) for the transfer courses; and/or,
- Cal-GETC Certification Course List by Area (GECC).
- The acronyms **AAM, BCT,** and **GECC** will appear in C-ID Descriptor column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree.

Associate in Science in Biology 2.0 for Transfer Degree	**College Name:** Butte College

TRANSFER MODEL CURRICULUM (TMC)		**COLLEGE PROGRAM REQUIREMENTS**			
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**Cal-GETC**
REQUIRED CORE: (21-26 units)					
Biology Sequence for Majors (8)	BIOL 135S	BIOL 41	Cell and Molecular Biology	5	Area 5b and 5c
OR					
Cell and Molecular Biology (4) **and**	BIOL 190	BIOL 42	Organismal Biology	5	Area 5b and 5c
Organismal Biology (4)	BIOL 140				
OR		BIOL 43	Ecology and Evolution	5	Area 5b and 5c
Cell and Molecular Biology (4) **and**	BIOL 190				
Organismal Biology, Ecology and Evolution (8)	BIOL 130S				
OR					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**Cal-GETC**
Cell and Molecular Biology (4) **and** Zoology/Animal Diversity and Evolution (4) **and** Botany/Plant Diversity and Ecology (4)	BIOL 190 BIOL 150 BIOL 155				
General Chemistry for Science Majors Sequence A (10)	CHEM 120S	CHEM 1 CHEM 2	General Chemistry I General Chemistry II	5 5	Area 5a and 5c Area 5a and 5c
Single Variable Calculus I – Early Transcendentals (4) **OR** Single Variable Calculus I – Late Transcendentals (4) **OR** Calculus for Life and Social Sciences (3)	MATH 210 MATH 211 AAM	MATH C2210 or MATH C2210 E	Calculus I: Early Transcendentals Calculus I: Early Transcendentals - Embedded Support	5 5	Area 2 Area 2
List A – Select additional major preparation (if possible based on unit limitation and if required articulation exists, zero to one course (0-4 units minimum):					
Select one (1) additional course that is articulated as major preparation at a CSU campus (0-4)	AAM	PHYS 21 or PHYS 41	College Physics I Physics for Scientists and Engineers	4 4	Area 5a and 5c Area 5a and 5c

Total Units for the Major:	21-30	Total Units for the Major:	34
		Total Units that may be double-counted (*The transfer GE Area limits must not be exceeded*)	10
		General Education (Cal-GETC) Units	34
		Elective (CSU Transferable) Units	2
		Total Degree Units (maximum)	60

Notes and History

Prior TMC included:
Use of a transferable general education pattern designed for STEM (i.e., IGETC or CSU GE Breadth for STEM) is presumed.

Butte College
AS-T Degree in Chemistry

1. Statement of Program Goals and Objectives

The Associate in Science in Chemistry for Transfer degree (AS-T Degree in Chemistry) provides a carefully sequenced lower-division pathway for students preparing to transfer to a bachelor's degree in chemistry or a related scientific field at any of California State Universities. The pathway integrates general chemistry, organic chemistry, calculus, calculus-based physics, oral communication, and Cal-GETC coursework. The program provides the foundational chemistry, mathematics, and physics coursework that comprises the first two years of many four-year chemistry programs, helping students transfer smoothly and succeed in upper-division study.

A student who completes the AS-T Degree in Chemistry will be able to:

- Explain and apply principles of general and organic chemistry using appropriate chemical language, symbols, models, and quantitative reasoning.
- Apply mathematical and physical principles to solve quantitative chemistry problems and interpret relationships among chemical variables.
- Analyze chemical information, experimental observations, and quantitative data to evaluate results, sources of uncertainty, and draw evidence-based conclusions.
- Communicate scientific reasoning and results clearly in oral and written forms.
- Apply appropriate laboratory techniques and safety practices to collect experimental data and to synthesize, purify, analyze, and characterize chemical substances.

2. Catalog Description

The Associate in Science in Chemistry for Transfer degree (AS-T Degree in Chemistry) is intended for students who plan to complete a bachelor's degree in Chemistry or a related scientific field at a California State University (CSU) campus. Students who complete this degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that accepts this degree will be required to complete no more than 60 units after transfer to earn a bachelor's degree. This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college outside the CSU system. In all cases, students should consult with a counselor for more information about university admission and transfer requirements.

