



**WILLOWS UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

Management Report

DATE: August 1st, 2024

AGENDA TOPIC: College and Career Access Pathways Partnership Agreement and Appendix

PRESENTER: Scott J. Booth, Director of Curriculum, Instruction & Assessment

BACKGROUND INFORMATION:

As part of the College and Career Access Pathways Partnership with Butte College, Willows Unified is required to review and approve this formal agreement with Butte College; in which specific courses, course information, instructors, instructional materials, and requirements are identified for the 2024/25 school year. Moreover, in accordance with section 8.1 of this agreement, the College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present the CCAP agreement, take comments from the public, and approve or disapprove the CCAP agreement (Ed. Code § 76004 (c)(3)).

The term of this agreement is for three (3) years, beginning on July 1, 2024, and ending on June 30, 2027. To be signed, following approval.

RECOMMENDATION:

Approval of the 2024/25 CCAP Agreement

Thank you!



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

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and between the Butte-Glenn Community College District on behalf of Butte Community College ("College") and the **Willows Unified School District** ("School District") pursuant to the enacted Assembly Bill 288 College and Career Access Pathways Act ("AB 288") and California Education Code § 76004.

WHEREAS, Education Code § 76004 enables the governing board of a community college district to enter into a College and Career Access Pathways ("CCAP") partnership with the governing board of a public school district or a county office of education that is governed by a CCAP partnership agreement approved by the governing boards of both partners (Ed. Code § 76004 (a)-(b)); and

WHEREAS, School District is a public school district serving grades 9-12 located in Butte County or Glenn County and within the regional service area of the College, unless otherwise specified and agreed to as specified in California Education Code § 76004 (e); and

WHEREAS, College and School District desire to enter into this CCAP Agreement, consistent with the provisions of Education Code § 76004, for the purpose of offering or expanding dual enrollment opportunities for high school students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. For purposes of this CCAP partnership, "high school" includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates. (Ed. Code § 76004 (a)).

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

1. TERM OF AGREEMENT

1.1. The term of this CCAP Agreement shall be for Three (3) years beginning on **July 1, 2024**, and ending on **June 30, 2027**, unless terminated earlier in accordance with this CCAP Agreement.

2. CCAP AGREEMENT APPENDIX

This CCAP Agreement outlines the terms of the CCAP partnership between the College and School District. The CCAP Agreement Appendix shall specify additional detail regarding, but not limited to:

- 2.1. The total number of high school students projected to be served;
- 2.2. The total number of full-time equivalent students projected to be claimed by the College for those students;
- 2.3. The scope, nature, time, location and listing of community college courses to be offered;
- 2.4. The criteria to assess the ability of pupils to benefit from those courses; (Ed. Code § 76004 (c)(1));
- 2.5. A point of contact for the College and School District (Ed. Code, § 76004 (c)(2)); and
- 2.6. Specify which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education (Ed. Code § 76004 (m)(1)).

3. STUDENT ELIGIBILITY, ADMISSION, REGISTRATION AND ENROLLMENT

- 3.1. Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. (Ed. Code § 76004 (a))
- 3.2. The School District and College understand and agree that successful College admission and registration requires that each high school student complete the College's application for admission and Dual Enrollment Approval Form.
- 3.3. Admission, registration, and withdrawal procedures for students participating in this CCAP Agreement shall be governed by the College and shall be in compliance with College's admissions, registration, and withdrawal guidelines set forth in applicable law and College policy. The College policy on open enrollment must be published in the College catalog, schedule of classes, and any addenda to the schedule of classes.
- 3.4. The College will provide the necessary admission, registration, and withdrawal forms and procedures, and will be responsible for processing student applications.
- 3.5. The School District agrees to assist College in the admission, registration, and withdrawal of School District students as may be necessary and requested by College.
- 3.6. The College and School District will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 3.7. Enrollment in College courses offered as part of this CCAP Agreement shall be open to School District students who:
 - 3.7.1. are high school students enrolled in the School District;
 - 3.7.2. have been admitted to the College;
 - 3.7.3. meet all applicable prerequisite requirements as established by the College and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement;
 - 3.7.4. have a written parental consent form and principal recommendation for the duration of the student's enrollment in College courses offered as part of this CCAP Agreement. (Ed. Code § 76004 (c)(1))
- 3.8. Students seeking to enroll in College courses offered as part of this CCAP Agreement may enroll in up to a maximum of 15 units per term if the all of the following circumstances are satisfied:
 - 3.8.1. The units constitute no more than four community college courses per term.
 - 3.8.2. The units are part of an academic program that is part of this CCAP Agreement.
 - 3.8.3. The units are part of an academic program that is designed to award students with both a high school diploma and an associate degree or certificate or a credential. (Ed. Code § 76004, (p)(1)(2)(3))

4. PARTICIPATING STUDENTS

- 4.1. Students enrolled in College courses offered as part of this CCAP Agreement will be directed to the official catalog of the College for information regarding applicable policies and procedures.

- 4.2. Grades earned by students enrolled in College courses offered as part of this CCAP Agreement will be posted on the official College transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the College catalog.
- 4.3. Students enrolled in College courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the College and School District.
- 4.4. Students who withdraw from College courses offered as part of this CCAP Agreement will not receive College credit. Students must submit appropriate paperwork by College's published deadlines. Transcripts will be annotated according to College policy.
- 4.5. Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same standards of achievement, grading standards, methods of assessment (e.g., papers, portfolios, quizzes, labs, etc.), and behavioral standards (College's Student Code of Conduct) as those expected of students in courses taught on the College campus.

5. PARTICIPATING STUDENT FEES

- 5.1. A high school student enrolled in College courses offered through this CCAP Agreement shall not be assessed or charged a fee prohibited by Education Code § 49011, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. (Ed. Code §§ 49010 et seq.; 76004 (f))
- 5.2. A high school student enrolled in College courses offered through this CCAP Agreement and that are properly classified as having "special part- time student" status as described by Education Code § 76004 (p) shall be exempt from the following community college fee requirements (Ed. Code § 76004 (q)):
 - 5.2.1. Student Representation Fee. (Ed. Code § 76060.5)
 - 5.2.2. Nonresident Tuition Fee. (Ed. Code § 76140)
 - 5.2.3. Transcript Fees. (Ed. Code § 76223)
 - 5.2.4. Course Enrollment Fees. (Ed. Code § 76300)
 - 5.2.5. Apprenticeship Course Fees. (Ed. Code § 76350)
 - 5.2.6. Child Development Center Fees. (Ed. Code § 79121)
 - 5.2.7. Any other fees charged as a condition for course registration, pursuant to Education Code § 49011.
- 5.3. The total cost of books and instructional materials for School District students who enroll in a College course offered as part of this CCAP Agreement will be specified in the CCAP Agreement Appendix. Costs will be borne by School District.

6. CCAP AGREEMENT COURSES

- 6.1. Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All College courses offered as part of this CCAP Agreement have been approved in accordance with the policies and guidelines of the College and applicable law.

