



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Willows Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into this CCAP Agreement on **July 1, 2018**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Information Board Meeting Date:	Agreement: 4/17/18	Appendix: N/A
Public Comment and Approval Board Meeting Date:	Agreement: 5/16/18	Appendix: 8/12/20

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Information Board Meeting Date:	Agreement: 5/3/18	Appendix: N/A
Public Comment and Approval Board Meeting Date:	Agreement: 6/18/18	Appendix: 8/6/20

2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Julie Soeth	Title:	Administrative Assistant
Telephone:	(530)937-6600 x2	Email:	jssoeth@willowsunified.org

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College and School District shall ensure courses offered as part of this CCAP Agreement are consistent with the high school's master schedule. The College and School District have identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2020-21	EDUCATIONAL PROGRAM:	
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows High School

ESTIMATED NUMBER OF STUDENTS TO BE SERVED: 260	TOTAL PROJECTED FTES: 26
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COURSE NAME	COURSE #	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Animal Science	AGS 40	FA20	7-3	M-F	K. Hill	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Intro to Environmental Horticulture	EH 20	FA20	7-3	M-F	K. Hill	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Intro to Ag Business	AB 26	FA20	7-3	M-F	S. Alves	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
The Critical Six Soft Skills	ALH 6	SP21	7-3	M-F	D. Keolanui	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Career, Education & Life Choices (5 sections)	CLP101	SP21	7-3	M-F	J. Ovitz	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Medical Terminology (2 sections)	ALH 104	SP21	7-3	M-F	T. Torres	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Careers in Agriculture, ES, NR (4 sections)	AB 20	SP21	7-3	M-F	S. Alves	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
						<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
N/A				

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will reimburse School District as follows: **\$400.00 per completed section**
- 6.2. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
WHS	6	M-F	7-3
WHS	503	M-F	7-3
WHS	7	M-F	7-3
WHS	303	M-F	7-3
WHS	304	M-F	7-3
WHS	303	M-F	7-3
WHS	7	M-F	7-3

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

Name: _____

Title: _____

Date: _____

WILLOWS UNIFIED SCHOOL DISTRICT

By: E. Koerperich
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Emmett Koerperich

Title: Superintendent

Date: 7-27-20

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	VPI	Preparer's Name & ID:	TANNA NEILSEN 3180821	Phone:	7586
Vendor Name:	WILLOWS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	DUAL ENROLLMENT CCAP INSTRUCTOR REIMBURSEMENT				
Budget Code:	12.205.110.1.601010.55890	PO Amount:	\$6,000		
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AGS 40 - Introduction to Animal Science

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level III; English Level III; Math Level II

Transfer Status: CSU/UC

34 hours Lecture

51 hours Lab

This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered.

II. OBJECTIVES

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

- A. Identify animal contributions to the development of human civilizations.
- B. Describe economically significant breeds of animals and their unique adaptations.
- C. Describe the function of the major body systems.
- D. Identify reproductive cycles and biotechnological principles of animal reproduction.
- E. Analyze genetic change through artificial/natural selection.
- F. Discuss nutritional needs for various body functions.
- G. Describe animal behavior as it relates to animal domestication, health and performance.
- H. Explain basic strategies for disease control, prevention and management.
- I. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
- J. Identify and discuss current issues affecting animal agriculture.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

	Lecture	
<u>Topics</u>		<u>Hours</u>
1. Introduction to animal agriculture		4.00
a. Career opportunities		
b. Importance of domestic animals to the world and to the United States		
c. Economic importance of animal agriculture		
d. Animal contributions to human needs		
e. Ethnic and cultural contributions to animal domestication		
2. Unique adaptations of various species		4.00
a. Natural selection vs artificial selection		
b. Meat animal use and production		
c. Fiber production		
d. Dairy production		
e. Recreational and companionship use of animals		
3. Anatomy and physiology		3.00
a. Identification of external anatomy for various species		
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory		

