



**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 **Gridley 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 the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix:8/11/21 & 10/13/21
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1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/18/21	Appendix:8/18/21 & 10/6/21
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**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:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Jenny Dolan	Title:	Administrative Secretary
Telephone:	846-4721	Email:	<a href="mailto:jdolan@gusd.org">jdolan@gusd.org</a>

**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.

**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.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has 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:	2021/22	EDUCATIONAL PROGRAM:	Dual Enrollment
SCHOOL DISTRICT:	Gridley Unified School District	HIGH SCHOOL:	Gridley High School

<b>ESTIMATED NUMBER OF STUDENTS TO BE SERVED: 170</b>	<b>TOTAL PROJECTED FTES: 17</b>
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COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Computer Literacy for Musicians Digital Video Production	MUS 51	FA21	1	8-3:05	M-F	S. Allard	<input type="checkbox"/> CC	<input type="checkbox"/> CC
	RTVF 40	FA21	1	8-3:05	M-F	S. Allard	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education & Life Choices Intro to Public Health	CLP 101	FA21	2	8-3:05	M-F	R. Schofield	<input type="checkbox"/> CC	<input type="checkbox"/> CC
	ALH 3	FA21	2	8-3:05	M-F	R. Schofield	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Medical Terminology Critical Six Soft Skills	ALH 104	SP22	1	8-3:05	M-F	R. Schofield	<input type="checkbox"/> CC	<input type="checkbox"/> CC
	ALH 6	SP22	1	8-3:05	M-F	R. Schofield	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Animal Science	AGS 40	FA21	1	8-3:05	M-F	J. Vasquez	<input checked="" type="checkbox"/> CC <input 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.

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
Computer Literacy for Musicians	The Music Mixing Workbook	\$0	None	\$0
Digital Video Production	The Visual Story and Storytelling Techniques	\$0	None	\$0
Career, Education & Life Choices	Career Choices and Changes	\$0	None	\$0
Intro to Public Health	Introduction to Public Health	\$0	None	\$0
Medical Terminology	Introducing Medical Terminology	\$0	None	\$0
Critical Six Soft Skills	Job Readiness for Health Professionals	\$0	None	\$0
Intro to Animal Science	Modern Livestock and Poultry Production	\$0	None	\$0

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 pay School District as follows: \$400.00 per completed section.
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: \$100.00 per instructor.
- 6.3. 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
GHS	207	M-F	8-3:05
GHS	207	M-F	8-3:05
GHS	211	M-F	8-3:05
GHS	211	M-F	8-3:05
GHS	211	M-F	8-3:05
GHS	305	M-F	8-3:05

**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**

**GRIDLEY UNIFIED SCHOOL DISTRICT**

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

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

Name: Andrew B. Suleski

Name: Jordan Reeves

Title: Vice President for Administration

Title: Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

<b>TO BE COMPLETED BY COLLEGE ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	GRIDLEY UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX – 2021/22				
Budget Code:	12.410.700.1.640000.55800	PO Amount:	\$3,400		
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			

# BUTTE COLLEGE

## COURSE OUTLINE

### I. CATALOG DESCRIPTION

**MUS 51 - Computer Literacy for Musicians**

**1.5 Unit(s)**

**Transfer Status:** CSU

17 hours Lecture

34 hours Lab

This course is a study of the operation of computers and basic practices for their use in music composition. Emphasis is placed on computer music applications including sequencing, notation, and sound design. The course focuses on entry-level details in system and music file management, music recording and creation, and the practical software applications used in the music field.

### II. OBJECTIVES

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

- A. Demonstrate knowledge and uses of the Macintosh operating system.
- B. Create, store and share basic music application documents.
- C. Create and send email documents with music file and other attachments.
- D. Manage file systems and sound libraries.
- E. Create a podcast, movie score and other multi-media projects.
- F. Compose, mix and export original music compositions.

### III. COURSE CONTENT

#### A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Lec Hrs</u>
1. Introduction, handout syllabus, orientation, discuss course, software applications, and text resources.		1.00
2. Introduction to the Macintosh operating system.		1.50
3. How to configure Macintosh operating system, and create network share file structure for music applications.		1.00
4. How to install audio recording software and sound libraries.		1.00
5. Managing user accounts, including student user accounts on the network.		1.50
6. Managing user home folders and their applications to music creation.		1.00
7. Sound library and audio file system management.		1.50
8. Recording project data management and backup.		1.50
9. Recording music in GarageBand.		1.00
10. Scoring a movie and arranging loops.		1.00
11. Creating an iPhone ringtone.		1.00
12. Mixing music and effects.		1.00
13. Composition of an original music project.		2.00
14. Sharing your finished projects.		1.00
Total Hours		17.00