- 6.2. The scope, nature, time, location and listing of courses offered by the College as part of this CCAP Agreement shall be determined by the College and will be recorded in the CCAP Agreement Appendix. (Ed. Code § 76004 (c)(1))
- 6.3. The courses offered as part of this CCAP Agreement must be held at facilities which are clearly identified as being open to the general public, and must be open to any person who has been admitted to the College and has met any applicable prerequisite, except that the College may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered as part of this CCAP Agreement. (Ed. Code § 76004 (o)(1))
- 6.4. The College is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the School District or at the College. Procedures shall be put into place by the College to ensure instructors teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course.
- 6.5. Courses offered as part of this CCAP Agreement either at the College or School District shall be jointly reviewed and approved.
- 6.6. Courses offered as part of this CCAP Agreement shall not provide physical education course opportunities to high school pupils participating in this CCAP Agreement or any other course opportunities that do not assist in the attainment of at least one of the goals outlined in this CCAP Agreement. (Ed. Code § 76004 (d))
- 6.7. Courses offered as part of this CCAP Agreement at the School District shall:
 - 6.7.1. Be of the same quality and rigor as those offered on College campus and shall be in compliance with College academic standards.
 - 6.7.2. Be listed in the College catalog with the same department designations, course descriptions, numbers, titles, and credits, and shall identify if the credit is transferable.
 - 6.7.3. Adhere to the official course outline of record and the student learning outcomes established by the associated College academic department.
- 6.8. Courses offered as part of this CCAP Agreement shall comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to College as well as any corresponding policies, practices and requirements of the School District. In the event of a conflict between College course related regulations, policies, procedures, prerequisites and standards and School District policies, practices and requirements, the College regulations, policies procedures, prerequisites, and standards shall prevail. Standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply.
- 6.9. Site visits and instruction audits by one or more representatives of the College shall be permitted by the School District to ensure that courses offered as part of this CCAP Agreement in the School District are the same as the courses offered on the College campus and in compliance with College academic standards.
- 6.10. College has the sole right to ensure compliance with course outline of record.

7. INSTRUCTORS

- 7.1. All instructors teaching College courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in California Code of

Regulations, Title 5, §§ 53410 and 58060 as amended. The College shall be responsible to ensure all instructors teaching College courses offered as part of this CCAP Agreement meet the minimum qualifications for instruction in the discipline of the course in a California community college.

- 7.2. The College and School District may agree to select instructors from School District personnel to teach College courses offered as part of this CCAP Agreement. The School District shall provide and pay School District personnel selected to teach courses offered as part of this CCAP Agreement. School District personnel selected to be instructors remain employees of the School District, subject to the authority of the School District, but will also be subject to the authority of the College specifically with regard to their duties as instructors teaching College courses offered as a part of this CCAP Agreement.
- 7.3. Each instructor furnished by the School District to teach College courses offered as a part of this CCAP Agreement shall execute a separate written agreement with the College in the form of a CCAP Agreement Instructor Agreement as specified in Exhibit A to this CCAP Agreement. The CCAP Agreement Instructor Agreement shall require student attendance and FTES be reported by the instructor, and state that the College has the primary right to control and direct the instructional activities of the instructor. Instructors provided by the School District shall not be considered adjunct faculty for the College, and shall not be entitled to any of the benefits to which adjunct faculty are entitled. (Cal. Code Regs. tit. 5 § 58058(b))
- 7.4. The School District will be responsible for reporting pursuant to applicable federal teacher quality mandates for all instructors provided by the School District. (Ed. Code § 76004 (m)(2))
- 7.5. Instructors who teach College courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)
- 7.6. Instructors who teach College courses offered as part of this CCAP Agreement shall be responsible for the evaluation of students enrolled in courses in accordance with College policies, guidelines, and pertinent statutes and regulations.
- 7.7. Instructors who teach College courses offered as part of this CCAP Agreement shall comply with the fingerprinting requirements set forth in Education Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a School District site.
- 7.8. Prior to teaching College courses offered as part of this CCAP Agreement, instructors shall receive dual enrollment instructor training and orientation from the College regarding, but not limited to, reporting census, drops, withdrawals, grading procedures, record keeping, Dual Enrollment Course Audit process, and other instructional responsibilities related to dual enrollment. Said training shall be approved by and provided by the College. The College shall provide materials to instructors as are provided to College's hourly on-campus instructors, which may include instructor's manuals, course outlines, curriculum materials, and other materials.
- 7.9. Instructors who teach College courses offered as part of this CCAP Agreement are encouraged to participate in professional development activities sponsored by the College and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10. Instructors who teach College courses offered as part of this CCAP Agreement will be audited by the College using the adopted Dual Enrollment Course Audit process.

8. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 8.1. The College shall appoint an educational administrator, to be specified in the CCAP Agreement Appendix, who will serve as point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with College policies and standards. (Ed. Code 76004 (c)(2))
- 8.2. The School District shall appoint an educational administrator, to be specified in the CAAP Agreement Appendix, who will serve as the point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with School District standards. (Ed. Code 76004 (c)(2))
- 8.3. The College will provide School District personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach and recruitment activities, and compliance with the College policies, procedures and academic standards.
- 8.4. The School District will provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students, and other related services as deemed necessary. The School District's personnel will perform services as part of their regular assignment. School District personnel performing these services will be employees of School District, subject to the authority of School District.
- 8.5. The College shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the College.
- 8.6. The School District shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the School District.
- 8.7. The School District counselor shall work closely with the College counselor to identify those students who should be assessed by the Disabled Students Programs and Services ("DSPS") Office counselors as soon as possible so these students can receive needed accommodations early.
 - 8.7.1. A high school student enrolled in College courses offered through this CCAP Agreement with an Individual Educational Plan (IEP) or 504 Plan with the School District may request accommodations for his or her disability to participate in the educational programs and activities required by the Course and/or by the College. Accommodations required by state law or School District policy will be provided through the School District in consultation with College's DSPS Office. In order to best support the student, the School District will provide a copy of the student's current IEP or 504 Plan to College's DSPS Office.
 - 8.7.2. A high school student enrolled in College courses offered through this CCAP Agreement may request services from College's DSPS Office. In order to be considered for services by the DSPS office, students would need to follow the required process for all College students and described by the DSPS office.

9. STATE APPORTIONMENT

- 9.1. The College shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionment when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 9.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of

full-time equivalent students attributable to the attendance of eligible high school pupils. (Ed. Code § 76004 (o)(2))

- 9.3. The College shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. (Ed. Code § 76004 (r))
- 9.4. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this CCAP Agreement is authorized attendance for which the College shall be credited or reimbursed pursuant to Education Codes §§ 48802 or 76002, provided that School District has not received reimbursement for the same instructional activity. (Ed. Code § 76004 (s))
- 9.5. The School District agrees and acknowledges that College will claim apportionment for the School District students enrolled in community college course(s) under this CCAP Agreement.
- 9.6. The College shall demonstrate, and maintain documentation, that instruction claimed for apportionment pursuant to this CCAP Agreement is under the immediate supervision and control of an employee of the College who has met the minimum qualifications for instruction in the discipline of the course in a California community college. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)

10. CCAP AGREEMENT CERTIFICATIONS

10.1. This CCAP Agreement certifies:

- 10.1.1. That any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code § 87010, or any controlled substance offense as defined in Education Code § 87011. (Ed. Code § 76004 (h))
- 10.1.2. That any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. (Ed. Code § 76004 (i))
- 10.1.3. That a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. (Ed. Code § 76004 (j))
- 10.1.4. That any pretransfer-level course taught by community college faculty (which includes a qualified high school teacher teaching a college course as an "employee" of the community college district pursuant to California Code of Regulations, title 5, section 58058, subdivision (b)) at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by the partnering school district, and that the delivery of these pretransfer-level courses shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer-level course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code § 76004 (n))
- 10.1.5. That both the school district and the community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an CCAP Agreement course offered for high school credit. (Ed. Code § 76004 (l))

10.2. The College certifies that:

- 10.2.1. That a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus. (Ed. Code § 76004 (k)(1))
- 10.2.2. That participation in this CCAP Agreement is consistent with the core mission of the community colleges pursuant to Ed Code § 66010.4, and that pupils participating in this CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college. (Ed. Code, § 76004 (k)(2))
- 10.2.3. The College certifies that it will not receive full compensation for the direct education costs of the course(s) offered under this CCAP Agreement from any public or private agency, individual or group. (Ed. Code § 84752; Cal. Code of Regs., tit. 5, § 58051.5)
- 10.3. The School District certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources. (Ed. Code § 84752; Cal. Code Regs. tit. 5 § 58051.5)

11. RECORDS

- 11.1. Permanent records of student attendance, grades and achievement will be maintained by School District for School District students who enroll in a course(s) offered as part of this CCAP Agreement.
- 11.2. Permanent records of student enrollment, grades and achievement for College students shall be maintained by College.
- 11.3. Records will be open for review at all times by College officials and submitted on a schedule developed by the College. (Cal. Code Regs., tit. 5, §§ 55021, 55040, 58030)
- 11.4. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

12. REIMBURSEMENT

- 12.1. The financial arrangements implied in this CCAP Agreement will be further detailed in the CCAP Agreement Appendix.

