

# COUN M01: STUDENT SUCCESS

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**Originator**

daguilar

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Discipline (CB01A)**

COUN - Counseling

**Course Number (CB01B)**

M01

**Course Title (CB02)**

Student Success

**Banner/Short Title**

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**

Course Credit Limitations:

1. 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. 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.

**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.

## 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

## **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.

### **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.

### **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**

- 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.
- Reaction/reflection essays of values, stress management, time management and transfer.
- Textbook written assignments.

- Textbook reading.
- Complete learning styles assessment and describe your learning style along and associated study strategies

## 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 1	Academic Planning	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:

Fall 1995

## 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

**Description**Ellis, Dave. *Becoming a Master Student*. 16th ed., Cengage Learning, 2014.

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**Resource Type**

Textbook

**Description**Lipsky, Sally A. *College Study: The Essential Ingredients*. 3<sup>rd</sup> ed., Prentice Hall, 2012.

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**Downing, Skip and Jonathan Brennan. *On Course: Strategies for Creating Success in College, Career and Life*. 9<sup>th</sup> ed., Cengage Learning, 2019.

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**Resource Type**

Textbook

**Classic Textbook**

No

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

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**Resource Type**

Textbook

**Classic Textbook**

No

**Description**Dillon, 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
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.
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.
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.



**Hybrid (51%–99% 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
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.
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.
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.
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.
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.

**100% 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.
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.

**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**

9/15/2020

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

11/05/2020

**Control Number**

CCC000459511

**DOE/accreditation approval date**

MM/DD/YYYY