



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 (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, 2024**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	9/9/26
---	------------	---------	-----------	--------

1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/1/24	Appendix:	9/3/26
---	------------	--------	-----------	--------

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 Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Lexi Edmondson	Title:	Executive Assistant
Telephone:	(530)934-6600	Email:	ledmondson@willowsunfied.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.

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:	2026-27	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows Community High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 10	TOTAL PROJECTED FTES: 1
--	--------------------------------

Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026FA	HLTH 2	Health & Wellness	Ferro, Anthony	Online	Online	CC	HS-Online
1	2027SP	CSL 20	Identity, Culture, & Education	Carlson, Devon	Online	Online	CC	HS-Online

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 TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS
Health & Wellness	None	\$0	N/A
Identity, Culture, & Education	None	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 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
WCS	Online/TBD	M-F	8:00AM – 3:00PM

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 (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 (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 Agreement on behalf of College.)

Name: Jessica A. Snelling, MBA

Title: Vice President for Administrative Services

Date: _____

WILLOWS UNIFIED SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Agreement on behalf of School District.)

Name: _____

Title: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY

The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	WILLOWS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Willows Community School 2026-27				
Budget Code:	11.000.404.1.601035.55100		PO Amount:	2@200 = \$400	
Contract Monitor Name <i>(Person Who Approves Invoices)</i> :		TANNA NEILSEN			Phone: 7586
APPROVALS					
ROBERT WHITE				ERIK SHEARER	
Department Dean/Director Name		Initials	Department Vice President Name		Initials
Business Contracts & Risk Management Initials					

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

HLTH 2 - Health and Wellness

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 focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety. Graded only. (C-ID PH 100).

Objectives

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

1. Describe the six dimensions of wellness (physical, emotional intellectual, social, spiritual, and environmental) and their interrelationship
2. Distinguish the difference between personal health and public health.
3. Apply the dietary recommendations to diet planning throughout the life cycle and in the promotion of fitness/physical activity, weight management, and disease prevention.
4. Identify fitness principles and exercise program components to improve cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition.
5. Describe the role of stress and mental health in health promotion and disease prevention.
6. Recognize the stimulus leading to violence and be able to minimize its occurrence.
7. Describe the role of substance use and abuse in our society and its impact on the individual, the community, the economy and the social structure
8. Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood.
9. Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.
10. Examine the physiological, emotional, psychological and sexual aspects of aging.
11. Describe the inter-relationship between human beings and their environment.
12. Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence.
13. Analyze the health care delivery system, including inequities and discrepancies.
14. Interpret and evaluate health and medical information from general and subject specific library and web sources.

15. Communicate orally and in writing in the scientific language of the discipline.
16. Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.

Course Content

Topic Titles / Suggested Time Topic	
<u>Lecture</u>	
<u>Topics</u>	<u>Lec Hrs</u>
Dimensions of health and wellness	3.00
Distinction between personal and public health	3.00
Nutrition	3.00
Exercise/Physical activity	3.00
Weight management	3.00
Mental health and disorders	5.00
Stress management	2.00
Alcohol, tobacco and other drugs	6.00
Violence and prevention	5.00
Reproductive health	3.00
Disease and prevention	5.00
Aging and the later years	3.00
Health care delivery and medical care	1.50
Environmental hazards and safety	1.50
Health and wellness information	4.00
Total Hours:	51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Demonstrations
- D. Discussion

E. Guest Speakers

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

G. Lecture

H. Multimedia Presentations

Methods of Evaluation

A. Oral Presentation

B. Projects

C. Journal

D. Group Participation

E. Class participation

F. Written or Oral Examinations

G. Essays and research papers

Examples of Assignments

Reading Assignments

1. Review and evaluate information specific to various mental disorders that college students may face during their college career and be prepared to share in class.
2. Read the chapter on stress management techniques and highlight strategies that you think might work for you. Be prepared to share with the class.

Writing Assignments

1. Maintain a semester long journal noting behavioral changes specific to diet, social life and college strategies and success. Journal will be checked by the instructor throughout the semester.
2. Perform a series of short writes based on the current topics being discussed in class and share in small groups.

Out-of-Class Assignments

1. Perform a stress test at an outside agency and present all findings to the class.
2. Develop and distribute a drug/alcohol use and abuse survey to college age students, friends and random students.

Recommended Materials of Instruction

Sparling, Phillip B., Redican, Kerry J. (2017). iHealth: An Interactive Framework. *McGraw-Hill, 3rd.* .

Insel, Paul M., Roth, Walton T. (2017). Core Concepts in Health, Brief. *McGraw-Hill, 15th.* .

Minimum Qualifications

Health (Masters Required), or Physical Education (Masters Required)

Created/Revised by: Maday, Randy

Date:04/30/2018



Course Outline

2026-2027 Catalog

CSL 20 - Identity, Culture and Education

Catalog Description

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)

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

Course Description: Students will address the challenges and transitions associated with life and the college years. Issues related to diversity, gender and how each influences the individual and group physically, socially, personally, and educationally will be studied. This class will examine the psycho-social issues and the development of individual identities to advance learning in all American communities. Students will be exposed to educational theories that affect college students. Community and campus resources will be utilized to support students in their learning and development as a whole person. Emphasis will be placed on the importance of understanding and balancing all aspects of self.