4. Animal reproduction	3.00
a. Animal breeding systems	
b. Reproductive management and technology	
c. Fertility assessment	
5. Genetics	3.00
a. Introduction and review of genetic principles	
b. Gene modification and genetic interactions	
c. Genetic improvement and variation	
d. Inheritance and population genetics	
6. Nutrition	3.00
a. Classes of nutrients	
b. Feed identification and composition	
c. Livestock feeding management practices	
7. Animal behavior (ethology)	3.00
a. Behavioral characteristics	
b. Animal handling and safety	
c. Conditioning	
8. Animal health	3.00
a. Biosecurity	
b. Vital Signs	
c. Indications of health vs disease	
d. Common diseases	
9. The scientific method	3.00
a. Research in animal agriculture	
b. Developing a research model	
c. Humane treatment of research animals	
10. Issues affecting animal agriculture	5.00
a. Animal welfare issues	
b. Advances in biotechnology	
c. Governmental and environmental concerns	
d. Food safety	
e. Public policy and consumer awareness	
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Beef and Dairy	3.00
2. Sheep and Swine	3.00
3. Meats lab, safety and processes	3.00
4. Grocery store - meat, cheese, butter, ice cream	3.00
5. Purebred Beef - Expected Progeny Differences (EPD)	3.00
6. Commercial cattle operation - weaning, castration	3.00
7. Dairy farm - production cycle	3.00
8. Milk processing - cheese plant	3.00
9. Sheep - lambing and handling	3.00
10. Purebred Sheep - production cycle	3.00
11. Swine - vaccination, selection, management	3.00
12. Poultry - quality of carcasses and eggs	3.00

13. Horse - production cycle	3.00
14. Selection workshop	3.00
15. Biotechnology and environmental workshop	3.00
16. North Valley Livestock Tour	6.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Class Activities
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Discussion
- E. Problem-Solving Sessions

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Class participation
- C. Written Examinations
- D. Practical Evaluations
- E. Mid-term and final examinations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read the chapter on genetic change through selection and be prepared to share your findings with the class.
 2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.
- B. Writing Assignments
 1. Read the chapter on animal behavior and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
 2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.
- C. Out-of-Class Assignments
 1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
 2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Taylor, R. Scientific Farm Animal Production. 10th Edition. Prentice Hall, 2012.

Materials Other Than Textbooks:

- A. Materials: 3 ring notebook, proper clothing for labs

Created/Revised by: Bruce Hicks

Date: 10/20/2014

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

EH 20 - Introduction to Environmental Horticulture

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level III; English Level II; Math Level II

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course is an introduction to environmental horticulture including nursery operations, landscaping, turf management and arboriculture. Topics include basic botany, cultural practices, propagation, structures and layout, pest management, planting, transplanting, container gardening, houseplants, plant identification, turfgrass installation and care, and a broad survey of the 'Green Industry' and other career opportunities.

II. OBJECTIVES

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

- A. Identify various horticultural occupations and their employment requirements.
- B. Identify and safely use common tools and equipment.
- C. List and describe the major structures of plants and their functions.
- D. Formulate potting mixes and container media.
- E. Propagate plants by sexual and asexual methods.
- F. Explain the requirements of plant growth including watering needs, fertilizers requirements and pest control.
- G. Identify the various types of horticultural structures including shade structures, greenhouses, and cold frames.
- H. Describe the basic operations of various environmental horticulture businesses.
- I. Plant and care for horticultural crops.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Hours</u>
1. The 'Green Industry' in Butte County and Around the World		2.00
2. Environmental Issues and Regulations		2.00
3. Horticultural Occupations and Their Employment Requirements		2.00
4. Tools, Equipment and Safety Practices		2.00
5. Plant Structures and Functions		2.00
6. Soils and Container Media		2.00
7. Plant Propagation		2.00
8. Requirements of Plant Growth		2.00
9. Irrigation and Fertilization		2.00
10. Pest and Disease Damage Identification		2.00
11. Horticultural Structures		2.00
12. Environmental Horticulture Businesses		2.00

13. Nursery and Greenhouse Crops – Planting and Care	2.00
14. Plants in the Landscape – Care and Pruning	2.00
15. Plant Identification and Nomenclature	2.00
16. Common Turf and Landscape Practices	2.00
17. Agriculture and Horticulture Policy concerns	2.00
Total Hours	34.00

Lab

Topics	Hours
1. The ‘Green Industry’ in Butte County and Around the World	3.00
2. Tools, Equipment and Safety Practices	3.00
3. Plant Structures and Functions	3.00
4. Soils and Container Media	3.00
5. Plant Propagation	6.00
6. Requirements of Plant Growth	3.00
7. Irrigation and Fertilization	3.00
8. Pest and Disease Damage Identification	3.00
9. Horticultural Structures	3.00
10. Nursery and Greenhouse Crops – Planting and Care	6.00
11. Plants in the Landscape – Care and Pruning	6.00
12. Plant Identification and Nomenclature	3.00
13. Common Turf and Landscape Practices	3.00
14. Vineyard and Orchard Pruning Practices	3.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

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

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Oral Presentation
- D. Demonstration
- E. Homework
- F. Class participation
- G. Lab Projects

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the UC-IPM website covering one of each type of plant disorder and be ready to give an oral report to the class on proper care for the affected plant.
2. Read the text chapter on diagnosing plant disorders and complete the corresponding homework assignment. Be prepared for class discussion on the following:
 - a. Plant disorders caused by cultural practices.
 - b. Plant disorders caused by insect damages.
 - c. Plant disorders caused by diseases.