13. FACILITIES

- 13.1. The School District will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction of courses offered as part of this CCAP Agreement and do so without charge to College or students. School District agrees to clean, maintain, and safeguard School District's premises. School District warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 13.2. The School District will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all School District students. The parties understand that such equipment and materials are School District's sole property. The instructor shall determine the type, make and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement.
- 13.3. The College facilities may be used subject to mutual agreement by the parties as expressed in the CCAP Agreement Appendix.

14. REPORTING TO THE STATE CHANCELLOR'S OFFICE

- 14.1. The College, in conjunction with the School District, shall report annually to the State Chancellor's Office all of the following information. (Ed. Code § 76004 (t))
- 14.1.1. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - 14.1.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - 14.1.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - 14.1.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
- 14.2. The School District and College shall work cooperatively for timely submission of said annual reports in accordance with any and all deadlines prescribed by the State Chancellor's Office.

15. CCAP AGREEMENT ADOPTION REQUIREMENTS

- 15.1. As a condition of adopting this CCAP Agreement, the governing boards of both the College and the School District shall do both of the following:
- 15.1.1. For career technical education pathways to be provided under the partnership, consult with, and consider the input of the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each partner shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership.
 - 15.1.2. Present, take comments from the public on, and approve or disapprove this CCAP Agreement or any CCAP Agreement Appendix at an open public meeting of the governing board of each partner. (Ed. Code § 76004 (b))
- 15.2. Upon approval of this CCAP Agreement or any CCAP Agreement Appendix by the governing boards of both the College and School District, the College will provide a copy of this CCAP Agreement or any CCAP Agreement Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the CCAP partnership. (Ed. Code § 76004 (c)(3))

16. PRIVACY OF STUDENT RECORDS

- 16.1. College and School District understand and agree that education records of students enrolled in a College course offered as part of this CCAP Agreement and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). College and School District agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076)
- 16.2. Limitation on Use. College and School District shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access that

information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Ed. Code § 49076)

- 16.3. Recordkeeping Requirements. College and School District shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- 16.4. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this CCAP Agreement, College and School District hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

17. INDEMNIFICATION

- 17.1. School District shall defend, indemnify and hold College, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School District, its officers, employees or agents.
- 17.2. College shall defend, indemnify and hold School District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of College, its officers, employees or agents.

18. INSURANCE

- 18.1. The School District shall secure and maintain in force during the entire term of this CCAP Agreement the following insurance coverage or an approved program of self-insurance with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority authorized to provide public liability and property damage insurance in the State of California.

- 18.1.1. General Liability insurance with a limit of not less than \$1,000,000 per occurrence, for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage, including but not limited to, the liability assumed under the indemnification provisions of this agreement.

The General Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.2. Automobile Liability insurance, "any auto" with a limit of not less than \$1,000,000 combined single limit per accident for bodily injury and property damage.

The Automobile Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.3. Workers' Compensation insurance with limits statutorily required by the State of California, and Employer's Liability insurance with limits of not less \$1,000,000 per accident for bodily injury or disease.

- 18.2. School District shall furnish the College with original certificates of insurance and endorsements evidencing the coverages, conditions, and limits required by this CCAP Agreement.
- 18.3. For the purpose of Workers' Compensation, School District shall be the "primary employer" for all its personnel who perform services as instructors and support staff. School District shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective School District personnel made in connection with performing services and receiving instruction under this CCAP Agreement. School District agrees to hold harmless, indemnify, and defend College, its officers, employees and agents from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by School District personnel connected with providing services under this CCAP Agreement. School District is not responsible for non-School District personnel who may serve as instructors.

19. NON-DISCRIMINATION

- 19.1. Neither the School District nor the College shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

20. TERMINATION

- 20.1. Either party may terminate this CCAP Agreement by giving written notice specifying the effective date of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester.

21. FUNDS UNAVAILABLE

- 21.1. This CCAP Agreement may be terminated immediately by either party if funds become unavailable for the support of the CCAP Agreement. In the event termination is pursuant to this paragraph, a notice specifying the reason for termination shall be sent as soon as possible after the termination.

22. NOTICES

- 22.1. Any and all notices under this CCAP Agreement shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive
Oroville, CA 95965
ATTN: Vice President for Administrative Services

WILLOWS UNIFIED SCHOOL DISTRICT
823 West Laurel St.
Willows, CA 95988
ATTN: Superintendent

23. ENTIRETY OF AGREEMENT

- 23.1. This CCAP Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter of this CCAP Agreement, and supersedes all prior written or oral representations and agreements with respect to the subject matter herein.

24. AMENDMENTS

24.1. This CCAP Agreement may be modified only by written amendments duly executed by the College and the School District.

25. APPLICABLE LAW AND VENUE

25.1. This CCAP Agreement shall be construed in accordance with and governed by the laws of the State of California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

26.1. For locations outside the geographical boundaries of Butte-Glenn Community College District, College will comply with the requirements of California Code of Regulations, Title 5, §§ 55300 et seq., or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

27.1. If any term, provision, covenant, or condition of this CCAP Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the CCAP Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

28. TERMS AND CONDITIONS

28.1. The parties to this CCAP Agreement acknowledge that they have read and understood this CCAP Agreement completely, and will fully comply with all terms and conditions of this CCAP Agreement set forth herein.

29. COUNTERPARTS

29.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

30. BOARD APPROVAL

30.1. The College and School District enter into this CCAP Agreement pursuant to action of the governing boards of the College and School District.

College Public Comment and Approval Board Meeting Date:	8/14/24
School District Public Comment and Approval Board Meeting Date:	8/1/24

[SIGNATURE PAGE FOLLOWS]

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

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

WILLOWS UNIFIED SCHOOL DISTRICT

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

- CCAP Agreement Appendix
- Exhibit A College and Career Access Pathways Agreement Instructor Agreement

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 PARTNERSHIP AGREEMENT				
Budget Code:	11.000.400.1.601035.55890	PO Amount:			
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
KAM BULL		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					



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:	8/14/24
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/1/24	Appendix:	8/1/24
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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:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Erin Taylor	Title:	Administrative Assistant
Telephone:	937-6600	Email:	etaylor@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.

