KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

COUN C101 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** COUN C101

2. **COURSE TITLE:** Tools for College Success

3. **SHORT BANWEB TITLE:**

4. **COURSE AUTHOR:** Hamilton, Karee

5. **COURSE SEATS:** -

6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer

7. **CROSS-LISTED COURSES:**

8. **PROPOSAL TYPE:** CC Course Revision

9. **START TERM:** 70 = Fall, 2017

10. **C-ID:** N/A

11. **CATALOG COURSE DESCRIPTION:** This course introduces students to the process of academic and career planning by means of personal and group exercises. Skills such as thinking critically, using college resources, developing personal awareness, and identifying motivational factors are explored, and topics of diversity are addressed.

12. **GRADING METHOD**

> **Default:** S = Standard Letter Grade
>
> **Optional:** P = Pass/No Pass；A = Audit

13. **TOTAL UNITS:** 2

14. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

Method	Min Units	Min Hours
Lecture	2	36
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

15. **REPEATABILITY**

> **Type:** Non-Repeatable Credit

16. **MATERIALS FEE:** No

17. **CREDIT BY EXAM:** No

18. **CORE MISSION APPLICABILITY:** UC Transfer；CSU Transfer

19. **STAND-ALONE:** Yes

20. **PROGRAM APPLICABILITY**

> **Required:**
>
> **Restricted Elective:**
>
> **Elective:**

21. **GENERAL EDUCATION APPLICABILITY**

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course:

22. <u>**STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**</u>

    1. Develop an educational goal and a pathway to meet this goal.

    2. Utilize skills or strategies necessary for success in college.

    3. Analyze the personal value or impact of diversity in one's life.

23. <u>**REQUISITES**</u>

    Advisory:
ENGL C040
Students in COUN C101 must be able to write journals using paragraph-length responses and answer essay questions in clear prose based on readings from various texts. ENGL C040 skills prepare students to succeed in COUN C101 by ensuring they are able to write short compositions with clear organization.
Content Review/Content Review + Statistics

24. <u>**DETAILED TOPICAL OUTLINE:**</u>
Lecture:
    A. Academic Planning
        1. Determine general and major educational requirements
        2. Explore available campus, online, and community resources
        3. Research educational institutions matching personal objectives
        4. Develop a long-term education plan
    B. Career Exploration
        1. Explore careers using models such as the Holland Code and the World of Work
        2. Complete career assessment and apply personal interpretation
        3. Develop a career action plan
    C. Self Assessment
        1. Assess personal strengths
        2. Complete learning styles inventory
        3. Complete personality assessment using the Myers Briggs
        4. Complete study skills assessment
        5. Integrate assessments and apply as they relate to educational and career plans
    D. Understanding Diversity
        1. Explore diversity topics such as culture, race, gender, and sexual orientation
        2. Examine indivdual personal and environmental influences
        3. Identify own biases
        4. Examine role of advocacy and tolerance related to diversity and equity
    E. Applying Study/Life Skills
        1. Examine process of critical thinking
        2. Examine and apply conflict resolution skills
        3. Apply time management principles
        4. Create a personal budget
        5. Review of skills including note taking, reading, test taking, writing, and study techniques
        7. Apply goal-setting process to increase motivation
        8. Identify characteristics of successful behaviors
        9. Apply study skills strategies
        10. Apply effective decision-making

25. <u>**METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**</u>

    1. Audiovisual;

    2. Discussion;

    3. Group Work;

4. Guest Lecturers;

5. In-class writing;

6. Instruction through examination or quizzing;

7. Lecture;

8. Library;

9. Outside reading;

10. Presentations (by students);

11. Problem Solving;

12. Project-based learning;

13. Skills Development and Performance;

14. Written work;

15. Other Methods: A. Classroom lecture and discussions of course concepts B. Textbook readings addressing goal setting, study skills, issues of diversity, and personal assessment. Use of online college catalog for interpretations of educational requirements. C. Classroom exercises to explore new ideas, concepts, and practice application of new skills. D. Class meetings held in other locations on campus to familiarize students with campus resources.