The AS-T Degree in Chemistry requires students to meet both of the following:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following

(A) Cal-GETC (California General Education Transfer Curriculum).

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

Students must earn a grade of "C" or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is also acceptable when defined as equivalent to a "C" or better.

----------END OF CCCCO REQUIRED NARRATIVE ----------

3. Major Requirements

Required Courses		**Units**
Required Core:		
CHEM 1	General Chemistry I	5
CHEM 2	General Chemistry II	5
CHEM 21	Organic Chemistry I	5
CHEM 22	Organic Chemistry II	5
MATH C2220	Calculus II: Early Transcendentals	4
PHYS 41	Physics for Scientists and Engineers I	4
PHYS 42	Physics for Scientists and Engineers II	4
Select one:		
MATH C2210	Calculus I: Early Transcendentals	5
MATH C2210E	Calculus I: Early Transcendentals – Embedded Support	5
	Total Units	**37**

Major Total:	37
Total Units that may be double-counted: *(The transfer GE Area limits must not be exceeded)*	7
General Education (Cal-GETC) Units	34
Electives (CSU Transferable) Units:	0
Total Degree Units (maximum)	**64**

AS-T Degree in Chemistry Program Map

Program					**Total Units**	
Course	**Course Title**	**Units**	**Cal-GETC Area**	**Prerequisite**	**Notes or Corequisite**	
Term 1, Fall					**Term Units**	**16-17**
CHEM 1	General Chemistry I	5	5a/5c	CHEM 11 or CHEM 51 or one year of high school chemistry; and intermediate algebra or equivalent		
MATHC2210 or MATHC2210E	Calculus I: Early Transcendentals	5	2	Precalculus or college algebra and trigonometry, or equivalent		
	Area 1A Choice (See GE Guide)	3-4	1A	None		
	Area 1C Choice (See GE Guide)	3	1C	None		
Term 2, Spring					**Term Units**	**17-18**
CHEM 2	General Chemistry II	5	5a/5c	CHEM 1		
MATH C2220	Calculus II: Early Transcendentals	5	2	MATH C2210 or MATCH C2210E		
PHYS 41	Physics for Scientists and Engineers I	4	5a/5c	MATH C2210 or MATH C2210E		
	Area 1B Choice (See GE Guide)	3-4	1B	None		
Term 3, Fall					**Term Units**	**18**
CHEM 21	Organic Chemistry I	5	5a/5c	CHEM 2	Only offered in Fall	
PHYS 42	Physics for Scientists and Engineers II	4	5a/5c	PHYS 41 and MATH C2220		
	Area 3A Choice (See GE Guide)	3	3A	None		
	Area 6 Choice (See GE Guide)	3	6	None		
	Area 4 Choice (See GE Guide)	3	4	None	Different disciplines for Area 4 courses	
Term 4, Spring					**Term Units**	**15-17**
CHEM 22	Organic Chemistry II	5	5a/5c	CHEM 21	Only offered in Spring	
	Area 4 Choice (See GE Guide)	3	4	None	Different disciplines for Area 4 courses	
	Area 5B Choice (See GE Guide)	4-5	5B			
	Area 3B Choice (See GE Guide)	3-4	3B			

Release Date: 02/01/2026
ADT Submission Form #: 2012
ADT Submission Form for Chemistry

TOP Code: 1905.00
CIP Code: 40.0501
CCC Major or Area of Emphasis: Chemistry
CSU Majors deemed similar: Chemistry
Degree Type: AS-T
Total Minimum Semester Units for Major or Area of Emphasis: 36

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

The units indicated in the template are the **minimum** semester units required for the prescribed course or list.

- All courses must be CSU transferable.
- All courses with an identified **C-ID** Descriptor must be submitted to C-ID **prior** to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.
- Where no C-ID Descriptor is indicated, discipline faculty should compare their existing course to the example course(s) provided in the form at the **C-ID** website

Attach the appropriate **ASSIST** documentation as follows:

- Articulation Agreement by Major (AAM) demonstrating lower division preparation in the major at a CSU;
- CSU Baccalaureate Level Course List by Department (BCT) for the transfer courses; and/or,
- Cal-GETC Certification Course List by Area (GECC).
- The acronyms **AAM, BCT,** and **GECC** will appear in C-ID Descriptor column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree.

