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

PDEVC101 : Becoming a Master Student

General Information

Author:	-
Course Code (CB01) :	PDEVC101
Course Title (CB02) :	Becoming a Master Student
Department:	Counseling
Proposal Start:	Fall 2013
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:	03/09/2014
Board of Trustees Approval Date:	06/12/2014
External Review Approval Date:	07/24/2015
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.
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	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

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 Classs
Lecture Hours	3	6
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	54
Course Out-of-Class Hours	
Lecture	0
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

Prerequisite

ENGLC040 - Improving Basic Writing Skills

Students in PDEV C101 must be able to write summaries of assigned readings from the course textbook, answer homework questions using paragraph length responses, and answer essay questions in clear prose based on readings from various texts. The ENGL C040 course provides the student with the requisite skills to meet these expectations.

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)
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

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 class lecture, based on strategies covered in the course text and lecture.
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 Malcolm X, using one or two sources other than the text.
Other	E. Projects and Oral Presentations
Other	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.
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	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.	

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Ellis, D. . (2014) Becoming a Master Student, 15th , Houghton Mifflin			

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

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.

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

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

Expected SLO Performance: 70.0

Evaluate how learning styles and attitudes impact learning.

Expected SLO Performance: 70.0

Outline

Course Outline

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

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
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?

No Value

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)

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 Value

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.

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