

COUN-101: COLLEGE DISCOVERY

Effective Term

Fall 2012

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Counseling (Master's Degree)	

Subject Code

COUN - Counseling

Course Number

101

Department

Counseling (COUN)

Division

Counseling (COUN)

Full Course Title

College Discovery

Short Title

College Discovery

CB03 TOP Code

4930.10 - Career Guidance and Orientation

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Review

SECTION B - Course Description

Catalog Course Description

A short-term, intensive course designed to help students adjust to college by orienting them to college resources and teaching them how to network with others. Students will identify and address strengths and barriers related to college success, as well as discover their own learning style and attitude. Students will also learn effective college/classroom behaviors, including listening, concentration, note-taking, and academic honesty. Self-management skills will be addressed, along with motivation, personal responsibility, and self-discipline.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

1.00

Lecture Hours

18.00

Outside of Class Hours

36

Total Contact Hours

18

Total Student Hours

54

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Students will be able to navigate and utilize resources on campus.
2.	Students will be able to work and learn using their preferred learning style.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Identify and utilize support services on campus.
2.	Explore methods to develop a support network for success in college.
3.	Demonstrate effective classroom/college behaviors, including attendance, participation, listening, concentration, personal responsibility, academic honesty, organizational skills, and task completion.
4.	Understand strengths, weaknesses, and potential related to academic and personal success.
5.	Develop methods to address barriers/obstacles to college success.
6.	Monitor his/her own progress through self-awareness and self-discipline.
7.	Understand his/her own learning style and identify positive learning attitudes.
8.	Implement effective self-management through review of goals, identification of action required, and scheduling time for task completion.
9.	Understand the internal and external factors which serve as motivators for success.

Course Content

1. Orientation to and utilization of campus resources.
2. Development of support networks, including study groups.
3. Instruction in effective and appropriate college/classroom behaviors, including attendance, listening, concentration, organization, task achievement, and academic honesty.
4. Assessment of learning style, study skills, and special skills and talents, as well as potential for growth.
5. Identification of barriers/obstacles to college success and methods for overcoming them.
6. Explore and identify factors which enhance motivation and persistence in college.
7. Introduction to note-taking and study skills for use across the curriculum Self-management skills, including goal clarification, task identification, and scheduling.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	
Lecture	
Other	Group work, role plays. Examples: Instructor will give an overview lecture on learning styles. Students will also take a learning style assessment. Students will then be divided into groups with each group having at least one student from each of the different learning styles. In groups students will discuss learning styles, in particular their own learning style.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Chat Rooms
Discussion Boards
E-mail Communication
Telephone Conversations
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	
Quizzes	
Other	Grades will be based on: 1. Reading and writing assignments 2. In-and-out of class exercises 3. Quizzes and exams For example: a) Weekly journals (1-2 pages in length) that address key issues pertaining to student success. b) Student Services project consisting of an informational interview, essay (3-5 pages in length) and classroom presentation using a visual aid.

Assignments

Reading Assignments

1. Assigned readings from appropriate texts

2. Assigned readings from other resources

For example:

- a) Read "The Ten Steps to Getting Good Grades in College" and describe two skills that you wish to improve and your plan for doing so.
- b) Read pages 43-49 of the Napa Valley College (2010-2012) catalog and discuss in a two-page journal which services you feel will help you achieve your goals.

Writing Assignments

- 1. Written assignments related to readings and in-class exercises.
- 2. Journal-writing and reaction/reflection papers

For example:

- a) What were your thoughts regarding the Graduation Game we played in class? Do you think it's important to pace yourself while in college? Why or why not?
- b) In your journal discuss the True Colors assessment that you took in class today. Do you agree with your results? Why or why not?

Other Assignments

- 1. Final Paper
- 2. Final Project

For example:

- a) Develop your "Story of Success." In an essay format discuss your short term and long-term goals and how you plan to achieve them. Your final project should be 3-5 pages and should cover the next 15 years.
- b) Research a student service on campus that you feel will help you achieve your educational goals. You will need to do an informational interview with someone from this student service. In a 3–5-page essay discuss how this service will help you and what you learned from the informational interview you did. Also, prepare a visual aid that you will use to present your findings to the class.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Amy Baldwin

Title

Community College Experience, Brief Edition

Edition/Version

2nd

Publisher

Prentice Hall

Year

2009

Material Type

Other required materials/supplies

Description

Other appropriate text.

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a Local General Education Area?

No

Do you wish to propose this course for a CSU General Education Area?

No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000340556

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No