Associate in Science in Chemistry for Transfer Degree	**College Name:** Butte College			
TRANSFER MODEL CURRICULUM (TMC)		**COLLEGE PROGRAM REQUIREMENTS**			
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**Cal-GETC**
REQUIRED CORE: (36 units)					
General Chemistry for Science Majors Sequence A (10)	CHEM 120S	CHEM 1 and CHEM 2	General Chemistry I General Chemistry II	5 5	Area 5a and 5c Area 5a and 5c

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	**C-ID Descriptor**	**Course ID**	**Course Title**	**Units**	**Cal-GETC**
Organic Chemistry for Science Majors Sequence A, with Lab (10)	CHEM 160S	CHEM 21 and CHEM 22	Organic Chemistry I Organic Chemistry II	5 5	Area 5a and 5c Area 5a and 5c
Calculus-Based Physics for Scientists and Engineers: A (4)	PHYS 205	PHYS 41	Physics for Scientists and Engineers I	4	Area 5a and 5c
Calculus-Based Physics for Scientists and Engineers: B (4)	PHYS 210	PHYS 42	Physics for Scientists and Engineers II	4	Area 5a and 5c
Single Variable Calculus I – Early Transcendentals (4) **and** Single Variable Calculus II – Early Transcendentals (4) **OR** Single Variable Calculus I – Late Transcendentals (4) **and** Single Variable Calculus II – Late Transcendentals (4) **OR** Single Variable Calculus Sequence (8)	MATH 210 MATH 220 MATH 211 MATH 221 MATH 900S	MATH C2210 or MATH C2210 E and MATH C2220	Calculus I: Early Transcendentals Calculus I: Early Transcendentals – Embedded Support Calculus II: Early Transcendentals	5 5 4	Area 2 Area 2 Area 2

Total Units for the Major:	**36**	**Total Units for the Major:**	37
		Total Units that may be double-counted (*The transfer GE Area limits must not be exceeded*)	7
		General Education (Cal-GETC) Units	**34**
		Elective (CSU Transferable) Units	-4
		Total Degree Units (maximum)	**63-66**

Notes and History

***Please note that colleges are permitted to use up to six additional units, but no additional local requirements can be added to this degree. Students are only required to complete the full Cal-GETC pattern and the core courses listed in the TMC.**

Butte College
AS Degree in Electrical Technology

Narrative

1. Statement of Program Goals and Objectives

The AS in Electrical Technology 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 AS Degree in Electrical Technology is an approved training program by the California Division of Labor Standards. Students enrolled in this program can obtain their Electrician Trainee card in order 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 AS Degree will prepare a student to take the Residential Electrician Trainee and 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

Requirements	Dept Name/#	Title	Units	Sequence
Require 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
	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
		Total Units	**32**	

	Local
Required Major Total	32
GE Pattern	21
Double Count	0
Transferable Electives (to reach 60 units):	7
Total Degree Units	**60**

Proposed Sequence	**Units**
Year 1, Fall	16
Year 1, Spring	16
Year 2, Fall	0
Year 2 Spring	0
Total Units Per Term	**32**

4. Master Planning

This program aligns with the College's Mission Statement by offering a high quality education and support in a career pathway. The projected job growth for electricians in the North/Far North Region is expected a 10% growth in the years 2022-2027 with 369 new annual openings per year.

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 Electrician 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
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 Electrical 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 Region.

8. CTE Programs only – Additional Supporting Documentation

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

LABOR MARKET ANALYSIS

FOR PROGRAM RECOMMENDATION

CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

ELECTRICAL TRAINEE/ELECTRICIAN
IN THE FAR NORTH SUBREGION

North Far North
Center of Excellence

SEPTEMBER 2024

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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

