



EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

GENERAL COURSE INFORMATION

Subject: NHDV
Course Number: 101
Descriptive Title: Introduction to College Success and Educational Planning
Course Disciplines: Education, Psychology, Counseling
Division: Behavioral and Social Sciences
Department: Human Development

Catalog Description:

This course is designed to assist students in transitioning from noncredit to credit courses and introduces students to information, skills, and resources necessary for successful educational experiences. Topics include orientation to college, college readiness, student responsibility in a diverse college setting, learning styles and lifelong learning, goal setting for college and career, educational planning, study skills, time management, support networks, and college resources.

Conditions of Enrollment:

Recommended Preparation: English 1 OR ESL 52B AND ESL 53C

Course Length: Full Term

Hours Lecture (per week): 1
Hours Laboratory (per week): 0
Outside Study Hours: 2
Total Hours: 18
Course Units: 0

Grading Method: Pass/No Pass only

Credit Status: Non Credit

Transfer CSU: No **Effective Date:**

Transfer UC: No **Effective Date:**

General Education:
ECC

Term: **Other:**

CSU GE:

Term: **Other:**

IGETC:

Term: **Other:**

OUTCOMES AND OBJECTIVES

A. Student Learning Outcomes SLOs (The course student learning outcomes are listed below.) Student Learning Outcomes:

SLO #1 Educational Planning

Students will identify and apply resources, tools and procedures to create educational goals and an educational plan.

SLO #2 Qualities of Successful Students

Students will analyze personal qualities and skills necessary for success in college and demonstrate how to apply these to achieving academic goals.

SLO #3 Campus Resources and Support Networks

Students will be able to identify resources and apply strategies for cultivating an effective support network on a college campus.

B. Course Objectives (The major learning objective for in this course are listed below) Course Objectives:

1. Analyze the personal qualities and study skills associated with college readiness and success in a diverse college setting.
2. Understand options and processes in higher education.
3. Identify and access college resources and services and create a support network.
4. Identify and implement the components of successful goal setting.
5. Assess and develop personal, educational, and professional goals.
6. Evaluate the components necessary to create an individual educational plan.
7. Identify strategies for effective time management and develop a time management plan.
8. Examine individual learning styles and personality types and their roles in lifelong learning.

OUTLINE OF SUBJECT MATTER

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics:

- I. Course Overview (2 hours, lecture)**
 - A. Orientation to College and College Readiness
 - B. Personal Qualities and Study Skills Associated with College Success

- II. Transitioning to College (2 hours, lecture)**
 - A. College Culture and Customs
 - B. Higher Education Options and Student Outcomes
 - C. Student Rights and Responsibilities
 - D. Registration Procedures

- III. Learning Styles and Lifelong Learning (3 hours, lecture)**
 - A. Assessing Personality Styles
 - B. Recognizing Strengths, Limitations, and Learning Styles
 - C. Understanding Diversity, Equity, and Inclusion

- IV. Decision-Making and Goal-Setting (3 hours, lecture)**
 - A. Responsible Decision-Making
 - B. Effective Goal-Setting

- V. Educational Planning (4 hours, lecture)**
 - A. Options and Choices in College
 1. Certificates
 2. Associate Degrees
 3. Transfer

 - B. Developing an Educational Plan and Identifying Career Interests

- VI. Mastering Self-Management (2 hours, lecture)**
 - A. Time Management Tools and Systems
 - B. Schedules and Planners
 - C. Developing Self-Discipline

- VI. Developing Interdependence (2 hours, lecture)**
 - A. Creating a Support Network
 - B. Academic Support Services
 - C. Student Support Services

Total Lecture Hours: 18
Total Laboratory Hours: 0
Total Hours: 18

PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

Identify and list the courses needed to graduate with an Associate in Arts or an Associate in Science degree, and/or transfer in a particular major. Complete the educational planning assignment to illustrate how to meet this goal, including all required prerequisites, general education, major, and elective classes.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

In a two- to three-page typed essay, analyze each of the four colors in the True Colors Personality System and then describe your color spectrum, beginning with your primary color. This description must include examples of typical perceptions, beliefs, and behaviors consistent with your primary color and an explanation of how these characteristics generate esteem or stress for someone with this color spectrum.

Critical Thinking Assignment 2:

Create a plan which includes short-term and long-term educational and career goals. Assess these goals to determine whether they meet the DAPPS Rule: Dated, Achievable, Personal, Positive, and Specific. Make any necessary revisions to your plan based upon your assessment.

D. Other Typical Assessment and Evaluation Methods

Essays, Journal kept throughout course, Written Homework

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

INSTRUCTIONAL METHODS

WORK OUTSIDE OF CLASS

Journal (done on a continual basis throughout the class, Required Reading, Study, Written Work (Such as essay/composition, report, analysis, research,) Answer Questions.

TEXTS AND MATERIALS

- A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

S. Downing, On Course: Strategies for Creating Success in College and in Life. 7th ed. Cengage, 2014. (Discipline Standard)

- B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

Current El Camino College Catalog

- C. Other Required Materials**

CONDITIONS OF ENROLLMENT

- A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite:

Category:

Requisite course(s): List both prerequisites and corequisites in this box.

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

- B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

Requisite:

Requisite and Matching Skill(s):

Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

- C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

Requisite course: English 1 or ESL 52B AND ESL 53C

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Employ strategies to interpret college-level reading related to cognitive, psychological, social and physical factors influencing success in college and in life.

ESL 52B - Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.

Apply critical thinking skills and appropriate strategies in the writing process in order to compose, revise and edit journals, written homework, essay exams and papers.

ENGL 1 - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.

ESL 53C - Apply critical thinking skills to college-level expository prose for the purpose of writing and discussion.

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Juli Soden

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Last Reviewed and/or Revised by: Juli Soden and Kristie Daniel-DiGregorio

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