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:	2024-25	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 440	TOTAL PROJECTED FTES: 44
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COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Careers in Agriculture, ES, NR	AB 20	TBA	3	TBA	TBA	S. Alves	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Intro to Agriculture Business	AB 26	TBA	1	TBA	TBA	S. Alves	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Intro to Animal Science	AGS 40	TBA	1	TBA	TBA	S. Alves	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Medical Terminology	ALH 104	TBA	1	TBA	TBA	D. Keolanui	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Soft Skills in Prof Health Care	ALH 6	TBA	1	TBA	TBA	D. Keolanui	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Magic-Witchcraft-Religion	ANTH 13	TBA	2	TBA	TBA	S. Frawley	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Cultural Anthropology	ANTH 4	TBA	2	TBA	TBA	S. Frawley	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Career, Education & Life Choices	CLP 101	TBA	4	TBA	TBA	V. Prickett	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Reading-Composition	ENGL 2	TBA	1	TBA	TBA	K. Wasche	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Reading-Composition	ENGL 2	TBA	1	TBA	TBA	C. Vancil	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Introduction to Literature	ENGL 4	TBA	1	TBA	TBA	TBA	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Introduction to Literature	ENGL 4	TBA	1	TBA	TBA	TBA	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Intro to Statistics	MATH 18	TBA	2	TBA	TBA	R. Aulakah	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS/Online
U.S. Government	POS 2	TBA	1	TBA	TBA	P. Frederici	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> 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 NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Careers in Agriculture, ES, NR	Online Curriculum	\$0	N/A	\$0
Intro to Agriculture Business	Online Curriculum	\$0	N/A	\$0
Intro to Animal Science	Modern Livestock & Poultry Production	\$0	N/A	\$0
Medical Terminology	Intro to Medical Terminology	\$0	N/A	\$0

Soft Skills in Prof Health Care	Health Careers Today	\$0	N/A	\$0
Magic-Witchcraft-Religion	No textbook required	\$0	N/A	\$0
Cultural Anthropology	No textbook required	\$0	N/A	\$0
Career, Education & Life Choices	Career Choices and Changes	\$0	N/A	\$0
Reading-Composition	No textbook required	\$0	N/A	\$0
Reading-Composition	No textbook required	\$0	N/A	\$0
Introduction to Literature	TBA	\$0	N/A	\$0
Introduction to Literature	TBA	\$0	N/A	\$0
Intro to Statistics	Essentials of Statistics - MyLab	\$0	N/A	\$0
U.S. Government	Free: https://openstax.org/details/books/american-government-3e	\$0	N/A	\$0

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
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA
WHS	TBA	TBA	TBA

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

WILLOWS UNIFIED SCHOOL DISTRICT

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

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

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

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 High 2024/25			
Budget Code:	11.000.400.1.601035.55890	PO Amount:	\$8,000	
Contract Monitor Name <i>(Person Who Approves Invoices)</i> :	TANNA NEILSEN			Phone: 7586
APPROVALS				
KAM BULL		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

AB 20 - Careers in Agriculture, Environmental Science and Natural Resources

Transfer Status: CSU

Unit(s): 1.00

Contact Hours: 17.00 Lecture

Out of Class Hours: 34.00

Total Course Hours: 51.00

Course Description:

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.

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Introduction	1.00
Employment Trends	1.00
Establishing Goals	1.00
Sources of Employment Information	3.00
Placement and Interest Testing	2.00
Personal Inventory	1.00
Personal Education Plan	1.00
Resumes, Cover Letters	3.00
Job Interviews	2.00
Career Options	1.00
Self Evaluation	1.00
Total Hours:	17.00

Examples of Assignments

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.

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.

Out-of-Class Assignments

ATTACHMENT 1

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.

Recommended Materials of Instruction

Yena, D.. (2020). Career Directions: New Paths to Your Ideal Career. *McGraw-Hill Education, Seventh* . 9781259712371.

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

Methods of Evaluation

- A. Quizzes
- B. Portfolios
- C. Papers
- D. Homework
- E. Mid-term and final examinations
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021



Catalog Description

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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).

Objectives

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

1. Explain how economic principles relate to commodity marketing sub sectors in agriculture.
2. 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.
3. Develop an awareness of the basic laws, regulations, and regulatory agencies that interact with the agriculture community.
4. Describe various styles of leadership.
5. Identify the role of the agricultural manager.
6. Recognize, evaluate, and propose solutions to problems in personnel, ethics and communication.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
The role and organization of the agribusiness	
a. The place of agribusiness in California, United States, and the global economy	
b. Types of agribusiness	
c. The organization of an agribusiness	8.50
d. Types of business structure	
e. Managing the agribusiness	
Management	
a. Planning	
b. Leading	
c. Organizing	8.50
d. Controlling	
Managerial Problem Solving in Agriculture	
a. Diagnosis of the situation	
b. Generating alternative	
c. Evaluating alternatives	
d. Selecting the best alternative	8.50
e. Implementing the alternative	
f. Evaluation of results	
Financial Management and Control of Agribusiness	
a. General business economics	
b. Overview of financial statements	8.50

- Human Resource Management
- The role of the agriculture manager
 - Agriculture employee motivation
 - Team and team building
 - Labor relations

ATTACHMENT 1
8.50

- Business Land and Ethics in Agriculture
- Agriculture values
 - Agriculture business ethnics
 - Personal values
 - Agricultural Law and the regulatory environment

8.50

Total Hours: 51.00

Examples of Assignments

Reading Assignments

- 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.
- 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.

Writing Assignments

- 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.
- 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.

Out-of-Class Assignments

- 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.
- 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.

Recommended Materials of Instruction

Barnard, F., Foltz, J., Yeager, E., Brewer, B.. (2020). Agribusiness Management. *Routledge, Sixth*. 9780367341947.

Methods of Instruction

- Group Discussions
- Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- Lecture
- Reading Assignments

Methods of Evaluation

- Quizzes
- Oral Presentation
- Projects
- Homework
- Short papers
- Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021



Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

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. (C-ID AG-AS 104).

Objectives

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

1. Identify animal contributions to the development of human civilizations.
2. Describe economically significant breeds of animals and their unique adaptations.
3. Describe the function of the major body systems.
4. Identify reproductive cycles and biotechnological principles of animal reproduction.
5. Analyze genetic change through artificial/natural selection.
6. Discuss nutritional needs for various body functions.
7. Describe animal behavior as it relates to animal domestication, health and performance.
8. Explain basic strategies for disease control, prevention and management.
9. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
10. Identify and discuss current issues affecting animal agriculture.

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Genetics

- a. Introduction and review of genetic principles
- b. Gene modification and genetic interactions
- c. Genetic improvement and variation
- d. Inheritance and population genetics

ATTACHMENT 1
3.00

Nutrition

- a. Classes of nutrients
- b. Feed identification and composition
- c. Livestock feeding management practices

3.00

Animal behavior (ethology)

- a. Behavioral characteristics
- b. Animal handling and safety
- c. Conditioning

3.00

Animal health

- a. Biosecurity
- b. Vital Signs
- c. Indications of health vs disease
- d. Common diseases

3.00

The scientific method

- a. Research in animal agriculture
- b. Developing a research model
- c. Humane treatment of research animals

3.00

Issues affecting animal agriculture

- a. Animal welfare issues
- b. Advances in biotechnology
- c. Governmental and environmental concerns
- d. Food safety
- e. Public policy and consumer awareness

5.00

Total Hours: 34.00

Lab

Topics

Beef and Dairy

Lab Hrs

3.00

Sheep and Swine

3.00

Meats lab, safety and processes

3.00

Grocery store - meat, cheese, butter, ice cream

3.00

Purebred Beef - Expected Progeny Differences (EPD)

3.00

Commercial cattle operation - weaning, castration

3.00

Dairy farm - production cycle

3.00

Milk processing - cheese plant

3.00

Sheep - lambing and handling

3.00

Purebred Sheep - production cycle

3.00

Swine - vaccination, selection, management

3.00

Poultry - quality of carcasses and eggs

3.00

Horse - production cycle

3.00

Selection workshop

3.00

Biotechnology and environmental workshop

3.00

North Valley Livestock Tour

6.00

Total Hours: 51.00

Examples of Assignments

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.

ATTACHMENT 1

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.

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.

Recommended Materials of Instruction

Taylor, R. (2012). Scientific Farm Animal Production. *Prentice Hall, 10th.*

Knights, Marlon. (2014). Animal Science Lab Manual. *Kendall Hunt Publishing, 1st.*

Other Learning Materials

Materials: 3 ring notebook, proper clothing for labs

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Adams, Denise

Date:02/25/2019



Catalog Description

ALH 6 - The Critical Six Soft Skills in the Professional Healthcare Environment

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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.

