

COUN M01H: HONORS: STUDENT SUCCESS

Originator

daguilar

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College

Moorpark College

Attach Support Documentation (as needed)

Honors Minutes_2-5-20.docx

Honors Minutes_11_13_19.docx

Honors Minutes_12_4_19.docx

COUN M01H_state approval letter_CCC000620436.pdf

Discipline (CB01A)

COUN - Counseling

Course Number (CB01B)

M01H

Course Title (CB02)

Honors: Student Success

Banner/Short Title

Honors: Student Success

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

Introduces strategies, attitudes and skills that promote academic success. Identifies personal obstacles to academic success with emphasis on study skills, learning styles, time management, procrastination, goal setting, stress management, concentration, adjusting to college, healthy living, and successful relationships. Introduces campus student support resources.

Additional Catalog Notes

Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications and enrichment opportunities.

Course Credit Limitations:

1. MC, CSU and UC: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Honors Program requires a letter grade.
2. UC Credit Limitation: COL M01, COUN M01, COUN M01H, COUN M02, COUN M05, COUN M10, LS M03 combined: max credit, 3 units.

Taxonomy of Programs (TOP) Code (CB03)

4930.13 - Academic Guidance

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

17.5

Maximum Contact/In-Class Lecture Hours

17.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

17.5

Total Maximum Contact/In-Class Hours

17.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

Maximum Outside-of-Class Hours

35

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

52.5

Total Maximum Student Learning Hours

52.5

Minimum Units (CB07)

1

Maximum Units (CB06)

1

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | demonstrate the best study strategies and student success strategies as applied to their own preferred learning style. |
| 2 | demonstrate an understanding of the culture of higher education and identify college resources and support services to assist students with their academic, financial, and personal needs. |
| 3 | Honors: Identify transfer policies and admissions requirements to develop their own comprehensive educational plan based on their goal. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|---|
| 1 | select appropriate academic and life goals. |
| 2 | identify Moorpark College's resources, policies, procedures, student services, and describe what each component provides to students. |
| 3 | identify and troubleshoot obstacles to academic and life success. |
| 4 | demonstrate knowledge of study skills that encompass strategies for memorization, textbook processing and reading, lecture note taking, test taking and test anxiety reduction. |
| 5 | list and describe learning styles. |
| 6 | identify and apply study skills and time management techniques to specific learning tasks for academic success. |
| 7 | describe stress and methods for managing it. |
| 8 | explore the dynamics of transitioning to a college culture and present strategies for adjusting to higher education. |
| 9 | examine and describe healthy living. |
| 10 | use appropriate college terminology |
| 11 | list communication strategies for resolving conflict and developing healthy academic and life relationships. |
| 12 | demonstrate a profile of strategies, attitudes and skills that promote academic success. |
| 13 | Honors: Explore a variety of online and traditional applications for transfer admission including the Transfer Admission Planner (TAP) the UC TAG, the UC Application for admission, the CSU Application for admission, Coalition application and the Common Application. |
| 14 | Honors: understand the elements of an effective university transfer application and personal statement. |
| 15 | Honors: Identify the difference between various transfer patterns and compare appropriate pattern to a specific educational goal. |
| 16 | Honors: Identify course requirements and develop an academic plan appropriate to a specific academic goal |

Course Content**Lecture/Course Content****20% College Life and Resources**

- Success in College
- Explore dynamics of transitioning to a college culture
- Understanding college life
- Academic experience – high school vs. college
- College resources and support services
- College policies
- Overview of college catalog
- Effective communication with professors
- Resolving conflict
- Ethical academic behavior

15% Develop a healthy lifestyle

- Exercise, diet and health
- Self-esteem/Growth Mindset
- Stress and stress reduction
- Goal-setting

15% Study Skills and Strategies

- Time Management
- How to overcome procrastination
- How to stay motivated
- Understand learning styles
- Note-taking
- Concentration

35% Understanding the Transfer Process

Educational Planning

- Overview of California Higher Education Systems and Out-of-State transfer
- General Education requirements
- Major Course selection
- Transfer Admission policies by campus
- Transfer planning utilizing online resources
- Additional Transfer Considerations
- Internships and civic engagement
- Research
- Extra-curricular activities
- Financial Planning for Transfer
- Cost comparison
- Financial Aid options
- Applying for Transfer and Scholarships
- Application Overview
- Personal Statement/Essay

15% Develop healthy relationships and personal support networks

- Elements of competent communication
- Conflict resolution

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Journals
Objective exams
Problem-solving exams
Quizzes
Reports/papers
Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Group discussions
Guest speakers
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

- Instructor provides lectures and presentations supported with visual aids of the topics of the course
- Instructor organizes the class into small groups for discussion and sharing
- Instructor will utilize videos and websites to supplement instruction
- Students will need to meet with instructor or other counselor to finalize comprehensive educational plan

Representative Course Assignments

Writing Assignments

- Research reports that integrate course materials and student success strategies to demonstrate how the course has improved student results in college or life.
- Interview write-ups in order to explore careers/career goals, to build confidence in job interviews, and to identify professional strengths and weaknesses.
- Reflection essays pertaining to learning styles, time management, test taking strategies, goal setting, and personal wellness.
- Reaction essays pertaining to guest speakers, class lectures, required readings, and classroom activities.
- In-class journal assignments relating to strategies, skills, and attitudes that promote student success.
- Honors: complete comprehensive transfer educational plan with counselor.

