



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 **Butte County Office of Education** ("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:	1/29/25
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/12/24	Appendix:	1/13/25
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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:	Nick Catomerisios	Title:	Senior Director, Alternative Education
Telephone:	(530)532-5916	Email:	ncatomerisios@bcoe.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:	Butte County Office of Education	HIGH SCHOOL:	Butte County Community School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 15	TOTAL PROJECTED FTES: 1.5
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COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Public Health	ALH-3	SP25	1	9:00AM - 10:15AM	TTh	L. Bechtold	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
Critical Six Soft Skills in Healthcare	ALH-6	SP25	1	10:45AM - 12:00PM	TTh	L. Bechtold	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS
College & Life Success	CSL-20	SP25	1	Online	Online	D. Carlson	<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
Intro to Public Health	DHS: Health Sciences, 8th Edition	\$0	N/A	\$0
Critical Six Soft Skills in Healthcare	DHS: Health Sciences, 8th Edition	\$0	N/A	\$0
College & Life Success	None/Canvas	\$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
BCCS	206	TTh	9:00AM - 10:15AM
BCCS	206	TTh	10:45AM - 12:00PM
BCCS	Online	Online	Online

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

BUTTE COUNTY OFFICE OF EDUCATION

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:	BUTTE COUNTY OFFICE OF EDUCATION		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Butte County Community School 2024/25				
Budget Code:	11.000.502.1.601000.55890	PO Amount:	\$1,100		
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

ALH 3 - Introduction to Public Health

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

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics	
Definition of Public Health	
a. Distinction between personal and public health	
b. History and accomplishments of public health officials and agencies	7.00
c. Core functions of public health professions and institutions	
Analytical Methods of Public Health	
a. Epidemiology: the basic science of public health	
b. Principles, methods and limitations	7.50
c. Statistics: making sense of uncertainty	
d. The role of data in public health	
The Biomedical Basis of Public Health	
a. The conquest of infectious disease	
b. New infectious disease	7.50
c. Chronic disease	
d. Genetic disease	

Community Organizing and Health Promotion Programming	7.00
Social and Behavioral Factors in Public Health	ATTACHMENT 1
a. Health inequities among ethnic and minority groups	
b. Education and socioeconomic status and health	7.50
c. Community concerns: including, but not limited to addiction, obesity, and violence	
d. Maternal, infant and child, adolescent, adulthood and elder health	
Environmental Issues in Public Health	
a. Clean air	
b. Clean water	
c. Garbage	
d. Food and drug safety	7.50
e. Population control	
f. Injury prevention	
g. Emergency Preparedness	
Medical Care and Public Health	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. After completing the assigned reading and classroom presentations on Community and Public Health and the Environment, write a three page narrative on how our environment impacts public health care concerns, policy and medical decisions.
2. After completing the assigned reading and classroom presentations on Community and Public Health and the Environment, answer each item under the In-Text questions as listed at the end of this chapter.

Out-of-Class Assignments

1. Read the text chapter on Communicable and Non-communicable Diseases: Prevention and Control of Diseases and Health Conditions. Prepare a group presentation on the area agencies that test and serve those with communicable diseases in the greater Butte County area.
2. Read the text chapter on Community Organizing/ Building and Health Promotion Programming. Prepare a plan to develop and promote a program that will help with a local health care issue.

Recommended Materials of Instruction

- McKenzie, James and Pinger, Robert. (2016). An Introduction to Community Health. *Jones & Bartlett Learning, 9th.*
- Schneider, Mary-Jane. (2013). Introduction To Public Health. *Jones & Bartlett Learning, 4th.*
- Reigelman, Richard and Kirkwood, Brenda. (2014). Public Health 101: Healthy People/Healthy Populations. *Jones & Bartlett Learning, 2nd.*

Methods of Instruction

- A. Lecture
- B. Multimedia Presentations
- C. Discussion
- D. 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. Quizzes
- C. Projects
- D. Written Assignments

Created/Revised by: Smith, Michael

Date:03/12/2018



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

<u>Lecture</u>	<u>Lec Hrs</u>
Topics	
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.

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

CSL 20 - College & Life Success

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 focuses on developing self-knowledge, resources, and skills that result in lifelong success: from college to the future. Students will address the challenges and transitions associated with life and the college years. Students will also explore issues related to diversity and gender and how each influences the individual and group physically, socially, personally and educationally. Students will be exposed to educational theories that affect first year college students. Community and campus resources will be utilized to support students in their learning and development as a whole person. Emphasis will be placed on the importance of understanding and balancing all aspects of self that lead to success in college and life.