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Communication	9.00
Workplace Ethics and Professionalism	8.00
Team Building and Collaboration	8.00
Effective Problem Solving	9.00
Embracing Diversity	9.00
Demonstrating Compassion	8.00
Total Hours:	51.00

Examples of Assignments

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.

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.

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.

ATTACHMENT 1

2. Develop an activity that can be used in the workplace to enhance team building and collaboration.

Recommended Materials of Instruction

Elsevier. (2016). *Job Readiness for Health Professionals. Saunders, 2nd* .

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Craig, Susan

Date:04/02/2018



Catalog Description

ALH 104 - Medical Terminology

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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.

Objectives

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

1. Interpret the meaning of medical terms by analyzing the basic elements of the terms.
2. Classify medical terms in relation to basic anatomy, physiology, and pathology of body systems.
3. Identify medical terms correctly.
4. Pronounce medical terms correctly.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Introduction of Medical Terminology	5.00
Body Structure	3.00
Integumentary (Skin and associated structures) System	3.00
Muscular System	2.00
Skeletal System	2.00
Cardiovascular System	4.00
Blood, Lymphatic and Immune Systems	4.00
Respiratory System	4.00
Digestive System	3.00
Urinary System	3.00
Reproductive System	3.00
Endocrine System	4.00
Nervous System	4.00
Special Senses	3.00
Pharmacology, Diagnostic Imaging, Surgery, Oncology	4.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter about the respiratory system and be prepared to discuss root words and combining forms regarding the respiratory system.

2. Read about diagnostic imaging and be prepared to discuss terms regarding X-Ray procedures.

Writing Assignments

ATTACHMENT 1

1. Write a one page paper about heart disease, incorporating at least 15 medical terms introduced in the cardiovascular chapter.
2. Write a one page paper about the anatomy of the respiratory system to include at least ten medical terms from the respiratory system chapter.

Out-of-Class Assignments

1. Find a media advertisement about a pharmaceutical product research its usage and be prepared to interpret medical terms within the ad.
2. Read the medical record analysis at the end of the musculoskeletal chapter and be prepared to interpret the underlined terms.

Recommended Materials of Instruction

Fremgen, Bonnie. (2015). *Medical Terminology, A Living Language. Prentice Hall, 6th.*

Other Learning Materials

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

Methods of Instruction

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

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Homework
- D. Short papers

Created/Revised by: Smith, Michael

Date:04/04/2016



Catalog Description

ANTH 4 - Cultural Anthropology

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. (C-ID ANTH 120).

Objectives

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

1. Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.
2. Recognize the methods, theories and perspectives used to study and understand human cultures.
3. Explain the importance of the ethnographic method in the study of culture.
4. Employ the relativist perspective while discussing cultural variation.
5. Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
6. Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
7. Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Anthropological theories, methods and perspectives	4.00
Anthropological study of human cultures in comparative perspective	4.00
Subsistence patterns	4.00
Social, political and economic organizations	4.00
Language and communication	3.50
Family and kinship	3.50
Belief systems	3.50
Art and expressive culture	3.50
Ethnicity and race	3.50
Gender and sexuality	3.50
Social inequality and colonialism	3.50
Globalization and culture change	3.50
Professional ethics	3.50

Examples of Assignments

Reading Assignments

1. Read the article from Conformity and Conflict that focuses on anthropological definitions of culture. Be prepared to discuss why the concept of culture is so important to an understanding of human behavior—and why, to a significant degree, “culture” is deemphasized or left out in human behavior modeling in so many social and behavioral sciences.
2. Read the article from Conformity and Conflict that deals with the foundations of cultural relativism. Note, for purposes of discussion how cultural relativism has changed over the years; compare and contrast these views through contrasting Franz Boas with Marvin Harris.

Writing Assignments

1. Write a three page essay based on your social organization article. Compare and contrast at least two of the societies described in the article.
2. Write a five page essay on the history of anthropological thought focusing on Bronislaw Malinowski’s concept of culture as integrated. Contrast his concept with Gregory Bateson’s concept of the “holistic fallacy.”

Out-of-Class Assignments

1. Attend the American Association of Anthropology’s national meeting. Attend the session dealing with food production in Sub-Saharan Africa. Current attempts by international organizations have failed to assist people living in this region. Why? What insights can applied anthropologist offer that might make assistance programs more successful with regard to food production and distribution in this region?
2. Attend a session of the Anthropology Forum at the local University (CSU Chico). This week’s forum is a panel discussion (made up of some members of the anthropology department at CSU Chico) on reflexivity in ethnographic research. Note how various panel discussants handled issues of “observer obtrusive” and “non-obtrusive” descriptive data as a problem for field work.

Recommended Materials of Instruction

Ember, Carol and Melvin. (2010). Cultural Anthropology . *Prentice Hall* , 12th.
 Bailey, Garrick and Peoples, James. (2011). Essentials of Cultural Anthropology. *Wadsworth* ,
 Rotating editors. (2009). Annual Editions: Cultural Anthropology. *Dushkin*,

Methods of Instruction

- A. Discussion
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Multimedia Presentations
- G. Problem-Solving Sessions
- H. Reading Assignments
- I. Class Activities

Methods of Evaluation

- A. Quizzes
- B. Written Assignments
- C. Written Examinations
- D. Essays and research papers

Created/Revised by: Findlay, Michael

Date:03/04/2013



Catalog Description

ANTH 13 - Magic, Witchcraft and Religion

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is a cross-cultural study of the forms and functions of supernatural beliefs and rituals in contemporary and historical societies. The course focuses on non-western societies and their religious systems. Descriptive anthropological methods (ethnography and ethnology) are discussed as important aspects of the study of belief systems cross-culturally. Moreover, various theoretical models are employed to inform the study of beliefs and practices associated with both nonwestern and western societies. An integrated view of religion is taken to demonstrate how belief in supernatural forces reflects other cultural patterns of behavior and thinking. For example, religion is integrated with such areas of basic human concern as subsistence practices, social organization, and culture changes that arise in contact situations.

Objectives

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

1. define and describe the basic anthropological approaches (method and theory) to the cross-cultural study of religion.(e.g. belief systems).
2. name and appraise the work of important anthropologists who have studied religious belief systems from an anthropological perspective.
3. recognize certain theoretical explanations that can be applied to a functional understanding of religious behavior and thinking and apply these models to contemporary life.
4. recognize and describe various religious functionaries as they are found across a variety of societies and cultural circumstances.
5. recognize the integrated nature of belief in terms of how rituals and religious themes often reflect recurring patterns of subsistence cycles, social organization, and psychological imperatives.
6. compare and contrast non western belief systems with those typically predominate in the west.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction: The Anthropology of Religion	6.00
The Historic Development of Anthropological Approaches to Understanding Religious Belief and Practice: Myth, Rituals, and Taboos	4.00
Forms and Functions: Theoretical Approaches and Concepts of Culture	5.00
Shamans, Priests, and Prophets: Religious Practitioners from a Crosscultural Perspective	4.00
Subsistence, Social Organization, and Other Aspects of Culture: Integration with religious Beliefs and Practices	12.00
Religion and Healing: Traditional Healers as Religious Practitioners	4.00
Witches, Ghosts, Demons and other Miscellaneous Beliefs	4.00
Revitalization Movements	4.00
Religion and Culture Contact	4.00
Belief and Practice in a New Age Context	4.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the article from your supplemental text that deals with "syncretism." This concept is often confused with "acculturation" and "cultural blending." Be prepared to discuss in class what syncretism is and provide a few ethnographic examples (e.g. Maya , Tarajumaran, and Kayapo syncretism).
2. Read the article from your supplemental text that deals with anthropological definitions of religion and belief. Be able to discuss why anthropological approaches to belief systems have allowed for significant insights into the religious beliefs and practices of hunter-gatherer societies found in different parts of the world (e.g. in Australia, the Kalahari Desert and the more remote areas of the Amazon Basin).