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Reading assignments Example: Students will be assigned readings from the textbook and required to complete the self-assessment questions following each chapter. B. Short papers on assigned topics Example: Students will be assigned a short paper on active listening. C. Group papers and projects on assigned topics Example: Students will work as a group to find the admission requirements for transfer students to the CSU system schools. D. Research papers on an assigned topic Example: Students will be required to write a research paper on a person of interest discussed during the class and the assignment would include an annotated bibliography. E. Field trips Example: Students might visit the California State University, Northridge campus. F. Journals Example: Students may be assigned a bi-weekly self-evaluation of their current academic success to include their use of any of the techniques learned in class.

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

A. Writing assignment using long-term education plan.
Example: Students are required to meet with a counselor to discuss educational goals and to develop a long-term education plan for meeting this goal. Complete writing assignment articulating their goal using their long-term education plan and list several steps to meeting their education goal.
B. Career and personality assessments including group interpretations and a career plan.
Example: Students are required to complete specific career evaluation tools including but not limited to Career Cafe or Myers Briggs Type Indicator and work with a counselor to develop career goals.
C. Study skills.
Example: Students will learn a variety of note taking, test taking, and time management skills and will be required to complete a self-assessment on the impact of a new skill on their current course grades.
D. Quizzes and essay examinations testing the student's comprehension of the concepts and techniques presented in the lectures and textbook readings.
E. Participation in class exercises to practice application of concepts and skills presented in class lecture and readings.
F. Projects, papers, and presentations demonstrating the application of class concepts and material.
Example: Students will create a diversity collage to demonstrate recognition of diversity. Students will prepare a presentation of the diversity collage.

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

    Textbooks
    Downing, S. (2017) On Course Strategies for Creating Success in College
    and in Life, 8th, Cengage Learning

    Manuals

    Periodicals

    Software

    Other

29. **METHOD OF DELIVERY:**   Online with some required face-to-face meetings ("Hybrid");iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Online (purely online no face-to-face contact) ;Face to face;Online course with on ground testing;

30. **MINIMUM QUALIFICATIONS:** Counseling (Masters Required);Psychology (Masters Required);

31. **APPROVALS:**

    Origination Date 01/27/2012

    Last Outline Revision   10/28/2016

    Curriculum Committee Approval   11/18/2016

    Board of Trustees   03/09/2017

    State Approval   07/23/2014

    UC Approval 30 = Spring 2005 **UC Approval Status** Approved

    CSU Approval 70 = Fall 2004 **CSU Approval Status** Approved

    IGETC Approval   IGETC Approval Status

    CSU GE Approval   CSU GE Approval Status

Data Element Changes

Data Justification

Course Element Changes Other (Describe in Summary)

Course Change Justification Revising course description and SLO's based on SLO data.

Course ID (CB00) CCC000292453

TOP Code (CB03) 4930.10 - Guidance;

Course Credit Status (CB04) D - Credit - Degree Applicable;

Course Transfer Status (CB05) A = Transferable to both UC and CSU

Course Units of Credit Maximum High (CB06): 2

Course Units of Credit Minimum Low (CB07): 2

Course Basic Skills (BS) Status (CB08): N = Course is not a basic skills course.

SAM Code (CB09): E = Non-Occupational;

Cooperative Education Course Status (CB10): Not part of Coop Work Exp;

Course Classification Code (CB11): Not Applicable, Credit Course;

Course Special Status (CB13): N - Not Special;

CAN Code (CB14):

CAN-Code Seq (CB15):

Course Prior to College Level (CB21): Not Applicable;

Course Non-Credit Category (CB22): Not Applicable, Credit Course;

Funding Agency Category (CB23): Not Applicable

Course Program Status (CB24): 2 - Stand-alone;

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

PDEV C052 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** PDEV C052
2. **COURSE TITLE:** Becoming Successful Online Student
3. **SHORT BANWEB TITLE:** Becoming Successfl ONL Student
4. **COURSE AUTHOR:** Godfrey, Pamela G.
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 30 = Spring, 2015
10. **C-ID:**
11. **CATALOG COURSE DESCRIPTION:** The purpose of this course is to cover the basics of taking an interactive, asynchronous, distance education course via the Internet or other computer based system. Through this course, students use E-mail, participate in online class interactions such as discussion groups and WWW access, and learn about equipment needs and differences between on-line and onsite courses. The goal of this class is to better prepare students for taking online classes by familiarizing students with the online course environment.
12. **GRADING METHOD**

    Default:

    Optional: P = Pass/No Pass

13. **TOTAL UNITS:** 1
14. **INSTRUCTIONAL METHODS / & HOURS:**

Method	Min Units	Min Hours
Lecture	0.5	9
Lab	0.5	27
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

