COUN M05: COLLEGE STRATEGIES

Originator
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Co-Contributor(s)

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College
Moorpark College

Discipline (CB01A)
COUN - Counseling

Course Number (CB01B)
M05

Course Title (CB02)
College Strategies

Banner/Short Title
College Strategies

Credit Type
Credit

Start Term
Fall 2021

Co-listed (Same-as) Course(s)
COL M01

Taxonomy of Programs (TOP) Code (CB03)

4930.13 - Academic Guidance

SAM Priority Code (CB09)

E - Non-Occupational

Control Number

CCC000435093

Primary Minimum Qualification

COUNSELING

Department

English/ESL (1160)

Division

MC Coun, Stu Life and Support

Catalog Course Description
Develops students' learning strategies for college and life skill success. Examines and practices critical thinking, study methods, learning styles, time management, test preparation and test taking, and self-regulated learning. Addresses psychological, physiological, and sociological issues that impact the culture of higher education and help prepare students for college readiness.

Additional Catalog Notes
UC Credit Limitations: COL M01, COUN M02, COUN M05, COUN M10, LS M03 combined: maximum credit, 3 units

Taxonomy of Programs (TOP) Code (CB03)
4930.10 - Career Guidance and Orientation

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
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)

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

1	describe and practice skills needed for persistence in college and relate them to a variety of settings (both academic and non-academic).
2	evaluate a variety of educational goals (obtaining certificates or degrees, transferring to a college or university, expanding career options, and/or establishing life-long learning patterns) and design a personal educational plan for achieving those goals.

Course Objectives

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

1	create an individual learning profile and analyze it in the context of a variety of college disciplines and career applications to determine strengths as well as areas that need attention.
2	identify and examine resources available on campus and in the community that assist students with overcoming educational barriers (ex. health problems, substance abuse, living arrangements, interpersonal relationships, financial difficulties, or work) and construct a personal plan of action in response to potential barriers based on an individual learning profile.
3	formulate and apply skills required to study, work and live as a contributing and aware member of a multicultural and interdependent global society.
4	analyze and evaluate the career implications of the academic and personal skills taught in and implemented throughout the course.
5	identify, construct and assess ways to maintain psychological awareness for one's personal responsibility in order to promote academic progress and success.
6	identify and assess college students' rights and responsibilities, including a review of policies and procedures for grade grievances, sexual harassment, academic honesty and plagiarism.
7	discuss success strategies focusing on social justice, equity, and inclusion
8	develop healthy lifestyle habits to properly adjust to the college environment
9	reflect on unconscious biases and the diversity and inclusion of underrepresented groups
10	identify psychological, physiological, and sociological issues that impact the culture of higher education and help prepare students for college readiness.

Course Content

Lecture/Course Content

20% - LEARNING PROFILES
• Analysis of individual learning styles
• Application of learning styles to study practices
• Strategies for strengthening non-preferred learning styles
• Strategies for implementing learning in all new situations

20% - COLLEGE AND CAREER OPTIONS
• Types of degrees and certificates
• Transfer patterns
• Making an educational plan
• Benefiting from college academic support
• Linking interests, goals, college pathways, and career

20% - SOCIOLOGICAL (COMMUNICATION AND DIVERSITY)
• Listening skills
• Commitment/persistence
• Classroom behavior/norms
• Conflict management
• Multiculturalism, diversity and social justice
• Sexual harassment
• International implications
• College and community resources

20% - STUDY/LIFE SKILLS
 • Goal setting
 • Managing time and resources
 • Strengthening memory
 • Strengthening reading

- Note taking
- Test taking
- Critical and creative thinking
- Finding resources
- Writing
- Healthy lifestyle choices such as but not limited to drugs, alcohol, sleep, and stress management

20% - PSYCHOLOGICAL AWARENESS
- Growth mindset vs Victim mindset
- Personal Responsibility
- Inner Critic, Inner Defender, & Inner Guide
- Self-Motivation

Laboratory or Activity Content

Not Applicable

Methods of Evaluation

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

Skills demonstrations
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):

Classroom Discussion
Essay exams
Objective exams
Oral presentations
Projects
Problem-solving exams
Reports/Papers/Journals
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
Guest speakers
Internet research
Lecture

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, websites, and guest speakers to supplement instruction
- Students will need to meet with instructor or other counselor to finalize comprehensive educational plan

Representative Course Assignments

Writing Assignments
- Write essays on assigned topics such as reflections on reading, note taking, test taking.
- Provide a statement of personal philosophy or plan of action on a given topic.
- Write journal assignments (reflections on class discussions, summary and synthesis of course content, analysis of readings, application of class concepts to a variety of settings, reading logs or annotations, evaluation of personal educational progress, etc.).

- Provide a summary and analysis of guest lecture or out-of-class presentation.
- Write an evaluation and/or synthesis of information provided in class or through tours and/or field trips.

Critical Thinking Assignments
- Analyze assigned readings such as Carol Dweck's essay on 'growth mindset' (text, outside sources, newspapers, etc.).
- Evaluate one's learning behaviors and styles.
- Analyze a paper of cultural influences on learning.

Reading Assignments
- Reading assignments from the required textbook
- Read instructor handouts on various topics such as time management, learning styles.
- Read article on healthy choice to prepare for in-class preparation.

Skills Demonstrations
- Demonstrate the ability to use the ASSIST program to show how courses articulate to in-state transfer institutions.
- Demonstrate the ability to research a transfer institution on programs available and admission requirements using online resources, such as the college's website.

Outside Assignments

Representative Outside Assignments
- Assigned readings from text and other sources such as class handouts and resource materials.
- Attendance/visitation at guest lectures and field trips.
- Cooperative group planning for oral presentations on concepts that contribute to student success such as motivation, goal setting, and time management.
- Tour or online exploration of campus and community resources.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU, Northridge	UNIV 100	Freshman Seminar	3
CSU Dominguez Hills	SOM 201	Strategies for College and Career Success	3
San Diego State University	GEN S 100	University Seminar	3
CSU, Channel Islands	UNIV 150	First Year Seminar	4

Comparable Courses within the VCCCD

COUN V01 - College Success
PG R102 - College Success
PG R198A - College Readiness: EOPS

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of Alameda	COUN 24	College Success	3
Santa Barbara City College	PD 100	College Success	3
Coastline Community College	COUNS C105	Strategies for College Success	3
Golden West College	G 100	Becoming a Successful Student	3

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:
F2017

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

E Lifelong Learning and Self-Development
Proposed

Date Proposed:
12/15/2020

Area F: Ethnic Studies

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

UC TCA

UC TCA
Approved

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

Resource Type
Textbook

Description
Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. 30th Anniversary ed., Simon & Schuster, 2013.

Resource Type
Manual

Description
Moorpark College General Catalog. Ventura County Community College District. Latest ed.

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 such topics as how motivation and goal setting contribute to student success. Students are encouraged to attend a library instruction session.

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 oran 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 oran upcoming event. Students in turn may email the instructor with their questions or concerns.
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Telephone	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.
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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.

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
E-mail	Instructor will email students with announcements about the course oran 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 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.
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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

Additional Minimum Qualifications

Minimum Qualifications
Learning Assistance/Learning Skills Coords/Instructors & Tutoring Coords (per 5 CCR 53415)

Review and Approval Dates

Department Chair
10/13/2020

Dean
10/15/2020

Technical Review
11/19/2020

Curriculum Committee
12/1/2020

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000582006

DOE/accreditation approval date
MM/DD/YYYY