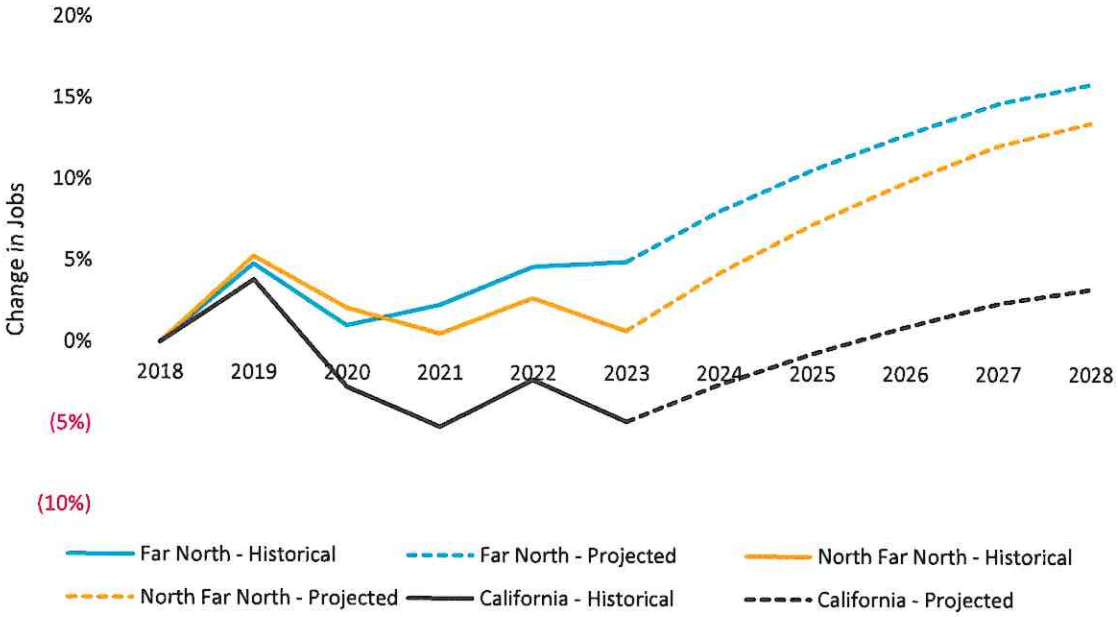
Occupation	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	2023-2028 Annual Openings
Electricians	1,435	1,562	128	9%	161
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	95	140	45	47%	21
Electrical and Electronic Engineering Technologists and 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 Dorada, 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

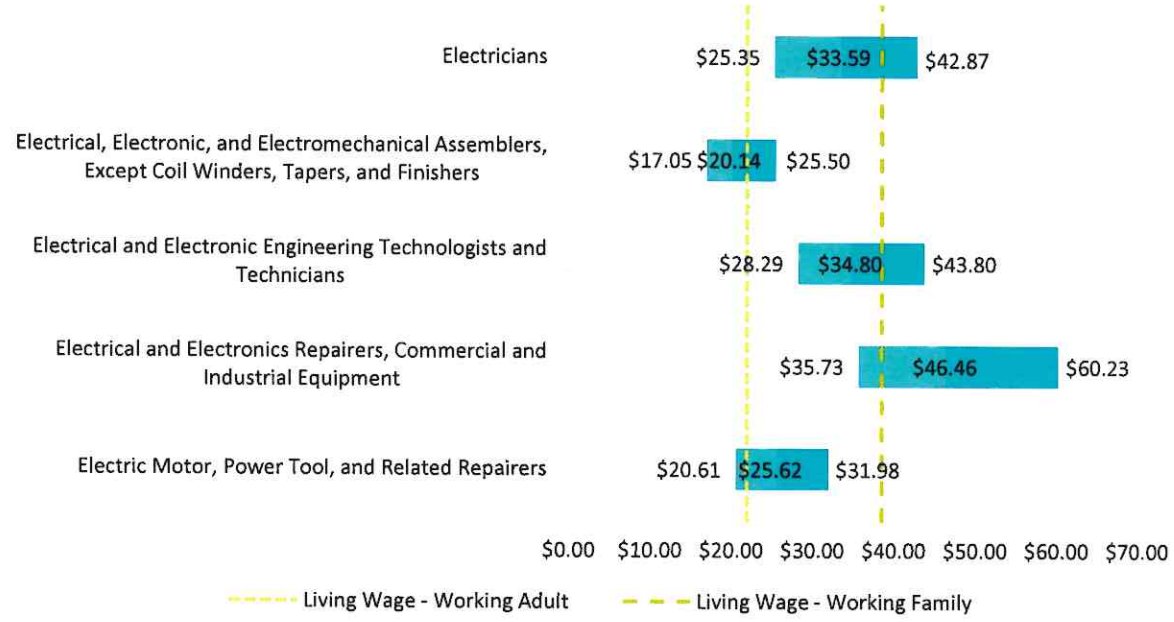


Exhibit 4. Median occupational earnings vs. Community College District's County living wage