15. **REPEATABILITY**

    Type: Non-Repeatable Credit

16. **MATERIALS FEE:** No
17. **CREDIT BY EXAM:** No
18. **CORE MISSION APPLICABILITY:**
19. **STAND-ALONE:** Yes
20. **PROGRAM APPLICABILITY**

    Required:

    Restricted Elective:

    Elective:

21. **GENERAL EDUCATION APPLICABILITY**

> **Local:**
>
> **IGETC:**
>
> **CSU:**
>
> **UC Transfer Course:**
>
> **CSU Transfer Course:**

22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Describe the basic differences between online courses and traditional face-to-face courses.

2. Demonstrate knowledge of the process of taking an online course.

3. Demonstrate the ability to use web pages, email, discussion groups, and submit a written assignment in online classes.

4. Evaluate personal readiness for taking online classes.

5. Identify the general equipment needs for taking online courses.

6. Navigate Cerro Coso's online course environment.

23. **REQUISITES**

24. **DETAILED TOPICAL OUTLINE:**

Lecture:

    A.   Basic differences between online courses and traditional face-to-face courses
        a.   Benefits of online courses
        b.   Drawbacks and challenges of online courses
        c.   Self-motivation needs for online courses
        d.   Evaluating whether online is a good option for you
    B.   The process of taking an online course
        a.   How to connect to the Internet
        b.   How to access the online class site
    C.   Using web pages, email, and discussion groups in online classes
        a.   Using hyperlinks
        b.   Sending and receiving email
        c.   Sending attachments in email
        d.   Reading, posting, and replying to discussion postings
    D.   Understand the concepts of "Netiquette" and communication in an online environment
        a.   Basics of "netiquette"
        b.   Using Emoticons
        c.   The do's and don'ts of online communication
    E.   Equipment needs of online courses
        a.   Hardware needs for taking online courses
        b.   Software needs for taking online courses
    F.   Experience the Cerro Coso Online model of delivering online courses
        a.   The Cerro Coso Moodle course environment
        b.   Common Cerro Coso Online course components
        c.   Resources available to Cerro Coso online students

Lab:

There are directed hands-on assignments and students are expected to complete 27 hours of lab work with instructor's guidance. The activities may include the following:

A. Two Ninety minute scavenger hunts

    1. Scavenger hunt1 – Moodle online course components

    2. Scavenger hunt 2 - Cerro Coso website resources.

B. Evaluate online as an option

    1. "Student Skills Quiz and the Technical Skills Quiz"

    2. Assess readiness for online environment.

C. Time management activity

    1. Procrastination video,

    2. Creation of a three-day time tracking form

D. Documents on Moodle

    1. Saving

    2. Upload

E. Directed Cerro Coso online library search

    1.Reference

    2. Library catalog

    3. Databases

F. Website search for a specific document called "Netiquette and Communicating in an Online Environment"

G. Proctoring practices

    1. How to access

    2. Proctoring process

H. How to access technical assistance

    1. School IT help desk

    2. Moodle IT help desk

I.Turnitin.com

    1. Open account

    2. Submit assignment

25. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

    1. Audiovisual;

    2. Demonstration;

    3. Discussion;

    4. Group Work;

    5. Instruction through examination or quizzing;

    6. Lecture;

    7. Library;

    8. Written work;

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**
Students are expected to complete 18 hours of work outside of class. Sample assignments include
- A. Reading assignments - For example, students will read article on "Plagiarism and Cheating"

and be ready to discuss it in class. C. Short Papers - For example, evaluate the three-day time management document you created in lab and write a 500 word essay on how the document was implemented in your daily life and whether revisions are needed for success in the online environment.

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

A. Short papers and journal entries
Example: Students will watch the How to be a Successful Online Student DVD and write a short paper comparing the basic differences between taking an online class and a traditional face-to-face class.
B. Quizzes and Examinations
Example: Students will take both of the Student Preparedness Quizzes (Student Skills and Technical Skills) at the beginning of the class and again at the end of the class to evaluate preparedness for taking online classes before and after the exposure to the course.
C. Skill Performance
Example: Students will be required to upload a writing assignment to course and will be required to send an email with an attachment.
D. Discussions

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

Textbooks
No Author. (2000) No Textbook Is Required, , No Publisher
This is for no textbook option
No Author. (2000) No Textbook Is Required, , No Publisher
This is for no textbook option
No Author. (2000) No Textbook Is Required, , No Publisher
This is for no textbook option

Manuals

Periodicals

Software

Other
PDEV C052 does not have a required textbook. The readings provided in the class are lectures created by current and previous PDEV C052 instructors. The topics covered in the readings are the purpose of discussions/forums, help with determining if online education is right for the student, the importance of online group collaboration, netiquette and communicating in an online classroom, considering the source when conducting research on the web, plagiarism and cheating, and then a summary of important information from the class.

