

COLLC101 : Foundations for Success in College and Life

General Information

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Course Code (CB01) :	COLLC101
Course Title (CB02) :	Foundations for Success in College and Life
Department:	Counseling
Proposal Start:	Fall 2019
TOP Code (CB03) :	(4930.10) Career Guidance and Orientation
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000287072
Curriculum Committee Approval Date:	11/02/2018
Board of Trustees Approval Date:	12/13/2018
External Review Approval Date:	Pending
Course Description:	<p>This course emphasizes effective strategies that can be applied in college and life. It focuses on lifelong understanding and development of the self in physical, social, and psychological aspects. Course content includes time management, note-taking, memory skills, reading comprehension, and exam preparation. Topics such as goal setting, decision making, career choice, transfer preparation, and healthy lifestyles are also explored. The course introduces a variety of campus and internet resources.</p>
Submission Type:	<p>New Course Change to Content New Course Materials</p> <p>This submission will be both a change in course subject designator, from PDEV to COLL, and a substantial revision of the course outline of record and SLOs. We are shifting the emphasis to success in both college and life. The career exploration, skills, and lectures for the course address the habits and skills developed in college that cross over to life long habits that contribute to a productive, healthy, happy, and balanced lifestyle throughout life from college to career, in every age and stage of life. The general purpose of this course is to assist students in being successful in college, transfer, and life, and is intended to be a "first-year experience" course.</p>
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Counseling
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• Psychology• Counseling• Psychology
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU General Education Certification

Area E.1

Categories

Lifelong Learning & Self-Development
Integrated Organism

Status

Approved

Approval Date

04/16/2019

Comparable Course

GST 1040 SUCCEEDING IN COLLEGE
What does it take to do well at CSUB? Discussions of everything from note-taking to networking to managing personal finances will give you the inside track on getting the most out of the opportunities Cal State has to offer. Guest speakers, faculty, and students from various disciplines will share their perspectives on

"Succeeding in College."

Units:

1

Department:

GENERAL STUDIES

Source catalog:

California State University Bakersfield 2016-2018

UNIV 101 INTRODUCTION TO UNIVERSITY LIFE

This course revolves around the scholarship of place, involving students in academic inquiries about CSU, Chico as a place of learning, a set of historical sites, a crucial component of the larger place we call "Chico", and a key location for their development as educated adults in a democracy. Students also examine ways of navigating the University and adapting past academic and personal practices to fit this new context. The course is intended for first-year students only. This is an approved General Education course. (009580).

Units:

3.0

Lecture hours:

3

Offered:

During fall and spring semester each year

Department:

UNIVERSITY ACADEMICS

Source catalog:

California State University Chico 2018-2019

Course tag(s):

CSU-GE-E

UNIV 100 FOUNDATIONS FOR COLLEGE SUCCESS AND LIFELONG LEARNING

Knowledge, skills and attitudes necessary for college success, and lifelong learning and development. Significant reading, writing and co-curricular learning opportunities. Designed for first-time college students in learning communities. One, two or three units in fall and/or spring semester. Three units maximum.

Units:

1-3

Department:

UNIVERSITY STUDIES

Source catalog:

California State University Fullerton 2017-2018

Course tag(s):

CSU-GE-E

ID 21 FIRST YEAR SEMINAR: BECOMING AN EDUCATED PERSON

Introduction to the nature and possible meanings of higher education, and the functions and resources of the university. Designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills. Provides students with the opportunity to interact with fellow classmates and the seminar leader to build community of academic support and personal support. General Education Area/Graduation Requirement: Understanding Personal Development (E).

Units:

3

Offered:

Fall, Spring

Department:

INTERDISCIPLINARY STUDIES

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Activity 0

Total 108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Students must be able to write clearly structured academic essays on complex ideas presented in university-level sources, such as academic articles about goal setting, decision making, career choice, transfer preparation, and healthy lifestyles. They also must be able to explain, analyze, and synthesize ideas in university-level reading materials.

Additionally, students must learn to distinguish among facts, premises, inferences, judgments, implications, and fallacious reasoning in academic articles and challenging texts, as well as use sound reasoning and relevant supporting details in their own written arguments.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Other
Rationale	Web Based Instruction

Methods of Instruction	Presentations (by students)
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Rationale	No value
Methods of Instruction	Written work
Rationale	No value
Methods of Instruction	Guest Lecturers
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	Lecture
Rationale	No value
Methods of Instruction	Audiovisual
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Methods of Instruction	
Rationale	No value
Assignments	
- A. Reading of assigned texts and course materials B. Short Papers C. Library Research D. Career Assessments	