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

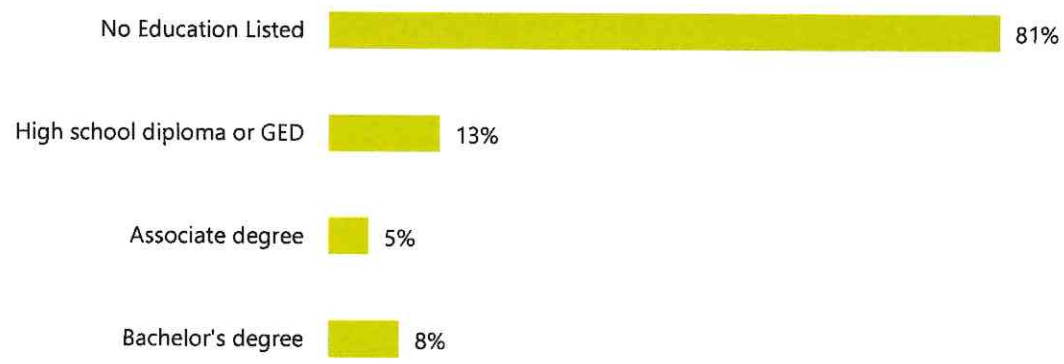
Specialized Skills	Common Skills	Software Skills
Electrical Systems	Troubleshooting (Problem Solving)	Microsoft Excel
Electrical Wiring	Operations	SAP Applications
Blueprinting	Scheduling	Microsoft Outlook
Transformers (Electrical)	Good Driving Record	Microsoft Office

[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.

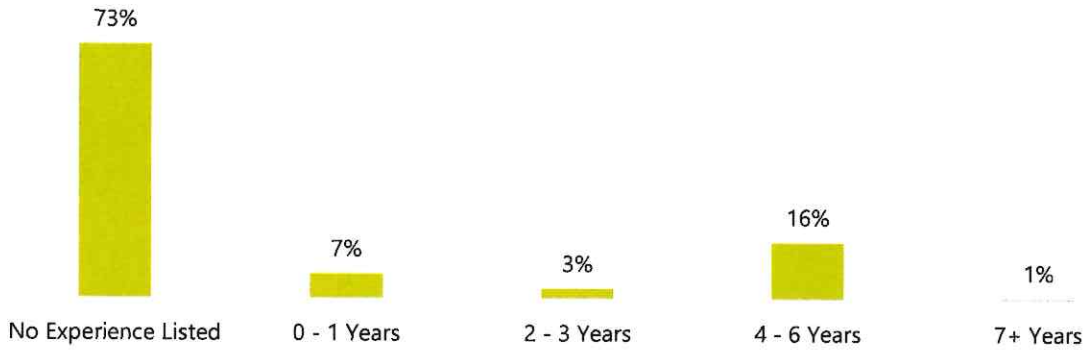
Exhibit 9. Employer-preferred education levels for the studied occupations