29. **METHOD OF DELIVERY:** Online (purely online no face-to-face contact) ;iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Face to face;Other;

30. **MINIMUM QUALIFICATIONS:** Counseling (Masters Required);Education (Masters Required);Psychology (Masters Required);

31. **APPROVALS:**

Origination Date 03/07/2014

Last Outline Revision 03/06/2009

Curriculum Committee Approval 03/21/2014

Board of Trustees 06/12/2014

State Approval 07/24/2014

UC Approval UC Approval Status

CSU Approval CSU Approval Status

IGETC Approval IGETC Approval Status

CSU GE Approval CSU GE Approval Status

Data Element Changes

Data Justification

Course Element Changes

Course Change Justification

Course ID (CB00) CCC000192720

TOP Code (CB03) 4930.11 - Interpersonal Skills;

Course Credit Status (CB04) D - Credit - Degree Applicable;

Course Transfer Status (CB05) C = Not Transferable

Course Units of Credit Maximum High (CB06): 1

Course Units of Credit Minimum Low (CB07): 1

Course Basic Skills (BS) Status (CB08): N = Course is not a basic skills course.

SAM Code (CB09): E = Non-Occupational;

Cooperative Education Course Status (CB10): Not part of Coop Work Exp;

Course Classification Code (CB11): Not Applicable, Credit Course;

Course Special Status (CB13): N - Not Special;

CAN Code (CB14):

CAN-Code Seq (CB15):

Course Prior to College Level (CB21): Not Applicable;

Course Non-Credit Category (CB22): Not Applicable, Credit Course;

Funding Agency Category (CB23): Not Applicable

Course Program Status (CB24): 2 - Stand-alone;

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE
PDEV C100 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** PDEV C100
2. **COURSE TITLE:** Student Success Career Pathway
3. **SHORT BANWEB TITLE:**
4. **COURSE AUTHOR:** Moline, Jeannine M.
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC New Course
9. **START TERM:** 70 = Fall, 2016
10. **C-ID:** None
11. **CATALOG COURSE DESCRIPTION:** This classroom-based, guidance experience teaches students a quantifiable decision-making process that helps them identify and plan for their education and career goals. Students explore academic interests, skills, values, and personality types, and research employers and industries. Students advance public speaking and interview skills through practice, familiarize themselves with college and job search tools, and learn goal setting. The culmination of this process is the development of an internet based education and career ten-year plan that can be used for advisory and academic coaching purposes and updated as needed. The personalized ten-year plan provides focus and motivation to succeed in college, at work, and in life.
12. **GRADING METHOD**

    Default: P = Pass/No Pass

    Optional:

13. **TOTAL UNITS:** 3
14. **INSTRUCTIONAL METHODS / & HOURS:**

Method	Min Units	Min Hours
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

15. **REPEATABILITY**

    Type: Non-Repeatable Credit

16. **MATERIALS FEE:** No
17. **CREDIT BY EXAM:** Yes
18. **CORE MISSION APPLICABILITY:** CSU Transfer
19. **STAND-ALONE:** Yes
20. **PROGRAM APPLICABILITY**

    Required:

    Restricted Elective:

Elective:

21. **<u>GENERAL EDUCATION APPLICABILITY</u>**

    Local:

    IGETC:

    CSU:

    UC Transfer Course:

    CSU Transfer Course:

22. **<u>STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to</u>**

1. Describe the long-term goal setting process defined in the text and how it can be used to develop career goals.

2. Identify strengths, abilities, and talents and connect to careers through various assessments.

3. Evaluate possible career choices based on various factors such as personal lifestyle, satisfaction, and level of happiness.