Objectives

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

1. Analyze and articulate identity as an integrated social, psychological and physiological being.
2. Examine how various cultures view and develop personal, academic and career goals. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
3. Examine and analyze the role of gender, ethnicity, and culture as it applies to the world of work, education, and in life.
4. Examine learning and critical thinking theories and their impact on personal, health, academic and life success.
5. Describe and evaluate the structure and purpose of higher education.

Course Content

Topic Titles / Suggested Time Topic	
<u>Lecture</u>	
<u>Topics</u>	<u>Lec Hrs</u>
Understanding Self Within a Larger Structure (college, family, society)	6.00
• History of Education in the United States, impact on social structures and the individual within those structures • Education in California - history, structures, economic and social impacts • Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits • Influence and contributions of men/women to higher education • European influence on higher education • Higher education worldwide and its influence on Western society	
Influence of Money on Time and Education, Interpersonal Communication	15.00
Education and Time	
• Personality and cultural influences that impact one's concept and use of time • Personal use of time and its relation to one's values	
Money and Privilege	
• Privilege and money • Socioeconomic influence • Classism • Influence of money on higher education	
Interpersonal Communication	
• Verbal/non-verbal cues and how they are influenced by culture and sex • Active listening in men and women • Conflict resolution vs escalation of conflict • Assertive and passive communication	
Personal Growth, Assessment of Self, and Cultural Awareness	15.00
• Self-identity, locus of control, fear of failure, fear of success, self-talk, and creating alignment • Maslow's Theory Hierarchy of Needs related to values and stress	

Topics

Lec Hrs

- Assess personality type, aspects of identity, Erickson's Theory of Psychosocial Development, Tajfel's Theory of Social Identity, Marcia's Theory of Achievement of a Personal Identity
- Investigate cultural, compare and learn about diverse cultural, social and religious groups represented within the local community
- Assess oneself in terms of cultural exposure, awareness and development
- Exploration of one's values, work-related interests, and academic interests
- Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly
- Examine the role of gender, ethnicity and culture as it applies to the world of work and life
- Review and study areas where one can set goals. Review how goals can be influenced by race, gender, social class, and socioeconomic status

Lifelong Learning and Constructing a Student Identity

6.00

- Assess and identify primary learning styles strategies
- Brain function and memory including storage, retention and retrieval of information
- Short-term and long-term memory principles as they apply to learning in college
- Active versus passive learning behaviors
- Emotional intelligence
- Yosso's Cultural Wealth Model

Physical and Mental Health

9.00

- Stress Awareness and Recognizing Stress
 - Types of stressors and the effects they have on men and women
 - Physiological and psychological signs and impact of stress
 - Stress reducing behaviors and activities for all college students
- Alcohol, Nutrition
 - Physical and social effects of alcohol
 - College student drinking behavior and cultural influence on drinking
 - Healthy nutrition for college students
 - Eating disorders that affect men and women
- Depression, Self-esteem
 - Physiological and psychological indicators of depression
 - Treatment options for depression
 - Coopersmith's Self-esteem Theory
 - Self-Determination Theory
 - Terror Management Theory, self-esteem cultural based

Total Hours: 51.00

Methods of Instruction

- Class Activities
- Discussion
- Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- Lecture
- Research directed through journal

Methods of Evaluation

- Quizzes
- Class participation
- Written Assignments
- Short papers
- Class Discussion

Examples of Assignments

Reading Assignments

- Read the provided material on psychological health and psychological development. Be prepared to discuss how these issues affect college students and to work in groups to present key facts from the readings.
- Read the provided material on current health issues, including trends related to drug and alcohol use and the influence on society. Be prepared to discuss how these current issues are affecting society and college campuses.

Writing Assignments

1. Read the chapter on diversity in the book "Blueprint for Success" and write a 1-2 page reaction on what diversity means to you. Also identify changes in higher education as it pertains to diversity on campus and changes in perspective that universities have taken concerning diversity.
2. After reviewing your results from the VARK assessment, write a 1.5-2 page paper on how you already use your top learning styles and how you could use them more. Please note and discuss any influences from your socioeconomic or cultural background that may have also influenced your learning style.

Out-of-Class Assignments

1. In small groups, prepare a presentation on self-identity and college students. Work with your small group to collect information and complete a 2-page paper. Be prepared to present your findings to the class.
2. Prepare a 2-3 page slide presentation on assigned topics to present in class. Explain how those topics affect college students. Topics will come from all modules of the class and all textbooks/handouts presented in class.

Recommended Materials of Instruction

Dillon, Dave. (2021). Blueprint for Success in College and Career. *OpenStax, OER*. 9781989014042.

Other Learning Materials

Free short readings from Psychology of Opression by David, E.J.R., 2020

Articles & Handouts distributed by Instructor Butte College Catalog, online or print version VARK Online Assessment

Minimum Qualifications

Counseling (Masters Required)

Education (Masters Required)

Created/Revised by: Soldate, John

Date: 05/01/2023