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

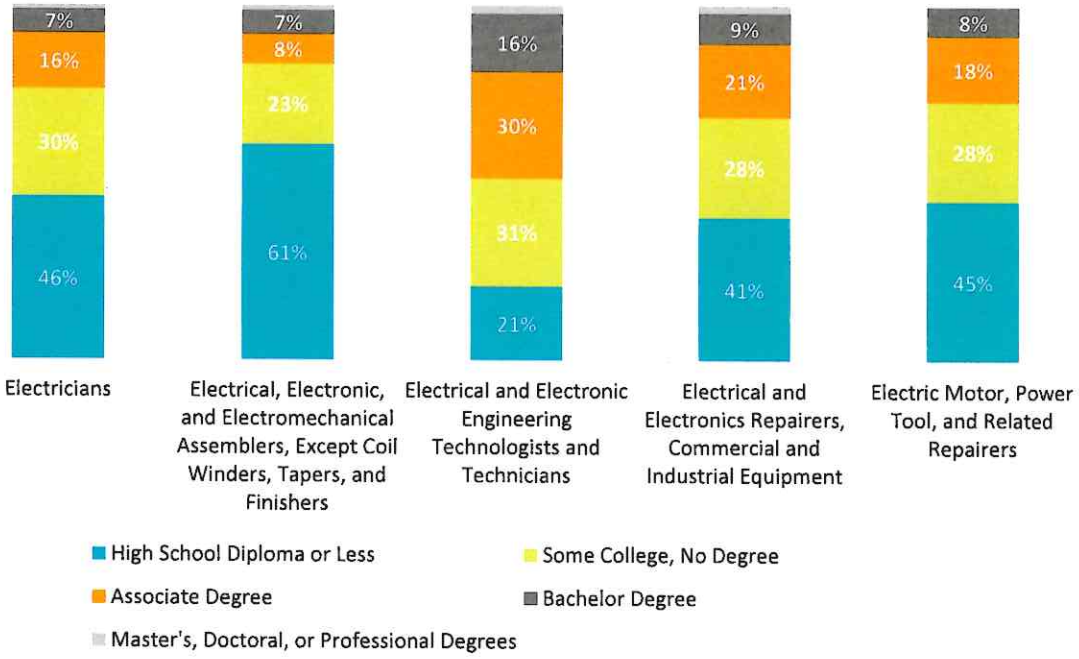


Note: Employers may include more than one level of education as a hiring requirement in a job posting. As a result, the values in the chart may sum to greater than 100%.

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 California[5]

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/EleCat.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
• Electronics and Electric Technology (0934.00) • Industrial Electronics (0934.20)	• Power Plant Technology/Technician (15.1702)
• Electrical (0952.20)	• Electrician (46.0302)

Community College Supply

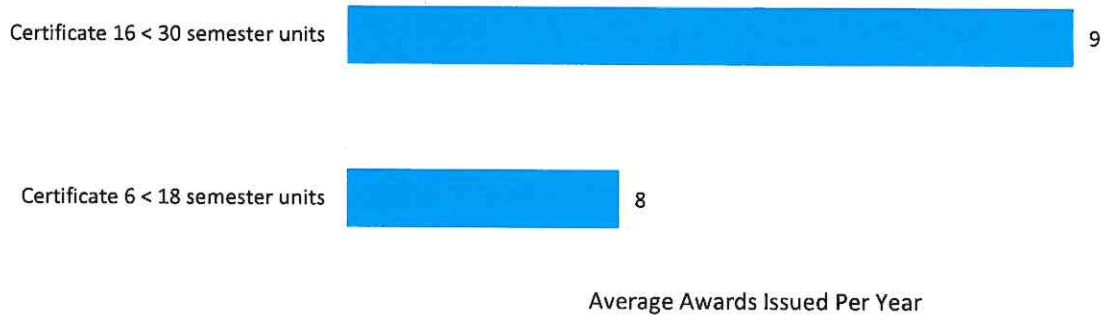
Exhibits 15 and 16 summarize the three-year average of certificates and degrees conferred by the selected subregion's community college programs relevant to the studied occupations.

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
California minimum wage - all industries except fast food and healthcare		*$16.00*
California minimum wage - fast food (eff. April 1, 2024)		*$20.00*
California minimum wage – Healthcare (effective date is unknown)		*$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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CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

FOR MORE INFORMATION, PLEASE CONTACT:

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North Far North Center of Excellence

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AS Degree in Respiratory Care

About the Program

Program Goal: Career
GE Pattern(s): Butte Local
Program Code: 01342.00AS

The Butte College Respiratory Care program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) (www.coarc.com).

Commission on Accreditation for Respiratory Care:
264 Precision Blvd.
Telford, TN 37690
(631) 912-7920

The Respiratory Care program is designed to prepare students to become licensed Respiratory Care Practitioners in the state of California. In addition, the program prepares the successful graduate to participate in the Registered Respiratory Therapist (RRT) examinations administered by the National Board for Respiratory Care (NBRC).