Lab

Topics

Hours

1. Configure Macintosh operating system and create network share file structure for saving music compositions.	1.50
2. Explore audio recording and composition software, user accounts and file systems.	1.50
3. Explore file system structure and data backup methods needed for large audio recording projects.	1.50
4. Recording music in GarageBand, including choosing a template, identifying regions and tracks, using metronome and recording guitar.	3.50
5. Scoring a movie and arranging loops, including working with the browser, loops, and advanced arranging techniques.	3.00
6. Creating an iPhone ringtone, including recording software instruments, editing voice track, merging instruments, and sending a ringtone to itunes.	3.00
7. Mixing Music and Effects. Create a basic mix, using volume and pan and effects.	3.00
8. Creating podcasts. Importing a project, working with artwork and markers, editing regions, adding a URL, and exporting final podcast.	3.00
9. Sharing finished projects. Export a movie, podcast and song to itunes, CD and the Internet.	3.00
10. Composition of an original music project. Export final project to hard drive, CD and the Internet.	11.00
Total Hours	34.00

#### IV. **METHODS OF INSTRUCTION**

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

#### V. **METHODS OF EVALUATION**

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Lab Projects
- F. Written Assignments
- G. Essays and research papers

#### VI. **EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
  - 1. Read Chapter 1 in GarageBand book. Answer questions about topics covered in those chapters on the quiz. Review the topics in class discussion.
  - 2. Read Chapter 4 in GarageBand book. Answer questions about topics covered in those chapters on the quiz. Review the topics in class discussion.
- B. Writing Assignments
  - 1. Attend a live concert and write a concert report detailing the production elements of the

- show. Include instrumentation of the band, equipment used for miking and live sound.
2. Write a three page research paper on the history of electronic music. Give details on the development of synthesizers, midi, and computer recording applications.
- C. Out-of-Class Assignments
1. Attend a live concert and take notes on the integration of digital mixing consoles, sequencers and miking techniques used.
  2. Research a major electronic music composer for TV, film or video games. Study the methods and softwares used in these compositions, and apply these methods to your own compositions.

## VII. **RECOMMENDED MATERIALS OF INSTRUCTION**

### Textbooks:

- A. Plummer, Mary and Scoppettuolo, Dion. Apple Training Series: iLife 11. 1st Edition. Peachpit Press, 2010.

### Materials Other Than Textbooks:

- A. Journal, handouts, and online resources for music application software and related articles

**Created/Revised by:** David Elke

**Date:** 03/26/2012

# BUTTE COLLEGE

## COURSE OUTLINE

### I. CATALOG DESCRIPTION

**RTVF 40 - Digital Video Production**

**3 Unit(s)**

**Prerequisite(s):** NONE

**Recommended Prep:** Reading Level IV; English Level III

**Transfer Status:** CSU

34 hours Lecture

51 hours Lab

The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and basic editing. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, postproduction, and exhibition/distribution.

### II. OBJECTIVES

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

- A. Demonstrate both the technical and aesthetic aspects of video field production and demonstrate knowledge of basic production techniques.
- B. Operate video field recording equipment correctly to acquire quality video and audio products.
- C. Conceive and execute appropriate approaches to editing field footage into cohesive projects.
- D. Demonstrate the skills needed for successful teamwork in television, film or other media employment.
- E. Demonstrate through projects that with the power of a communicator, comes moral and ethical responsibility.

### III. COURSE CONTENT

#### **A. Unit Titles/Suggested Time Schedule**

	Lecture	
<u>Topics</u>		<u>Hours</u>
1. An overview of the process of pre-production, production and post-production camera operation including recording formats, lens operation, basic filters and tripod use		6.00
2. Picture composition		6.00
3. Basic lighting techniques and equipment		5.00
4. Basic audio including different microphones and mounting techniques, and appropriate sound theory (i.e. balance, presence and perspective)		6.00
5. General concepts of acting and directing		5.00
6. Post-production theory (i.e. continuity and dynamic editing) plus basic operation for nonlinear editing including ingest, editing operation and distribution		6.00
Total Hours		34.00

#### Lab

<u>Topics</u>	<u>Hours</u>
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1. Produce recordings using various lenses and filters	8.00
2. Produce projects using multiple picture compositions	7.00
3. Use basic lighting techniques and equipment	7.00
4. Record projects using different microphones and mounting techniques (i.e. balance, presence and perspective)	8.00
5. Create projects that incorporate acting and directing	8.00
6. Use post-production to create nonlinear editing projects	7.00
7. Assemble as a final individual project a live action (or dramatic creation) suitable for review and evaluation during a public showing	6.00
Total Hours	51.00

#### **IV. METHODS OF INSTRUCTION**

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

#### **V. METHODS OF EVALUATION**

- A. Exams/Tests
- B. Projects
- C. Homework
- D. Final Examination
- E. Written Assignments
- F. Written Examinations

#### **VI. EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
  1. Read the chapter on basic videography; complete the reading assessment quiz and be prepared to apply the chapter information during the videography shooting assignment.
  2. Read the chapter on non-linear video editing and write a 200 word minimum summary of the chapter information for a class discussion of video editing.
- B. Writing Assignments
  1. Write a 200 word minimum analysis of how the “Rule of Thirds” is used in a video production to improve composition and direct viewer interest. Be prepared to present your findings during a class discussion of effective video composition.
  2. View a student video project and write 250 word minimum analysis of its content and presentation in terms of accepted principles of videography and editing.
- C. Out-of-Class Assignments
  1. Plan and design a storyboard for a video production including details of camera placement, character dialog, camera moves, and composition.
  2. Use an online job search database to identify opportunities for videographers/editors in California and the United States. Write a 200 word minimum report on your findings.