Critical Thinking Assignments

- In-class comparison and contrast discussions and debates on key issues related to study skills, learning styles, procrastination, learning, healthy living and relationships.
- Reflection essay on strategies, attitudes and skills that promote academic success.
- Honors: Create a timeline that encompasses all the steps needed for transferring.
- Honors: Create a list of at least fifteen or more specific actions you have taken in the past two days and the amount of time spent on each action. Using time management system discussed in class and in readings, evaluate each action and determine which quadrant it represents. In a 1-2 page paper summarize your actions and analyze to predict what outcomes you will experience if you continue to make the same choices.
- Honors: compare and contrast the cost analysis between public and private schools.

Reading Assignments

Assigned readings from textbook. Explore Moorpark College website, Moorpark College Catalog, Honors webpage, Four-year institution websites to include: ASSIST, UC Pathways, UC Transfer Admission Planner, O*Net, Career Cruising, Cal State Apply, and Occupational Outlook Handbook.

Skills Demonstrations

- In-class writing assignments relating to the transfer process, study strategies, skills, and attitudes that promote student success.
- Textbook reading and writing assignments.
- Oral Presentations
- Group Assignments
- Online and/or classroom discussions

Outside Assignments

Representative Outside Assignments

- Research strategies for memorization, textbook processing and reading, lecture note taking, test taking and test anxiety reduction.
- Informational interviews and write-ups.
- Textbook written assignments.
- Textbook reading.
- Complete learning styles assessment and describe your learning style along and associated study strategies
- Honors: Attend one or more university transfer events (e.g., Transfer Day, College Representative Visit, Transfer Workshop, College Visit)
- Honors: Write an autobiographical essay based on educational and career goals to be used as part of transfer applications and/or scholarships.

Articulation

Comparable Courses within the VCCCD

GW V02B - College Orientation & Survival

PG R100B - Student Success: Strategies for Academic Success

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Citrus College	COUN 200	Educational Planning for Student Success	1
Diablo Valley College	COUNS 100	New Student Success Strategies	1

Irvine Valley College	COUN 1H	Academic Planning Honors	1.5
Long Beach City College	COUNS 1	Orientation to College Success	1

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Spring 2021

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Proposed

Date Proposed:

6/15/2020

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionEllis, Dave. *Becoming a Master Student*. 16th ed., Cengage Learning, 2014.**Resource Type**

Textbook

DescriptionDowning, Skip and Jonathan Brennan. *On Course: Strategies for Creating Success in College, Career and Life*. 9th ed., Cengage Learning, 2019.**Resource Type**

Textbook

DescriptionLipsky, Sally A. *College Study: The Essential Ingredients*. 3rd ed., Prentice Hall, 2012.**Resource Type**

Textbook

Classic Textbook

No

DescriptionBaldwin, Amy, et. al. *College Success*. E-book, OpenStax, 2020, <https://openstax.org/details/books/college-success>. Accessed 11 September 2020.**Resource Type**

Textbook

Classic Textbook

No

DescriptionDillon, Dave. *Blueprint for Success in College and Career*. E-book, Rebus Community, 2019, <https://press.rebus.community/blueprint2/>. Accessed 10 September 2020.

Library Resources

Assignments requiring library resources

Research using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research for short papers on such topics as career exploration, current career trends, and academic preparation for particular career fields.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will post a question, students will respond to the question and post a response to at least one peer response.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
Face to Face (by student request; cannot be required)	Students will have the option to meet with the instructor to answer any questions related to the content of the course.
Other DE (e.g., recorded lectures)	Instructor may record lectures and post them for students to view within a specified time frame to be ready for accompanying assignments.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via a live chat.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online video conference.

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100% online Modality:

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Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

COUNSELING

Review and Approval Dates**Department Chair**

08/25/2020

Dean

08/25/2020

Technical Review

09/03/2020

Curriculum Committee

09/15/2020

DTRW-I

10/08/2020

Curriculum Committee

MM/DD/YYYY

Board

11/10/2020

CCCCO

12/04/2020

Control Number

CCC000620436

DOE/accreditation approval date

MM/DD/YYYY