4. Develop personal and career goals by creating a ten-year plan that focuses on goal setting and evaluation.

23. **<u>REQUISITES</u>**

    Advisory:
    ENGL C070
    Content Review/Content Review + Statistics

24. **<u>DETAILED TOPICAL OUTLINE:</u>**
    Lecture:

      Course Objectives

1. Identify personal principles and values

2. Describe in writing how to use the visioning techniques to develop career goals

3. Create a personal profile of goals

4. Assess current skills and identify the gaps to reaching goals

5. Identify areas for development based on a current job description in a desired field

6. Describe the problem-solving model to develop a plan to meet goals

7. Complete a decision-making matrix based on research related to a chosen filed

8. Create a personal budget profile based on specific industry sector information

9. Analyze and describe budget impact on future decision making

10. Create a 10-year personal plan that includes appropriate training and skills required to attain stated goals

11. Identify tools to research future career fields

12. Deliver an oral presentation describing the planning and goal-setting process and the decision-making structure used to create the personal planning profile and 10-year plan

  I. Career and Life Skills

    A. Develop and actualize short and long-term goals

    B. Decision-making strategies Quantitative action plans

    C. Career research skills

    D. Financial literacy development

    E.   Employability strategies and techniques

  II. Educational Planning

    A.   Identify the skills, aptitudes, and attitudes needed to transition through post-secondary education into the workforce

    B.   Study skills of the life-long learner

    C.   Quantitative skills inventory

    D.   Campus resources

    E.   Major selection

    F.   Long-range education plan for both formal and informal educational opportunities

  III.   Personal and Social Development

    A.   Self-reflection and analysis

    B.   Intra and interpersonal relationships

    C.   Communication

    D.   Learning style

    E.   Personal values and goal setting

    F.   Strategies for making changes in life and work direction

    G.   Self-mastery skills and resiliency

25. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Demonstration;
3. Discussion;
4. Group Work;
5. Guest Lecturers;
6. In-class writing;
7. Instruction through examination or quizzing;
8. Lecture;
9. Outside reading;
10. Presentations (by students);
11. Problem Solving;
12. Project-based learning;
13. Skills Development and Performance;
14. Written work;

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**
Read text and complete exercises such as the Work Values Summary, Who Am I, and Lifestyle Budget Profile. Write 250-500 word essays and responses to prompts describing educational, career, and lifestyle scenarios. Complete a personal profile detailing values, educational interests, lifestyle and work preferences, and reverse lifeline. Complete a comprehensive budget. Complete 10-year educational and career plan. Deliver an oral presentation describing the process and outcomes of the 10-year educational and career plan.

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**
1. Completion of required assignments
2. Participation in classroom and online discussions
3. Completion of written assignments that provide data for the development of the online

education and career ten-year plan.
4. Determination of a career choice/program of study, an informed, declared major, and an education plan
5. Final Project/Exam: The online ten-year Plan Summary and /or Portfolio report

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

Textbooks
Bingham, M. & Stryker, S.. (2012) Career Choices and Changes, 4th edition, Academic Innovations

Manuals

Periodicals

Software
The Myers & Briggs Foundation. Myers Briggs Type Indicator, 2016 ed. -- Myers Briggs Used as a personality indicator and matches personality with career interest. The Myers & Briggs Foundation | 2815 NW 13th St., Suite 401 | Gainesville, FL 32609 | All rights reserved 2016 Truity Psychometrics. Holland Code Career Test, 2012-2016 ed. -- Matches student interests with careers.

Other

29. **METHOD OF DELIVERY:** Online with some required face-to-face meetings ("Hybrid");iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Online (purely online no face-to-face contact) ;Face to face;Online course with on ground testing;

30. **MINIMUM QUALIFICATIONS:** Administration of Justice;Clinical Practice;Counseling (Masters Required);Education (Masters Required);English (Masters Required);Graphic Arts;Health Care Ancillaries;Industrial Technology;Interior Design;Labor Relations;Library Science (Masters Required);Library Technology;Occupational Therapy Assisting;Office Technologies;Office Technologies;Physical Education (Masters Required);Psychology (Masters Required);Retailing;Sociology (Masters Required);

31. **APPROVALS:**

Origination Date 09/30/2015

Last Outline Revision 09/30/2015

Curriculum Committee Approval 03/04/2016

Board of Trustees 04/14/2016

State Approval 05/04/2016

UC Approval **UC Approval Status**

CSU Approval 70 = Fall 2016 **CSU Approval Status** Approved

IGETC Approval **IGETC Approval Status**

CSU GE Approval **CSU GE Approval Status**

Data Element Changes

Data Justification The course acts as guidance for concurrently enrolled high school students preparing as incoming freshman. The course begins a process of personal, educational, and occupational exploration. The course acts as a pre-collegiate introduction to the standards and culture of higher education. Additionally, the course provides students the opportunity to evaluate, clarify, and articulate their values and vision for their life and to use those values to establish both academic and career goals.