Methods of Evaluation**Rationale**

Other	Exercises Example: Students will practice note-taking during a lecture in another course, based on strategies covered in the course text and lecture. Example: Students will practice using mnemonics to improve memory.
Tests	Quizzes and Exams Example: Students will take a quiz on the components of the course catalog, education planning, and the transfer process.
Other	Papers Example: Student will write a short paper on an exemplary student of interest, such as Aung San Suu Kyi (4 sources in Primary Search, 2,677 in Opposing Viewpoints, CCCC Library), using one or two sources other than the text.
Other	Journal Writing Example: After watching a short video on public speaking, students will write a journal entry reflecting on their perception of and experiences with the issues addressed in the video.
Project	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.
Other	Assessments Example: Student will complete a Learning Styles inventory.
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Ellis, D. (2018) Becoming a Master Student, 16th, Cengage Learning			
Dillon, D.	Blueprint for Success in College and Career	Rebus Community	2018	13: 9781989014042

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Evaluate how learning styles and attitudes impact learning.

Examine how choices have an impact on health, self-management, and relationships.

CSLOs

- | | |
|---|-----------------------------|
| 1. Apply strategies for lifelong learning and development. | Expected SLO Performance: - |
| 2. Implement strategies to use time effectively. | Expected SLO Performance: - |
| 3. Implement appropriate lifestyle changes to improve physiological and psychological well-being. | Expected SLO Performance: - |

Outline

Course Outline

1. College and life success techniques
 - a. Attitude and values
 1. Self-awareness (e.g. personality type, learning style, Myers-Briggs Type Indicator)
 2. Self-esteem and assertiveness
 3. Values
 1. Career exploration (e.g. interest inventories, Strong-Campbell)
 2. Exploration resources (e.g. O*net, Navigate, ECOS)
 - b. Time management
 1. Time monitor
 1. Using the monitor to create an effective planner (daily/weekly/monthly)
 2. Goal-setting: long-term and short-term
 3. Abbreviated and comprehensive/long-term student education plan (ASEP/CSEP/LTEP)
 1. Certificates, degrees, and transfer prep
 2. How to use the CSEP/LTEP
2. Resources as success techniques
 - a. Campus resources
 1. Library
 2. Tutoring
 3. Other (e.g. Access Programs, counseling, financial aid, Writing and Math Labs, college catalog, textbook reserve, computers/printers)
 - b. Community resources

1. Resources based on campus site (e.g. community, regional resource handouts)
 - c. Technology as a resource
 1. College website
 2. College catalog
 3. Other sites as they apply
 3. Information recall
 - a. Memory
 - i. Short-term
 - ii. Long-term
 - b. Techniques for improved recall
- i. Mnemonic
 - ii. Rehearsal
 - iii. Connection
 - iv. Visualization
 1. Note-taking
- a. Use
 - b. Styles
 1. Success strategies for test-taking
 - a. Multiple choice
 - b. Essay
 - c. Timed
 1. Reading
 - a. Techniques to focus attention
 - b. Studying from textbooks
 - c. Utilizing references
 - d. Reading for comprehension
 2. Effective communication
 - a. Active listening
 - b. Body language
 - c. Working in small groups
 - d. Conversing and corresponding with classmates
 - e. Meeting and communicating with instructors/professors
 3. Creativity and critical thinking
 - a. Thinking outside the box
 - b. Logic and logical fallacies
 4. Public Speaking
 - a. Importance in college and career
 - b. Prepare and rehearse
 - c. Effective presentation
1. Health, stress, and money
 - a. Effects on college and life success
 - b. Lifelong understanding and development as integrated physiological, social, and psychological beings
 - c. Management techniques

1. Stress
 1. Physiological, psychological, emotional, and behavioral effects of stress
 2. Avoidance
 3. Reduction (e.g. guided imagery, rhythmic breathing)
 2. Health and wellness through the lifespan
 1. Awareness
 2. Lifestyle choices (e.g. nutrition, exercise, sleep, hygiene)
 3. Self-care (e.g. mental, spiritual, emotional, and social)
 3. Money
 1. Increased income
 2. Reduced expenses
 3. Credit and debt
 4. Savings, investment, and retirement
2. Lifelong understanding and development as integrated physiological, social, and psychological beings
1. Psychological Development- Erik Erickson
 2. Psychological health-Abraham Maslow
 3. Self-development-Carl Rogers
3. Next steps
- a. Transfer
 - b. Employment

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face to Face
 Online
 Hybrid
 Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid, and iTV) of COLL C101 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to, videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both on-campus and distance education, will be evaluated and assessed towards the end of the semester using a project, scored with a rubric.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other

Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.

Student-Instructor contact may include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.

Student-Student contact will include the following: discussion forums.

Student-Student contact may include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Standard college hardware required for students - Basic requirements for all online courses, as defined by the CC Online website.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, pdfs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

iTV Preferred maximum enrollment for iTV courses is 20 students at each site. Online Preferred maximum enrollment for online courses is 45 students.