Objectives

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

1. Analyze and articulate one's unique identity as an integrated social, psychological and physiological being.
2. Evaluate and establish healthy and achievable personal, academic and career goals.
3. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
4. Describe and evaluate the structure and purpose of higher education, the meaning of general education, sequences of training and degrees, and the advantages of a community college education.
5. Examine and analyze the role of gender, ethnicity and culture as it applies to the world of work and in life.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Understanding self within a larger structure (college, family, society)

- a. History of Education in the United States, impact on social structures and the individual within those structures
- b. Education in California - history, structures, economic and social impacts
- c. Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits

4.00

a. Time Management:

1. Personality and cultural influences that impact one's concept and use of time Personal use of time and its relation to one's values
2. Using time management for the prioritizing of tasks and use of time
3. Time management skills as they relate to the achievement of academic, career and life goals

b. Financial Management:

1. Setting priorities: creating a personal budget
2. Personal responsibility: financial principles associated with developing, maintaining or reestablishing good credit rating

12.00

c. Interpersonal Communication Skills

1. Verbal/non verbal cues
2. Active listening
3. Conflict resolution
4. Assertiveness

Personal Growth & Assessment

- a. Motivation, locus of control, fear of failure, fear of success, self talk, and creating alignment
- b. Maslow's Theory Hierarchy of Needs related to values and stress
- c. Assess personality type
- d. Investigate, compare and learn about diverse cultural, social and religious groups represented within the local community
- e. Assess oneself in terms of cultural exposure, awareness and development
- f. Exploration of one's values, work-related interests, and academic interests
- g. Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly
- h. Establish lifelong goals:
 1. Physical
 2. Social, personal
 3. Financial
 4. Educational and career

14.00

Lifelong Learning

- a. Assess and identify primary learning styles and study strategies
- b. Brain function and memory including storage, retention and retrieval of information
- c. Short term and long term memory principles as they apply to learning and specifically test taking preparation and strategies
- d. Active versus passive learning behaviors

9.00

Health & Wellness

- a. Stress Awareness/Management
 1. Types of stressors
 2. Physiological and psychological signs and impact of stress
 3. Nutrition, sleep, stress, learning and performance
 4. Healthy and creative stress reducing behaviors and activities
- b. Alcohol
 1. Physical and social effects
 2. Evaluate one's own drinking behavior
- c. Depression
 1. Physiological and psychological indicators
 2. Treatment options
- d. Nutrition practice and at risk behaviors associated with eating disorders

9.00

Multicultural/Interpersonal Understanding

- a. Examining and analyzing the role of gender, ethnicity and culture as it applies to the world of work and life.
- b. Establishing understandings across campus populations.

3.00

Total Hours:

51.00

- A. Class Activities
- B. Collaborative Group Work
- C. Discussion
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture
- F. Multimedia Presentations
- G. Research
- Directed Writing Through Journal

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments
- E. Short papers
- F. Class Discussion

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. After reading in the book "Your College Experience" review the chapter on diversity and write a 1-2 page reaction on what diversity means to you.
2. After reviewing your top 5 strengths from the Strength Finder assessment write a 1.5-2 page paper on how you already use your strengths and how you could use them more.

Out-of-Class Assignments

1. In small groups, investigate campus resources by going on a student services scavenger hunt. Work with your small group to collect information and complete a questionnaire on student services. Be prepared to present to class on 1-2 student services offices as assigned.
2. Work with a friend or family member to help you evaluate your strengths from Strength Quest. Complete a Strength Quest handout that details how your friend or family member sees your strengths manifested in your life.

Recommended Materials of Instruction

Clifton, D.O. (2016). Strengths Quest: Discover and Develop Your Strengths in Academics, Career and Beyond. *Gallup, 2nd.* .

Gardner, J., Barefoot, B. (2018). Your College Experience. *Bedford/St. Martin's, 13th.* .

Other Learning Materials

Articles & Handouts distributed by Instructor

Other Learning Materials

Butte College Catalog, online or print version



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3536 Butte Campus Drive, Oroville, CA 95965

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COLLEGE

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

SCHOOL DISTRICT

Name:	Nick Catomerisios	Title:	Senior Director, Alternative Education
Telephone:	(530)532-5916	Email:	ncatomerisios@bcoe.org

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PROGRAM YEAR:	2024-25	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Butte County Office of Education	HIGH SCHOOL:	Come Back Butte Charter School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 10	TOTAL PROJECTED FTES: 1
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COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
College & Life Success	CSL-20	FA24	1	Online	Online	D. Carlson	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS/Online
College & Life Success	CSL-20	SP25	1	Online	Online	D. Carlson	<input checked="" type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS/Online

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College & Life Success	None/Canvas	\$0	N/A	\$0

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[SIGNATURE PAGE FOLLOWS]

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BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

BUTTE COUNTY OFFICE OF EDUCATION

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:	BUTTE COUNTY OFFICE OF EDUCATION		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Come Back Butte Charter 2024/25				
Budget Code:	11.000.502.1.601000.55890	PO Amount:	N/A		
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					

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ATTACHMENT 1
COURSE DESCRIPTIONS**

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Catalog Description

CSL 20 - College & Life Success

Transfer Status: CSU/UC

Unit(s): 3.00

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Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course focuses on developing self-knowledge, resources, and skills that result in lifelong success: from college to the future. Students will address the challenges and transitions associated with life and the college years. Students will also explore issues related to diversity and gender and how each influences the individual and group physically, socially, personally and educationally. Students will be exposed to educational theories that affect first year college students. Community and campus resources will be utilized to support students in their learning and development as a whole person. Emphasis will be placed on the importance of understanding and balancing all aspects of self that lead to success in college and life.