Course Element Changes

Course Change Justification

Course ID (CB00) CCC000573017

TOP Code (CB03) 4930.10 - Guidance;

Course Credit Status (CB04) D - Credit - Degree Applicable;

Course Transfer Status (CB05) B = Transferable to CSU only

Course Units of Credit Maximum High (CB06): 3

Course Units of Credit Minimum Low (CB07): 3

Course Basic Skills (BS) Status (CB08): N = Course is not a basic skills course.

SAM Code (CB09): E = Non-Occupational;

Cooperative Education Course Status (CB10): Not part of Coop Work Exp;

Course Classification Code (CB11): Not Applicable, Credit Course;

Course Special Status (CB13): N - Not Special;

CAN Code (CB14):

CAN-Code Seq (CB15):

Course Prior to College Level (CB21): Not Applicable;

Course Non-Credit Category (CB22): Not Applicable, Credit Course;

Funding Agency Category (CB23): Not Applicable

Course Program Status (CB24): 2 - Stand-alone;

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE
PDEV C101 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** PDEV C101
2. **COURSE TITLE:** Becoming a Master Student
3. **SHORT BANWEB TITLE:** Becoming a Master Student
4. **COURSE AUTHOR:** Godfrey, Pamela G.
5. **COURSE SEATS:** -
6. **COURSE TERMS:** 70 = Fall; 30 = Spring; 50 = Summer
7. **CROSS-LISTED COURSES:**
8. **PROPOSAL TYPE:** CC Course Revision
9. **START TERM:** 50 = Summer, 2014
10. **C-ID:** N/A
11. **CATALOG COURSE DESCRIPTION:** This course emphasizes effective student skills. It includes time management, note taking, memory skills, textbook reading, exam preparation, and test strategies. It is an introduction to a variety of college resources. Students explore topics such as personal strengths, goal setting, decision making, career choice, and transfer preparation.
12. **GRADING METHOD**
    Default: S = Standard Letter Grade
    Optional: P = Pass/No Pass;A = Audit

13. **TOTAL UNITS:** 3
14. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

Method	Min Units	Min Hours
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

    Non-Standard Hours Justification:

15. **REPEATABILITY**
    Type: Non-Repeatable Credit

16. **MATERIALS FEE:** No
17. **CREDIT BY EXAM:** No
18. **CORE MISSION APPLICABILITY:** UC Transfer;CSU Transfer
19. **STAND-ALONE:** Yes
20. **PROGRAM APPLICABILITY**
    Required:
    Restricted Elective:
    Elective:

21. **GENERAL EDUCATION APPLICABILITY**

Local:
IGETC:
CSU:
UC Transfer Course:
CSU Transfer Course:

22. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Recognize that college requires different skills from other learning environments and apply skills such as self-responsibility, self-evaluation, and time management to their life circumstances.

2. Identify personal strengths and be able to use those in academic, personal, and career settings.

3. Describe and apply study techniques such as note taking, power reading, mnemonics, and test taking.

4. Explore diversity in thinking due to differences in learning style, experience, life circumstance and culture, and include awareness of sexual and disability harassment.

5. Develop critical thinking processes for solutions to problems and for implementing new ideas.

6. Examine how choices have an impact on health, money management, and relationships.

7. Evaluate how learning styles and attitudes impact learning.

23. **REQUISITES**

    Advisory:
    ENGL C040
    Content Review/Content Review + Statistics

24. **DETAILED TOPICAL OUTLINE:**
    Lecture:

A.   **Introduction of techniques used in the class**

    1. **Journaling**

    2. **Activities**

    3. **Critical Thinking**

    4. **Portfolios**

B.   **Understanding the nature of strengths**

    1. **Apply strength concepts to a service setting –on or off campus**

    2. **Strengths as weakness, weakness as strength**

C.   **Self-Discovery Assessments**

    1. **Learning styles**

    2. **Attitudes**

D.   **Time management and goal setting**

    1. **Time Monitoring**

    2. **Goal Setting Exercises**

E.   **Note taking and listening skills**

    1. **Cornell Method**

    2. **Outline**

      3.   **Mind mapping**

F.   **Reading Techniques**

      1.   **Scan, Question, Read, Review, Read again (SQR3)**

      2.   **Power Reading**

G.   **Test Preparation and Test taking strategies**

      1.   **Prepare, prepare, prepare**

      2.   **Making the most of any test**

H.   **Mnemonic and memory strategies**

      1.   **Mnemonics**

      2.   **Other memory strategies**

I.   **Problem Solving**

      1.   **Seeing the problem, or how pre-conceived ideas get in the way**

      2.   **What is the solution, not what is the problem?**

J.   **Campus Resources**

      1.   **LRC**

      2.   **LAC**

      3.   **Counseling**

      4.   **Access**

K.   **Career Search**

      1.   **Career Café**

      2.   **Other career resources/Career Transfer Center**

L.   **Diversity**

      1.   **Diversity**

      2.   **Adversity**

M.   **Health, Money, and Personal choices**

      1.   **Diet and Nutrition**

      2.   **Budgets for students**

      3.   **Personal choices and healthful lifestyles**

25. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

    1. Audiovisual;

    2. Discussion;

    3. Group Work;

    4. Guest Lecturers;

    5. In-class writing;

    6. Instruction through examination or quizzing;

    7. Lecture;

    8. Presentations (by students);

9. Written work;

10. Other Methods: A. Web Based Instruction

26. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**
    A. Reading of assigned texts and course materials B. Short Papers C. Library Research D. Career Assessments

27. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**
    A. Exercises
    Example: Students will practice note-taking during a class lecture, based on strategies covered in the course text and lecture.
    B. Quizzes and Exams
    Example: Students will take a quiz on the components of the course catalog, education planning, and the transfer process.
    C. Papers
    Example: Student will write a short paper on an exemplary student of interest, such as Malcolm X, using one or two sources other than the text.
    D. Journal Writing
    Example: After watching a short video on contemporary issues of diversity, students will write a journal entry reflecting on their perception of and experiences with the issues addressed in the video.
    E. Projects and Oral Presentations
    Example: Students will create a collage timeline of their past present and future that includes all events they consider significant and will orally present the timeline to the class.
    F. Assessments
    Example: Student will complete a Learning Styles inventory.

28. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

    Textbooks
    Ellis, D. . (2014) Becoming a Master Student, 15th , Houghton Mifflin

    Manuals

    Periodicals

    Software

    Other

29. **METHOD OF DELIVERY:** iTV – Interactive video = Face to face course with significant required activities in a distance modality ;Online (purely online no face-to-face contact) ;Other;Face to face;

30. **MINIMUM QUALIFICATIONS:** Counseling (Masters Required);Psychology (Masters Required);

31. **APPROVALS:**

    Origination Date 02/14/2014

    Last Outline Revision 08/28/2009

    Curriculum Committee Approval 03/09/2014

    Board of Trustees 06/12/2014

    State Approval 07/24/2015

    UC Approval 50 = Summer 2005 **UC Approval Status** Approved

    CSU Approval 50 = Summer 2000 **CSU Approval Status** Approved

    IGETC Approval   IGETC Approval Status

    CSU GE Approval   CSU GE Approval Status

Data Element Changes

Data Justification

Course Element Changes Change/Update Course Outline

Course Change Justification A. Update methods of instruction

Course ID (CB00) CCC000287072

TOP Code (CB03) 4930.10 - Guidance;

Course Credit Status (CB04) D - Credit - Degree Applicable;

Course Transfer Status (CB05) A = Transferable to both UC and CSU

Course Units of Credit Maximum High (CB06): 3

Course Units of Credit Minimum Low (CB07): 3

Course Basic Skills (BS) Status (CB08): N = Course is not a basic skills course.

SAM Code (CB09): E = Non-Occupational;

Cooperative Education Course Status (CB10): Not part of Coop Work Exp;

Course Classification Code (CB11): Not Applicable, Credit Course;

Course Special Status (CB13): N - Not Special;

CAN Code (CB14):

CAN-Code Seq (CB15):

Course Prior to College Level (CB21): Not Applicable;

Course Non-Credit Category (CB22): Not Applicable, Credit Course;

Funding Agency Category (CB23): Not Applicable

Course Program Status (CB24): 2 - Stand-alone;