Writing Assignments

1. Write a three page essay focusing on animism. What is animism? How does an animistic world view influence perceptions of other aspects of life (e.g. subsistence, social organization, and ritual life).
2. Write a three page summary outlining the basic characteristics of shamanism. Focus on shamanic practices in Peru. Include references to Brujos and Brujas. How do these specialists retain aspects of traditional shamanism?

Out-of-Class Assignments

1. Search on the internet, find information on local shamanism. Be prepared to share with class.
2. Several Native American traditional healers will be visiting campus this week. Attend their panel discussion and report your observations and comments to class. Did these participants seem to have knowledge of traditional medicine that derived from older more traditional sources or were there ideas and practices more in line with New Age beliefs. Go back over the articles on traditional shamanism vs. New Age healing.

Recommended Materials of Instruction

- Lehmann, Myers and Moro, eds.. (2010). *Magic, Witchcraft, and Religion*. McGraw Hill, 9th. 0073405213.
- Hicks, David ed.. (2008). *Ritual and Belief: Readings in the Anthropology of Religion*. McGraw Hill, 4th. 0072414898.
- Crapo, Richley. (2002). *Anthropology of Religion: The Unity and Diversity of Religion*. McGraw Hill. , 1st. 0072387238.
- Spradley, James and McCurdy, David. (2006). *Conformity and Conflict: Readings in Cultural Anthropology*. Allyn and Bacon, 12th.

Methods of Instruction

- A. Discussion
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Problem-Solving Sessions
- F. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Essays and research papers

Created/Revised by: Findlay, Michael

Date:02/25/2013



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

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.

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

Lecture

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

Examples of Assignments

Reading Assignments

1. 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.
2. 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.

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.

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.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

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.

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Donnelly, Brian

Date:10/31/2016



Catalog Description

ENGL 2 - Reading and Composition

Transfer Status: CSU/UC

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Students will critically read expository, argumentative, and fictional texts and develop expository, persuasive, and argumentative academic writing. Essays will demonstrate reading comprehension, analysis, critique, academic research, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read, analyze, and evaluate a variety of primarily non-fiction, diverse texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. A minimum of 5000 words of formal writing will be required.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, and punctuation do not impede clarity.

Course Content

Topic Titles / Suggested Time Topic

Lecture

<u>Topics</u>	<u>Lec Hrs</u>
Critical and analytical reading of college-level texts	
A. Reading scholarly sources	
B. Annotating texts	
C. Identifying key points, drawing inferences, and understanding broader implications	17.00
D. Critically evaluating arguments	
Audience and purpose	
A. Identifying target audiences	
B. Anticipating reader response and addressing opposing or differing perspectives	
C. Identifying and following conventions that meet the needs of particular audiences	8.00
D. Understanding the various influences that shape perspectives, values, language and identities	
E. Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each	
The writing process	
A. Methods for pre-writing and drafting	
B. Strategies for global revision	
C. Proofreading and editing strategies, including using research and grammar handbooks and/or other sources to edit papers	15.00
D. Recognizing and using appropriate grammar, punctuation, and spelling, as well as effective syntax	
E. Analyze stylistic choices in their own writing and the writing of others	

- Research strategies and documentation methods
- Strategies for focusing searches and finding strong sources
 - Methods for organizing research
 - Understanding discipline-specific conventions for documenting research
 - Using research handbooks to identify the necessary format for documenting individual sources

ATTACHMENT 1
15.00

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Methods for evaluating popular media, online, and print sources
- Strategies for synthesizing points from source materials into more complex, college-level arguments

13.00

Total Hours:

68.00

Examples of Assignments

Reading Assignments

- Read the essay assigned by the instructor. As you read, note the author's claim and supporting evidence as well as his or her focus on audience, tone, and rhetorical strategies.
- Carefully read the essay assigned by the instructor. Note the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader.

Writing Assignments

- Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 to 5 pages.
- Construct a well-developed essay in which you critique an author's support for a claim, focusing on the quantity and quality of evidence as well as on the use of logic and fallacies. Minimum of 3 to 5 pages.

Out-of-Class Assignments

- Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles to the next class.
- Find a scholarly and a popular source that both address the same aspect of the issue you are writing about for your inquiry project. Note similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th.

Graff, G., Birkenstein, C.. (2021). *They Say/I Say*. W.W. Norton, 5th. .

Wangler, S. & Ulrich, T.. (2019). *88 Open Essays: A Reader For Students Of Composition & Rhetoric*. Creative Commons,

Guptil, A.. (2016). *Writing in College: From Competence to Excellence*. Open SUNY Textbooks,

Other Learning Materials

Film, video and other electronic sources

The Purdue Online Writing Lab (OWL)

Methods of Instruction

- Collaborative Group Work
- Discussion
- Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- Lecture

Methods of Evaluation

- Quizzes
- Oral Presentation
- Class participation
- Written Assignments
- Essays and research papers
- Class Discussion

Created/Revised by: Bearden, Kenneth

Date:05/02/2022



Catalog Description

ENGL 4 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: ENGL 2 or ENGL 3

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course concentrates on introducing students to a wealth of representative literary works from the major genres. Additionally, the course develops the basic skills necessary in literary analysis, namely critical reading, analytical writing, and research methods. Emphasis is placed on investigating and appreciating the cultural, historical, and aesthetic aspects of literary works chosen from at least four of the five literary genres. Graded only. (C-ID ENGL 120).

Objectives

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

1. Analyze themes within course texts and compare them to the ways these themes are treated in other course texts.
2. Synthesize analyses of specific details in particular works of literature in support of a clear, overall point or thesis.
3. Identify, employ and evaluate different frameworks for analyzing and interpreting literature. These frameworks may include political, socioeconomic, geographical, ethnic, cultural, ecological, psychoanalytical, historical, gender, sexuality, and genre development.
4. Interpret and discuss how various literary works both reflect and influence various aspects of culture.
5. Identify key elements of major genres and define and apply relevant literary terms in the analysis of specific works.
6. Utilize standard methods of essay development in the written analysis of literary works.
7. Employ appropriate research and documentation methodologies.
8. Utilize proper English syntax and mechanics in her/his own writing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Brief review of subjects discussed in English 2	
A. Reading and writing critically	1.00
B. The art of writing	
The research paper, use of the library, and investigative techniques	
A. How to generate our own ideas.	
B. How to use the ideas of other scholars.	2.00
C. Using MLA style.	
D. How to search library catalogues and databases and identify useful sources	
Reflecting human diversity: The literary achievements of minorities and women all over the world.	
A. The literary canon: Diversity and Controversy	
B. The Western Canon and the shift to literature as world literature, emphasizing cultural diversity within each culture, the work of women authors and of ethnic, religious, and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) minorities in those cultures	2.00

Literary Terms

- A. Tone and mood
- B. Literal and non-critical statement
- C. Explicit and implicit statement
- D. Purpose, attitude, meaning
- E. Connotation, irony, satire, sarcasm, humor
- F. Diction, figurative language and symbol and their influences on theme and audience

ATTACHMENT 1

2.00

Critical approaches to literature

- A. Political and socio-economic approaches
- B. Feminist and Queer
- C. Geographical
- D. Ethnic and Cultural
- E. Historical
- F. Ecological
- G. Psychoanalytical
- H. Postcolonial
- I. Biographical
- J. Mythological
- K. Structuralist and Poststructuralist

2.00

The above topics will be discussed within the first weeks of the course and integrated throughout the semester as appropriate.

Short Story

- A. History of the short story
- B. Elements of the short story
- C. Themes and context

9.00

Major Writers and Works: Alice Walker's "Roselily," William Faulkner's "A Rose for Emily," Herman Melville's "Bartleby the Scrivener," Sherman Alexie's "Class," Jamaica Kincaid's "Girl," Hayashi Mariko's "Wine," Naguib Mahfouz's "The Answer is No," Chimamanda Adichie's "The Arrangers of Marriage," Lu Xun's "Diary of a Madman" and others.