B. Writing Assignments

1. Write a two page essay on a plant of your choice. Give your reasons for choosing this plant, its history of association with humans and its future uses and value to mankind.
2. Write a two page essay on current employment trends for Horticulturists. Give regional data for trends and salary ranges.

C. Out-of-Class Assignments

1. Visit a local business that is in the ornamental horticulture category and be prepared to give an oral report to the class.
2. Visit a local or regional business in the agricultural or viticultural areas of horticulture and be prepared to give an oral report to your class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Laura Williams Rice & Robert P. Rice. Practical Horticulture. 7th Edition. Prentice-Hall , 2011.

Materials Other Than Textbooks:

- A. Materials: three ring binder, pocket knife, pruning shears, water bottle, gloves, shade hat and boots. Warm clothing, when necessary.

Created/Revised by: Jared Wilmarth

Date: 02/23/2015

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AB 26 - Introduction to Agriculture Business

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level III; Math Level II

Transfer Status: CSU

51 hours Lecture

This course provides students with a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process. (C-ID AG-AB 104).

II. OBJECTIVES

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

- A. Explain how economic principles relate to commodity marketing sub sectors in agriculture.
- B. Recognize and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives. Identify and explain the four functions of management and how they relate to the agribusiness organization.
- C. Develop an awareness of the basic laws, regulations, and regulatory agencies that interact with the agriculture community.
- D. Describe various styles of leadership.
- E. Identify the role of the agricultural manager.
- F. Recognize, evaluate, and propose solutions to problems in personnel, ethics and communication.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

	Lecture	
<u>Topics</u>		<u>Hours</u>
1. The role and organization of the agribusiness		8.50
a. The place of agribusiness in California, United States, and the global economy		
b. Types of agribusiness		
c. The organization of an agribusiness		
d. Types of business structure		
e. Managing the agribusiness		
2. Management		8.50
a. Planning		
b. Leading		
c. Organizing		
d. Controlling		
3. Managerial Problem Solving in Agriculture		8.50
a. Diagnosis of the situation		
b. Generating alternative		
c. Evaluating alternatives		
d. Selecting the best alternative		
e. Implementing the alternative		

f. Evaluation of results	
4. Financial Management and Control of Agribusiness	8.50
a. General business economics	
b. Overview of financial statements	
5. Human Resource Management	8.50
a. The role of the agriculture manager	
b. Agriculture employee motivation	
c. Team and team building	
d. Labor relations	
6. Business Land and Ethics in Agriculture	8.50
a. Agriculture values	
b. Agriculture business ethnics	
c. Personal values	
d. Agricultural Law and the regulatory environment	
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Reading Assignments
- E. Case Studies

V. METHODS OF EVALUATION

- A. Quizzes
- B. Oral Presentation
- C. Projects
- D. Homework
- E. Short papers
- F. Essays and research papers
- G. Business Plan

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read and interpret an article pertaining to current events in agriculture, posted on the class portal. Be prepared to discuss the issues and take a pro/con position.
 2. Read the case study in your text dealing with "Going Broke While Making a Profit". Identify how this happened and how it could have been avoided.
- B. Writing Assignments
 1. Write a 7-10 page Business Plan for an agricultural endeavor of your choice. The Business Plan should include a description of the business, a marketing plan, and financial statements.
 2. Write a two-three research page paper covering the management style of the Simplot Corporation. Identify the companies approach to hiring, advancement, and outlook on the future.
- C. Out-of-Class Assignments
 1. Locate two examples of advertising for an agricultural commodity. One should be commodity based and the other product specific. Be prepared to discuss in class.
 2. Interview an individual currently working in your proposed field of employment. Write a

two page paper discussing the nature of the work, the best and worst parts of the job, and the employment outlook. Be prepared to discuss in class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Beierlein, J. Principles of Agribusiness Management. 5th Edition. Waveland, 2013.
- B. Barnard, F. Agribusiness Management. 4th Edition. Routledge, 2012.