#### **VII. RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Zettl, H. TV Production Handbook. Wadsworth Publishing, 2011.
- B. Musberger, R. Single Camera Video Production. 5th Edition. Focal Press, 2010.
- C. Compesi, R. Video Field Production and Editing. 7th Edition. Focal Press, 2006.

**Created/Revised by:** Mark Hall

**Date:** 10/19/2015

# 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>	<u>Lecture</u>	<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 3 - Introduction to Public Health**

**3 Unit(s)**

**Transfer Status:** CSU

51 hours Lecture

This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics of the discipline include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management. (C-ID PHS 101)

### II. OBJECTIVES

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

- A. Define important foundational concepts in community/public health.
- B. Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
- C. Describe the historical development of public health including the most important achievements of public health.
- D. Distinguish the difference between personal and public health.
- E. Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
- F. Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.
- G. Outline strategies for prevention, detection and control of infectious and chronic disease.
- H. Outline the process of community organizing, building and health promotion programming.
  - I. Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
  - J. Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
- K. Describe the organization, financing and delivery of various medical and population-based services in the U.S. healthcare system.
- L. Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

### III. COURSE CONTENT

#### **A. Unit Titles/Suggested Time Schedule**

Lecture

Topics

Lec Hrs

1. Definition of Public Health 7.00
  - a. Distinction between personal and public health
  - b. History and accomplishments of public health officials and agencies
  - c. Core functions of public health professions and institutions

2. Analytical Methods of Public Health	7.50
a. Epidemiology: the basic science of public health	
b. Principles, methods and limitations	
c. Statistics: making sense of uncertainty	
d. The role of data in public health	
3. The Biomedical Basis of Public Health	7.50
a. The conquest of infectious disease	
b. New infectious disease	
c. Chronic disease	
d. Genetic disease	
4. Community Organizing and Health Promotion Programming	7.00
5. Social and Behavioral Factors in Public Health	7.50
a. Health inequities among ethnic and minority groups	
b. Education and socioeconomic status and health	
c. Community concerns: including, but not limited to addiction, obesity, and violence	
d. Maternal, infant and child, adolescent, adulthood and elder health	
6. Environmental Issues in Public Health	7.50
a. Clean air	
b. Clean water	
c. Garbage	
d. Food and drug safety	
e. Population control	
f. Injury prevention	
g. Emergency Preparedness	
7. Medical Care and Public Health	7.00
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

#### **V. METHODS OF EVALUATION**

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Written Assignments

#### **VI. EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
  - 1. Read the text chapter regarding Health Care Delivery in the United States. Be prepared to discuss how health care options have changed over the past century and what current options people have in the United States.
  - 2. Read the text chapter regarding Epidemiology: The Study of Disease, Injury, and Death in the Community. Be prepared to identify and discuss the diseases and their resultant injury and deaths.
- B. Writing Assignments

1. After completing the assigned reading and classroom presentations on Community and Public Health and the Environment, answer each item under the In-Text questions as listed at the end of this chapter.
  2. After completing the assigned reading and classroom presentations on Community and Public Health and the Environment, write a three page narrative on how our environment impacts public health care concerns, policy and medical decisions.
- C. Out-of-Class Assignments
1. Read the text chapter on Communicable and Non-communicable Diseases: Prevention and Control of Diseases and Health Conditions. Prepare a group presentation on the area agencies that test and serve those with communicable diseases in the greater Butte County area.
  2. Read the text chapter on Community Organizing/ Building and Health Promotion Programming. Prepare a plan to develop and promote a program that will help with a local health care issue.

## VII. RECOMMENDED MATERIALS OF INSTRUCTION

### Textbooks:

- A. McKenzie, James and Pinger, Robert. An Introduction to Community Health. 9th Edition. Jones & Bartlett Learning, 2016.
- B. Schneider, Mary-Jane. Introduction To Public Health. 4th Edition. Jones & Bartlett Learning, 2013.
- C. Reigelman, Richard and Kirkwood, Brenda. Public Health 101: Healthy PeopleHealthy Populations. 2nd Edition. Jones & Bartlett Learning, 2014.

**Created/Revised by:** Michael Smith

**Date:** 03/12/2018

# 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

**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**

	Lecture	
<u>Topics</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

**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 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