Drama

- A. History of drama
- B. Elements and context
- C. Themes and context

9.00

Major Writers and Works: Sophocles' *Antigone*, Susan Graspell's *Trifles*, William Shakespeare's *The Tempest*, Henrik Ibsen's *A Doll House*, D. H. Hwang's *M. Butterfly*, August Wilson's *Fences*, and others.

The Novel

- A. History of the novel
- B. The elements of the novel
- C. Themes and context

9.00

Major Writers and Works: Henry James's *Daisy Miller*, Toni Morrison's *Beloved*, Chinua Achebe's *Things Fall Apart*, Stephen Galloway's *The Cellist of Sarajevo*, and others.

Poetry

- A. History of poetry
- B. The elements of poetry
- C. Themes and context

9.00

Major Writers and Works: Gwendolyn Brooks' "We Real Cool," Elizabeth Bishop's "The Fish," Matsuo Basho's "Under Cherry Trees," William Shakespeare's Sonnet 116, Gary Soto's "Mexicans Begin Jogging," Emily Dickinson's "Success is Counted Sweetest," Brian Turner's "2000 lbs.," Muriel Rukeyser's "Waiting for Icarus," and others.

Film

- A. History of film
- B. The elements of film
- C. Terms and technology
- D. Themes and context

6.00

Major Filmmakers and Works: Akira Kurosawa's "Samurai Series," Franco Zeffirelli's "Romeo and Juliet," Alan Ball's "American Beauty," Roman Polanski's "The Pianist," Deepa Mehta's "Water," and others.

Total Hours:

51.00

Reading Assignments

1. Read James Wright's "Saint Judas" and evaluate his use of allusion and the sonnet form.
2. Read Toni Morrison's *Beloved*, and find as many possible symbols as you can. Choose the three uses of symbol that you found most compelling, and try to interpret them in multiple ways, relating each interpretation back to what you've identified as a major theme in the novel. Bring these notes on the symbols and possible interpretations to our next class.

Writing Assignments

1. In a short essay (4-6 pages) compare at least two of the assigned poems. Your paper should define, discuss, and analyze the basis for comparison (form/style, motifs/theme, figurative language), the relevance of the comparison, and the insight we gain by seeing these poems in relation to one another rather than separately.
2. Read Lu Xun's "Preface to a Call to Arms" and "Diary of a Madman" and write a Blackboard discussion post that identifies at least two major uses of irony in each text. Begin by formulating Lu Xun's broader purpose in both pieces for your reader, then analyze the possible functions of two different examples and explain how these ironies relate to his broader purpose. Once you've completed your post, choose one of your classmates' posts, and, using specific examples from that post, analyze and evaluate your classmate's arguments.

Out-of-Class Assignments

1. Attend one of the suggested literary events (a reading or performance) and write a short response (1-2 pages) that critiques the work(s) presented using appropriate literary terminology.
2. Choose one novel from the list of suggested novels, and choose one of the critical frameworks we've discussed. Find an example of an analysis of some aspect of this novel that uses this same framework. This example should give you an idea of how that writer defines the scope of her/his project. Then decide on the limits of your scope, your own topic, and use your chosen framework to write an analysis of your novel that you will present to the class on your assigned day. Be sure that your topic is not the same as the topic in the example that you found, and you must submit both your written analysis and a copy of your example on the day of your presentation.

Recommended Materials of Instruction

Meyer, Michael. (2015). *The Bedford Introduction to Literature. Bedford/St. Martin's, 11th.*

David Damrosch. (2009). *The Longman Anthology of World Literature Volume F. Pearson/Longman, 2nd.*

Other Learning Materials

Additional literary works chosen by the instructor that reflect human diversity.

Methods of Instruction

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

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments
- E. Examinations

Created/Revised by: Koenig, Kiara

Date:09/09/2019



Catalog Description

MATH 18 - Introduction to Statistics**Transfer Status:** CSU/UC**Prerequisite:** Intermediate Algebra or equivalent**Unit(s):** 4.00**Contact Hours:** 68.00 Lecture**Out of Class Hours:** 136.00**Total Course Hours:** 204.00**Course Description:**

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. (C-ID MATH 110).

Objectives

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

1. Distinguish among different scales of measurement and their implications.
2. Interpret data displayed in tables and graphically.
3. Apply concepts of sample space and probability.
4. Calculate measures of central tendency and variation for a given data set.
5. Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
6. Calculate the mean and variance of a discrete distribution.
7. Calculate probabilities using normal and student's t-distributions.
8. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.
9. Construct and interpret confidence intervals.
10. Determine and interpret levels of statistical significance including p-values.
11. Interpret the output of a technology-based statistical analysis.
12. Identify the basic concept of hypothesis testing including Type I and II errors.
13. Formulate hypothesis tests involving samples from one and two populations.
14. Select the appropriate technique for testing a hypothesis and interpret the result.
15. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.
16. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.

Course Content

Topic Titles / Suggested Time Topic

Lecture**Topics**

	Lec Hrs
Summarizing data graphically and numerically	4.00
Descriptive statistics: measures of central tendency, variation, relative position, and levels/scales of measurement	4.00
Sample spaces and probability	4.00
Random variables and expected value	4.00
Sampling and sampling distributions	4.00
Discrete distributions – Binomial	4.00
Continuous distributions – Normal	5.00
The Central Limit Theorem	4.00

Estimation and confidence intervals		6.00
Hypothesis Testing and inference, including t-tests for one and two populations, and Chi-square test		14.00
Correlation and linear regression and analysis of variance (ANOVA)	ATTACHMENT 1	6.00
Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education		4.00
Statistical analysis using technology such as SPSS, EXCEL, Minitab, or graphing calculators		5.00
	Total Hours:	68.00

Examples of Assignments

Reading Assignments

1. Read the section in the textbook on measures of variation and be able to describe the range, variance, and standard deviation for a data set.
2. Read the section in the textbook on sampling distributions and be able to describe a sampling distribution of sample means and state the Central Limit Theorem.

Writing Assignments

1. Write a paragraph explaining how to find a deviation of an entry in a data set and how you find the standard deviation for the data set.
2. After applying the Central Limit Theorem to find the probability of a sample mean, write a sentence interpreting your results.

Out-of-Class Assignments

1. Review the section on measures of central tendency and solve the problems in the exercises assigned by the instructor.
2. Review the section on sampling distributions and solve the problems in the exercises assigned by the instructor.

Recommended Materials of Instruction

Triola, M.F.. (2023). *Essentials of Statistics. Pearson, 7th.* 9780137466030.

Other Learning Materials

MyMathLab, a computer web-based learning system
 Graphing calculator with statistical capabilities

Methods of Instruction

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

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes

Created/Revised by: Bartsch, Kimberly

Date:04/18/2022



Catalog Description

POS 2 - United States Government

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

An introduction to United States and California government and politics, including their constitutions, political institutions and processes, and political actors. Examination of political behavior, political issues, and public policy. POS 2 partially satisfies U.S. History, Constitution and American Ideas requirement at the CSU. (C-ID POLS 110).

Objectives

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

- 1. Explain the founding and development of the U.S. Constitution.
2. Identify and evaluate institutions and political processes within the United States and California.
3. Discuss and analyze contemporary political issues and operations in the United States and California.
4. Explain the civil liberties and civil rights of individuals as articulated in the U.S. Constitution and federal court decisions.
5. Analyze the role of culture, diversity and ideology in shaping public opinion and public policy in the United States and California.
6. Analyze how to effectively participate in politics at the national, state, county and/or city levels.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Table with 2 columns: Topics and Lec Hrs. Topics include political philosophies of framers, process of amending constitution, theory of federalism, contemporary operations of government branches, rights and liberties, California state relations, individual political behavior, factors shaping politics, and domestic/economic/foreign issues. Total Hours: 51.00.