Respiratory care practitioners are highly skilled allied health professionals involved in the therapy, management, rehabilitation, diagnostic evaluation and care of patients with deficiencies and abnormalities that affect the cardiopulmonary system. They are employed in a variety of health care settings, including hospitals, physician's offices, home health agencies, specialized care hospitals, medical equipment supply companies, diagnostic laboratories, and patients' homes. They may further specialize in such areas as adult critical care, neonatal or pediatric intensive care, pulmonary function testing, transport medicine, hyperbaric medicine, cardiac and pulmonary rehabilitation programs, home care, management or education.

Graduates practicing in California are required to take and pass the National Board of Respiratory Care Therapist Multiple Choice exam at the high cut score and the Clinical Simulation Exam to achieve licensure. *Note: A person convicted of any offense other than a minor traffic violation may not qualify to be licensed as a Respiratory Care Practitioner in California. Questions regarding this should be directed to the Respiratory Care Program Director.

Admission to the Program:

- Requirements for Application:
    - Age 17 or older.
    - Prerequisites: BIOL 15, BIOL 20, BIOL 21, CHEM 51, and MATH 26/26s or MATH 28/28s or STAT C1000/C1000E. Must be completed with a C grade or better.
    - CMST 4 or COMM C1000
    - ENGL C1000 or ENGL C1000E
    - PSYC C1000
    - All prerequisites and program required courses must be completed with a C grade or better.

- Requirements for Admission to Program:
    - Students must pass a background check, drug screening, and physical exam, and verify their physical ability to perform the tasks required of a Respiratory Therapist.

- ~~Requirements for Completion of Program (courses may be taken prior to or during the program):~~
    - ~~CMST 4 or COMM C1000 (select one)~~
    - ~~ENGL C1000 or ENGL C1000E (select one)~~
    - ~~PSYC C1000~~
    - ~~All prerequisites and program required courses must be completed with a C grade or better.~~

The Respiratory Care program admits students once a year. The program begins in a Fall semester.

Students are admitted by application only. Contact the Health Occupations office or visit www.butte.edu/healthoccupations for application dates and materials. In the event that there are more qualified applicants than spaces in the program, a computerized lottery will be used to select the individuals to be enrolled.

Estimated expenses average about $6,000-$7,000 for the entire program, including licensure. Financial aid may be available to qualified students.

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

1. Demonstrate a solid professional and general medical knowledge base.
2. Accurately interpret pertinent clinical information from medical records and physical findings.
3. Recommend appropriate therapeutic interventions based on physiological data and patient assessment data.
4. Demonstrate sound clinical judgment and is proficient in the clinical skills required on the job.
5. Competently perform the therapeutic procedures and modalities, and diagnostic procedures required on the job.
6. Demonstrate efficient performance of an overall patient assessment.
7. Demonstrate effective oral and communication skills.
8. Exhibit ethical and professional manners, including timely and prepared entrance to clinic and contributing to a positive work environment.
9. Function effectively as a member of the health care team, accepts supervision and works effectively with supervisory personnel.

10. Demonstrate self-direction and responsibility for his/her own actions.
11. Display respect for beliefs and values of all persons regardless of cultural background, religion, age, or lifestyle.

Required courses:		57.50 56.50
ALH 6	The Critical Six Soft Skills in the Professional Healthcare Environment	3.00
RT 110	Fundamentals of Respiratory Care	7.00
RT 115	Clinical Preparation for Respiratory Care	1.00
RT 118	Respiratory Care Pharmacology	3.00
RT 120	Concepts in Respiratory Care	7.00
RT 125	Introduction to Clinical Respiratory Care	5.00
RT 135	Fundamentals of Clinical Respiratory Care	~~3.50~~ 2.50
RT 140	Fundamentals of Intensive Respiratory Care	6.00
RT 142	Neonatal and Pediatric Respiratory Care	3.00
RT 145	Advanced Respiratory Care Procedures	5.00
RT 155	Respiratory Care Practicum I	2.00
RT 160	Respiratory Care Seminar II	4.00
RT 165	Respiratory Care Practicum II	8.00
		Total: 57.50 56.50

Suggested Program Map

Required courses: **Units: 66.50-68.50** 65.50-67.50.

