Cerro Coso College
Course Outline of Record Report
10/13/2021

COUNC101 : Tools for College Success

General Information

Author:	-
Course Code (CB01) :	COUNC101
Course Title (CB02) :	Tools for College Success
Department:	Counseling
Proposal Start:	Fall 2013
TOP Code (CB03) :	(4930.10) Career Guidance and Orientation
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000292453
Curriculum Committee Approval Date:	11/18/2016
Board of Trustees Approval Date:	03/09/2017
External Review Approval Date:	07/23/2014
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.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling
Alternate Master Discipline Preferred:	• 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

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Grade Options

• Letter Grade Methods
• Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☐ Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Units and Hours:

Summary

Minimum Credit Units (CB07)	2
Maximum Credit Units (CB06)	2
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	108
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.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	2	4
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	36
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	72

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

Prerequisite

ENGLC040 - Improving Basic Writing Skills

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.

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	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.

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Project-based learning
Rationale	No value

Methods of Instruction	Presentations (by students)
Rationale	No value

Methods of Instruction	Skills Development and Performance
Rationale	No value

Methods of Instruction	Problem Solving
Rationale	No value

Methods of Instruction	Library
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

Methods of Instruction	In-class writing
Rationale	No value

Methods of Instruction	Guest Lecturers
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Audiovisual
Rationale	No value

Assignments

- **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.

Methods of Evaluation	Rationale
Other	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.
Other	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.
Other	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.
Tests	Quizzes and essay examinations testing the student's comprehension of the concepts and techniques presented in the lectures and textbook readings.
Participation	Participation in class exercises to practice application of concepts and skills presented in class lecture and readings.
Project	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.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Downing, S. (2017) On Course Strategies for Creating Success in College and in Life, 8th, Cengage Learning			

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

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

Expected SLO Performance: 70.0

Utilize skills or strategies necessary for success in college.

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

Outline

Course Outline

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
    6. 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

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 2 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?

Assignments given in COUN C101 are the same to those in the on-ground sections except that the assignments are submitted electronically within the Learning Management System. Class discussions are completed through the online discussion forum, and students are required to respond to the discussion questions and to at least two of their classmates' posts. Chapter quizzes are given on a biweekly basis. The instructor provides feedback and comments to submitted coursework and discussions. Some assignments (that are not objective) are graded via 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)

discussion forums
learning management message
chat
email
face2face
proctored
phone
itv

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?

No additional software will be required. Technical assistance will be provided through the KCCD Help Desk 24/7

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.

itv
learning management system
publisher

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.

Class size will be the same as face-to-face classes.