Examples of Assignments

Reading Assignments

- 1. Read the chapter on public opinion, then read the supplementary article from the Washington Post's Monkey Cage Blog. Come to class prepared to contrast the majoritarian and pluralist models of democracy with respect to their assumptions about public opinion. Also, be prepared to explain what is meant by the shape and stability of the distribution of public opinion.

2. Read the article on veto power. Be able to discuss how the president of the U.S. uses veto power. Contrast Andrew Jackson's use of veto power with the way in which president Clinton used veto. Discuss how president Ronald Reagan used the threat of veto power.

Writing Assignments

ATTACHMENT 1

1. Write a three page essay comparing and contrasting Republican and Democratic views on tax reform. Your essay should include general differences in the way(s) both Republicans and Democrats interpret "free-market" views on taxation, revenue building, and banking regulation.
2. Comedian Stephen Colbert took the political world by storm in 2011 when he announced the creation of his "Americans for a Better Tomorrow, Tomorrow" Super PAC, an independent expenditure committee that would allow him to raise funds from individuals and corporations and engage in unlimited political spending (Comedy Central 2011). After reading the essay on Campaign Finance Reform and watching the video from Comedy Central, write a 2 page essay explaining the differences between Political Action Committees and Independent Expenditure Committees (Super PACs). Your short essay should also discuss effects of Citizens United v. Federal Election Commission, a landmark Supreme Court case in 2010 that held that the First Amendment protects corporate political speech as part of "an essential mechanism of democracy" (Citizens United v. FEC 2010).

Out-of-Class Assignments

1. In Fall of 2016 various candidates ran for public office. Locate 2 speeches or campaign events online. Be able to discuss the public policy differences in the events you observed during our next class. Please review our reading, from our textbook, on Elections and Campaigns before viewing the speeches.
2. Attend the student debate on campus dealing with diversity and education. Be prepared to discuss in class. Know what "Affirmative Action" is; how was this idea treated by various parties in the debate. Were there alternative views to affirmative action presented?

Recommended Materials of Instruction

Janda, K., Berry, J.M., Goldman, J, Schildkraut, D, & Hula, K. (2014). *The Challenge of Democracy: American Government in Global Politics, Essentials. Cengage, 9th.*
Patterson, T.E. (2015). *We The People. McGraw Hill, 11th.*

Methods of Instruction

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

Methods of Evaluation

- A. Exams/Tests
- B. Research Projects
- C. Papers
- D. Oral Presentation
- E. Homework
- F. Class participation

Created/Revised by: Bynoe, Cynthia

Date:02/27/2017



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

COLLEGE AND CAREER ACCESS PATHWAYS
INSTRUCTOR AGREEMENT

This College and Career Access Pathways ("CCAP") Instructor Agreement ("CCAP Instructor Agreement") is made and entered into this DAY of MONTH, YEAR, by the Butte-Glenn Community College District ("College") and INSERT CCAP INSTRUCTOR NAME ("CCAP Instructor") an employee of the INSERT SCHOOL DISTRICT NAME ("School District") who is being assigned to the College on a part-time basis pursuant to Title 5, California Code of Regulations, Sections 58058 (b), and shall be an at-will and uncompensated temporary academic employee of the College on a limited basis during this part-time assignment pursuant to this Agreement.

RECITALS

WHEREAS, the College needs supervisory and instructional services with regard to instruction for classes offered by the College in cooperation with the School District, subject to the terms and conditions set forth in the separate College and Career Access Pathways ("CCAP") Partnership Agreement ("CCAP Agreement") between the College and the School District; and

WHEREAS, the School District has the experience, training, equipment and other resources, and qualified staff necessary to provide supervisory and instructional services in the area of INSERT DESCRIPTION OF TRAINING PROGRAM to School District students. Such training will be structured and designed with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness; and,

WHEREAS, the authority for this CCAP Instructor Agreement includes Title 5, California Code of Regulations, Section 58058 (b) and Education Code section 76004.

NOW, THEREFORE, the parties to this CCAP Instructor Agreement hereby agree as follows:

1. The CCAP Instructor is an employee of School District but will be assigned to College as an at-will, uncompensated temporary academic employee of the College for the purposes of providing supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the Appendix to the CCAP Agreement, attached and incorporated herein as Attachment 1, which may be updated from time to time by the School District and College.
2. At all times during which the CCAP Instructor is providing supervisory and instructional services on behalf of the College, the College shall have the right to control and direct the instructional activities of the CCAP Instructor.
3. The College shall be responsible for providing the CCAP Instructor with an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.
4. The CCAP Instructor is responsible for the following.
 - 4.1. Meeting the "Minimum Qualifications" identified by the College, in compliance with Title 5, California Code of Regulations, section 53410. Said minimum qualifications are attached hereto as Attachment 2.
 - 4.2. Complying with the fingerprinting requirements set forth in Education Code sections 44830.1 and 87013, as applicable, and the tuberculosis testing and risk assessment requirements of the Education Code sections 49406 and 87408.6, as applicable.
 - 4.3. Attending dual enrollment instructor training and orientation provided by College regarding, but not limited to, reporting census, drops, withdrawals, grading procedures, record keeping, Dual Enrollment Course Audit process, and other instructional responsibilities related to dual enrollment.

- 4.4. Participating in professional development activities sponsored by the College and in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation and/or research and development in the field.
 - 4.5. Being familiar with and comply with all relevant College policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
 - 4.6. Complying with the supervision and control requirements outlined in Title 5, California Code of Regulations, sections 58055 and 58056, which include but are not limited to the following.
 - 4.7. Being in sufficient physical proximity and range of communication to provide line-of-sight instructional supervision and control of students.
 - 4.8. Providing the supervision and control necessary for the protection of the health and safety of students.
 - 4.9. Ensuring that he/she does not have any other assigned duty during the hours of supervisory and instructional services provided pursuant to this CCAP Instructor Agreement.
 - 4.10. Ensuring that instructional services he/she provides adhere to the official course outlines of record and the student learning outcomes established by the College.
 - 4.11. Ensuring and reporting accurate and current daily student attendance records.
 - 4.12. Ensuring and reporting the accurate calculation of final student grades and the prompt submission of them to the College.
5. The term of this CCAP Instructor Agreement shall be for the period of DATE through DATE.
 6. For purposes of indemnification and defense of any claims, actions or lawsuits, pursuant to CCAP Agreement section 17, the CCAP Instructor shall be considered an employee of the College only during those times when he/she is actually performing supervisory and instructional services on behalf of the College, except that any worker's compensation claims filed by the CCAP Instructor shall be filed with the School District pursuant to CCAP Agreement section 18.1.3.
 7. The College may terminate this CCAP Instructor Agreement at any time, in the College's sole and exclusive discretion, upon written notice to the CCAP Instructor.
 8. The CCAP Instructor may terminate this CCAP Instructor Agreement, in the CCAP Instructor's sole and exclusive discretion, by providing the College with thirty (30) days' prior written notice.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties enter into this Career and College Access Pathway Instructor Agreement as of the date executed by the College.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

CCAP INSTRUCTOR

By: _____
(Signature of person authorized to execute agreement.)

By: _____
(Signature of person authorized to execute agreement.)

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

TO BE COMPLETED BY COLLEGE ONLY

Approved by Dean/Director

Approved by Human Resources

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT
ATTACHMENT 1
CCAP AGREEMENT APPENDIX**

The CCAP Instructor shall provide supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the Appendix to the CCAP Agreement, attached hereto as Attachment 1.

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT
ATTACHMENT 2
MINIMUM QUALIFICATIONS**

CCAP Instructor shall meet the Minimum Qualifications listed herein:

[INSERT MINIMUM QUALIFICATIONS]

PRO FORMA CONTRACT