Term 1		9.00-11.00
ALH 6	The Critical Six Soft Skills in the Professional Healthcare Environment	3.00
Area 1A Choice (See GE Guide)		3.00-4.00
Area 3 Choice (See GE Guide)		3.00-4.00
Term 2		3.00
Area 6 Choice (See GE Guide)		3.00
Term 3 (Program begins in Fall only)		10.00
RT 110	Fundamentals of Respiratory Care	7.00
Prerequisite: Admission to the RT Program, ALH 6 (or concurrent enrollment).		
RT 118	Respiratory Care Pharmacology	3.00
Term 4 (Winter intersession)		1.00
RT 115	Clinical Preparation for Respiratory Care	1.00
Term 5		12.00
RT 120	Concepts in Respiratory Care	7.00
RT 125	Introduction to Clinical Respiratory Care	5.00
Term 6 (Summer intersession)		~~3.50~~ 2.50
RT 135	Fundamentals of Clinical Respiratory Care	~~3.50~~ 2.50
Term 7		14.00
RT 140	Fundamentals of Intensive Respiratory Care	6.00
RT 142	Neonatal and Pediatric Respiratory Care	3.00
RT 145	Advanced Respiratory Care Procedures	5.00
Term 8 (Winter intersession)		2.00
RT 155	Respiratory Care Practicum I	2.00
Term 9		12.00
RT 160	Respiratory Care Seminar II	4.00
RT 165	Respiratory Care Practicum II	8.00
		Total: **66.50-68.50** 65.50-67.50.

Certificate of Achievement in Nursery Technician

About the Program

Program Goal: Career
GE Pattern(s): None
Program Code: 07257.01CA

~~This Nursery Technician certificate provides students with the practical, hands-on experience they need to pursue employment in the areas of plant production, maintenance, or sales of ornamental and/or food crops in California. This program prepares students to advance to management positions in greenhouse and nursery businesses that propagate, grow and market plants for use in the home, business or the landscape. The program provides a solid foundation in plant knowledge and nursery and garden center environments, as well as computer applications and management skills.~~ This Nursery Technician certificate gives students practical, hands-on training to pursue employment in plant production, maintenance, or sales of ornamental and food crops in California. The program prepares graduates for advancement into management roles within greenhouse and nursery operations that propagate, grow, and market plants for homes, businesses, and landscapes. Coursework builds a solid foundation in plant science and nursery/garden-center operations, and includes instruction in computer applications and management skills relevant to the industry.

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

1. Select and ~~correctly~~ safely use ~~florist~~ appropriate horticultural tools, equipment and materials to perform nursery production tasks.
2. Manage environmental growing conditions and apply appropriate production practices to propagate and grow nursery plants that meet industry quality standards.
3. Identify commercially important floriculture and nursery crops, apply industry-standard production practices, and evaluate marketing strategies for floral and nursery products.
4. ~~Design and construct arrangements used in the floral industry today.~~
5. ~~List and analyze the costs associated with any floral design along with the appropriate markup to determine sale price.~~
6. ~~Identify energy usage for heating, cooling and lighting various greenhouses as a cost of doing business.~~
7. ~~Describe the scheduling of crop cycles including propagation start up, days to maturity, target market, price points, fertilizer and pesticide needs.~~
8. ~~Calculate square footage needed for various crops, as they move through the growing cycle, to understand cost inputs as compared to potential revenues generated.~~

Required courses.		~~18.00~~
EH 20	Introduction to Environmental Horticulture	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
~~*Select one:*~~		
EH 23	Fall Plant Identification	3.00
EH 24	Spring Plant Identification	3.00
AGS 30	Ecology of Insect and Disease Management	3.00
EH55	Floral Design	3.00
Select one:		
~~EH 26~~	~~Landscape Planning and Design~~	~~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: ~~18~~24.00

Suggested Program Map

Required courses:		**Units:** ~~18.00~~
Term 1		12.00
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
~~*Select one:*~~		
EH 23	Fall Plant Identification	3.00
~~EH 24~~	~~Spring Plant Identification~~	~~3.00~~
Term 2		~~6~~12.00
EH 24	Spring Plant Identification	3.00
EH 38	Greenhouse Production	3.00
EH 55	Floral Design	3.00
AGS30	Ecology of Insect and Disease Management	3.00
Select one:		3.00
~~EH 26~~	~~Landscape Planning and Design~~	~~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: ~~18~~.24.00