Created/Revised by: Bruce Hicks

Date: 09/29/2014

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

ALH 6 - The Critical Six Soft Skills in the Professional Healthcare Environment 3 Unit(s)

Transfer Status: CSU

51 hours Lecture

This course assists in the development of soft skills in the professional healthcare settings. Soft skills can be defined as a cluster of personality traits and behaviors that enhance the relationship between two individuals or an individual and an organization. Proficiency in the practice of soft skills has been identified as an essential characteristic to attain for any individual involved in the professional healthcare setting. Content will include six competency domains which include: Communication, Workplace Ethics and Professionalism, Team Building and Collaboration, Effective Problem Solving, Embracing Diversity and Demonstrating Compassion. Graded only.

II. OBJECTIVES

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

- A. Compare and contrast interpersonal versus oral communication skills in today's workplace and healthcare environment.
- B. Discuss components and workplace ethics and describe methods to enhance professionalism in the healthcare professional setting.
- C. Identify approaches to development of a collaborative team in the workplace setting.
- D. Utilize critical thinking and sound judgment in effective problem solving in the professional environment.
- E. Cultivate diversity in the workplace, and foster cultural professionalism.
- F. Describe methods to nurture compassion in the workplace and understand ways to ensure the practice of self-reflection.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	<u>Lecture</u>	<u>Lec Hrs</u>
1. Communication		9.00
2. Workplace Ethics and Professionalism		8.00
3. Team Building and Collaboration		8.00
4. Effective Problem Solving		9.00
5. Embracing Diversity		9.00
6. Demonstrating Compassion		8.00
Total Hours		51.00

IV. METHODS OF INSTRUCTION

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

F. Reading Assignments

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Oral Presentation
- C. Demonstration
- D. Written Assignments

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the chapter on body language in your textbook. Be prepared to demonstrate effective body language in class.
2. Read the chapter on problem solving in the workplace in your textbook. Be prepared to participate in a discussion in class.

B. Writing Assignments

1. Write a 2-3 page paper about a situation that occurred in a job that you have had that dealt with a conflict. Describe how you handled the situation then, and how you would handle it differently now.
2. Write a one page dialogue that illustrates compassion shown for an individual who is struggling with a career choice.

C. Out-of-Class Assignments

1. Go to a public place (park, shopping mall, grocery store, etc) and observe verbal and non-verbal interactions between individuals. Be prepared to discuss your specific observations in class.
2. Develop an activity that can be used in the workplace to enhance team building and collaboration.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Elsevier. Job Readiness for Health Professionals. 2nd Edition. Saunders, 2016.

Created/Revised by: Susan Craig

Date: 04/02/2018

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CLP 101 - Career, Education and Life Choices

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level II; English Level II

Transfer Status: NT

51 hours Lecture

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

II. OBJECTIVES

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

- A. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
- B. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
- C. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
- D. Create plans and use self-directed strategies for career changes and lifelong learning.
- E. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Hours</u>
1. Envisioning your future		2.00
2. Setting goals and creating plans		4.00
3. Career research		6.00
4. Budgeting for your envisioned lifestyle		5.00
5. Rubrics for making informed education, career, and life choices		4.00
6. Transitioning through post-secondary education into the workforce		4.00
7. Long-range plans for educational and training opportunities		8.00
8. Strategies for making career and life changes		3.00
9. Self-mastery skills and resiliency strategies		4.00
10. Connecting your education and career decisions with the planning process		4.00
11. Designing and maintaining your 10-year plan		7.00
Total Hours		51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Class Activities

- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments
- F. Final Project

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.
 - 2. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
- B. Writing Assignments
 - 1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.
 - 2. Write a budget for the envisioned lifestyle using the template provided by your instructor.
- C. Out-of-Class Assignments
 - 1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
 - 2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Bingham, Mindy. Career Choices and Changes: Workbook and Portfolio. 5th Edition. Academic Innovations, 2013.
- B. Bingham, Mindy & Stryker, Sandy. Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. 5th Edition. Academic Innovations, 2013.

Materials Other Than Textbooks:

- A. Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle
Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.
- B. My10yearPlan.com® Interactive, Academic Innovations, 2012.

Created/Revised by: Brian Donnelly

Date: 10/31/2016

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

ALH 104 - Medical Terminology

3 Unit(s)

Transfer Status: NT

51 hours Lecture

This course explores the specialized language used within the medical profession. Emphasis is placed on the definition, pronunciation and spelling of medical terms with focus on building medical words using prefixes, word roots, suffixes and combining forms. To further advance a working knowledge of these terms, vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems.