Objectives

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

1. Analyze and articulate one's unique identity as an integrated social, psychological and physiological being.
2. Evaluate and establish healthy and achievable personal, academic and career goals.
3. Examine learning strategies and critical thinking skills necessary to achieve personal, health, academic and life success.
4. Describe and evaluate the structure and purpose of higher education, the meaning of general education, sequences of training and degrees, and the advantages of a community college education.
5. Examine and analyze the role of gender, ethnicity and culture as it applies to the world of work and in life.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Understanding self within a larger structure (college, family, society)

- a. History of Education in the United States, impact on social structures and the individual within those structures
- b. Education in California - history, structures, economic and social impacts
- c. Utilizing available resources (in education, in life), to understand policies and procedures, rules and regulations, values and benefits

4.00

a. Time Management:

1. Personality and cultural influences that impact one's concept and use of time Personal use of time and its relation to one's values
2. Using time management for the prioritizing of tasks and use of time
3. Time management skills as they relate to the achievement of academic, career and life goals

b. Financial Management:

1. Setting priorities: creating a personal budget
2. Personal responsibility: financial principles associated with developing, maintaining or reestablishing good credit rating

12.00

c. Interpersonal Communication Skills

1. Verbal/non verbal cues
2. Active listening
3. Conflict resolution
4. Assertiveness

Personal Growth & Assessment

- a. Motivation, locus of control, fear of failure, fear of success, self talk, and creating alignment
- b. Maslow's Theory Hierarchy of Needs related to values and stress
- c. Assess personality type
- d. Investigate, compare and learn about diverse cultural, social and religious groups represented within the local community
- e. Assess oneself in terms of cultural exposure, awareness and development
- f. Exploration of one's values, work-related interests, and academic interests
- g. Explore Astin's Theory of Involvement and the benefits for students who become involved co-curricularly
- h. Establish lifelong goals:
 1. Physical
 2. Social, personal
 3. Financial
 4. Educational and career

14.00

Lifelong Learning

- a. Assess and identify primary learning styles and study strategies
- b. Brain function and memory including storage, retention and retrieval of information
- c. Short term and long term memory principles as they apply to learning and specifically test taking preparation and strategies
- d. Active versus passive learning behaviors

9.00

Health & Wellness

- a. Stress Awareness/Management
 1. Types of stressors
 2. Physiological and psychological signs and impact of stress
 3. Nutrition, sleep, stress, learning and performance
 4. Healthy and creative stress reducing behaviors and activities
- b. Alcohol
 1. Physical and social effects
 2. Evaluate one's own drinking behavior
- c. Depression
 1. Physiological and psychological indicators
 2. Treatment options
- d. Nutrition practice and at risk behaviors associated with eating disorders

9.00

Multicultural/Interpersonal Understanding

- a. Examining and analyzing the role of gender, ethnicity and culture as it applies to the world of work and life.
- b. Establishing understandings across campus populations.

3.00

Total Hours:

51.00

- A. Class Activities
- B. Collaborative Group Work
- C. Discussion
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture
- F. Multimedia Presentations
- G. Research
- Directed Writing Through Journal

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments
- E. Short papers
- F. Class Discussion

Examples of Assignments

Reading Assignments

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

Writing Assignments

1. After reading in the book "Your College Experience" review the chapter on diversity and write a 1-2 page reaction on what diversity means to you.
2. After reviewing your top 5 strengths from the Strength Finder assessment write a 1.5-2 page paper on how you already use your strengths and how you could use them more.

Out-of-Class Assignments

1. In small groups, investigate campus resources by going on a student services scavenger hunt. Work with your small group to collect information and complete a questionnaire on student services. Be prepared to present to class on 1-2 student services offices as assigned.
2. Work with a friend or family member to help you evaluate your strengths from Strength Quest. Complete a Strength Quest handout that details how your friend or family member sees your strengths manifested in your life.

Recommended Materials of Instruction

Clifton, D.O. (2016). Strengths Quest: Discover and Develop Your Strengths in Academics, Career and Beyond. *Gallup, 2nd.* .

Gardner, J., Barefoot, B. (2018). Your College Experience. *Bedford/St. Martin's, 13th.* .

Other Learning Materials

Articles & Handouts distributed by Instructor

Other Learning Materials

Butte College Catalog, online or print version