II. OBJECTIVES

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

- A. Interpret the meaning of medical terms by analyzing the basic elements of the terms.
- B. Classify medical terms in relation to basic anatomy, physiology, and pathology of body systems.
- C. Identify medical terms correctly.
- D. Pronounce medical terms correctly.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Lec Hrs</u>
1. Introduction of Medical Terminology		5.00
2. Body Structure		3.00
3. Integumentary (Skin and associated structures) System		3.00
4. Muscular System		2.00
5. Skeletal System		2.00
6. Cardiovascular System		4.00
7. Blood, Lymphatic and Immune Systems		4.00
8. Respiratory System		4.00
9. Digestive System		3.00
10. Urinary System		3.00
11. Reproductive System		3.00
12. Endocrine System		4.00
13. Nervous System		4.00
14. Special Senses		3.00
15. Pharmacology, Diagnostic Imaging, Surgery, Oncology		4.00
Total Hours		51.00

IV. METHODS OF INSTRUCTION

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

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Oral Presentation
- C. Homework
- D. Short papers
- E. Multi-Media Presentations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read about diagnostic imaging and be prepared to discuss terms regarding X-Ray procedures.
 2. Read the chapter about the respiratory system and be prepared to discuss root words and combining forms regarding the respiratory system.
- B. Writing Assignments
 1. Write a one page paper about the anatomy of the respiratory system to include at least ten medical terms from the respiratory system chapter.
 2. Write a one page paper about heart disease, incorporating at least 15 medical terms introduced in the cardiovascular chapter.
- C. Out-of-Class Assignments
 1. Read the medical record analysis at the end of the musculoskeletal chapter and be prepared to interpret the underlined terms.
 2. Find a media advertisement about a pharmaceutical product research its usage and be prepared to interpret medical terms within the ad.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Fremgen, Bonnie. Medical Terminology, A Living Language. 6th Edition. Prentice Hall, 2015.

Materials Other Than Textbooks:

- A. Visual aids, some provided by Butte College Allied Health Department.

Created/Revised by: Michael Smith

Date: 04/04/2016

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AB 20 - Careers in Agriculture, Environmental Science and Natural Resources 1 Unit(s)

Transfer Status: CSU

17 hours Lecture

This course is a study of the agriculture, environmental science and natural resources industries with a focus on career opportunities, self evaluation, and skills necessary for successful job procurement.

Topics include job trends, resumes and cover letters, interviewing skills, and the types of careers available in agriculture, environmental science, and natural resources.

II. OBJECTIVES

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

- A. Identify career opportunities in agriculture, environmental science, and natural resources.
- B. Define their career goals and create an educational plan to achieve these goals.
- C. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Lec Hrs</u>
1. Introduction		1.00
2. Employment Trends		1.00
3. Establishing Goals		1.00
4. Sources of Employment Information		3.00
5. Placement and Interest Testing		2.00
6. Personal Inventory		1.00
7. Personal Education Plan		1.00
8. Resumes, Cover Letters		3.00
9. Job Interviews		2.00
10. Career Options		1.00
11. Self Evaluation		1.00
Total Hours		17.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Demonstrations
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

V. METHODS OF EVALUATION

- A. Quizzes
- B. Portfolios
- C. Papers

- D. Homework
- E. Mid-term and final examinations
- F. Essays and research papers

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the examples of effective cover letters provided by the instructor. Identify the three primary components of an effective cover letter. Be prepared to discuss in class.
2. Read the examples of effective resumes provided by the instructor. Identify the five primary sections and their sequence in an effective resume. Be prepared to discuss in class.

B. Writing Assignments

1. Prepare a professional resume. Highlight your employment objective(s), academic qualifications, and work history.
2. Prepare a professional quality cover letter. Be sure to establish in your letter the purpose of the letter, your key qualifications, and a request for an interview.

C. Out-of-Class Assignments

1. Visit the Butte College Career Development Center. Take the "career assessment" activity to identify potential career fields that correspond to your interests. Be prepared to share what you learned in class.
2. Use the Eureka computer database in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Echaore-McDavid, S. Career Opportunities in Agriculture, Food, and Natural Resources. 1st Edition. Checkmark Books, 2010.
- B. Schultze, Q. Resume 101: A Student and Recent-Grad Guide to Crafting Resumes and Cover Letters that Land Jobs. 1st Edition. Ten Speed Press, 2012.

Created/Revised by: Bruce Hicks

Date: 09/29/2014