

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Karen Cranney	Date:	12/17/2019
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Department	Subject	Course Number	Title
College Success and Career Readiness	College Success and Career Readiness CSCR	100	College Success and Career Readiness (formerly GUID-100 College Success)

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

E HEALTHFUL LIVING AND SELF-DEVELOPMENT

General Education Justification:

CSCR 100 is consistent with Area E Healthful Living and Self-Development Plan Option A. This college success course prepares students to understand themselves and the importance of the decisions they make through their lives in addition to the impact and influence of various individual, social, and cultural factors on those decisions. They also learn the impact of their decisions on their personal well-being and the physical, social, and cultural environment. GELO1: Exhibit and value the impact of lifestyle behavior on human health and wellness: in this course, students will focus on holistic health and wellness, learn to renew their body, mind, heart, and soul with activities to cope with personal problems and at the same time reduce stress and learn how to examine and develop their emotional intelligence. Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development throughout life's stages. GELO2: Communicate effectively how lifestyle behaviors affect various disease states. Self-development is the theme in this course. Students will take a self-assessment to learn their personality type, create and

articulate a life plan and learn how to make wise decisions, take the initiative to solve problems, and development attitudes for success. GELO3: Develop a plan to meet their own personal health and wellness goals and/or the goals of others. Students will develop a compelling purpose for their life and education along with academic and life skills to live an interdependent life with a personal mission statement, and a success identity to build healthy support groups. CSCR 100 addresses all of those as the course curriculum addresses self-development, lifestyle, nutrition, health, and behaviors that are essential to effective goal setting as psychological beings.

Maximum Enrollment:
Maximum Enrollment Justification:

40

Course requires significant individualized instruction or assessment “ check all that apply:

- * Course requires graded class discussion and graded class participation.**
- * Course requires 3 or more oral presentations by each student per semester.**
- * Course relies on small group dynamics as a means of instruction or assessment.**

Justification: Students give presentation on their life, their personality type, and their interest assessment results. They also do educational plans in class, so there is a lot of individualized assistance.

Grading Method:
TOP code:

Letter Grade or P/NP

4930.10

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course is designed to empower students with effective strategies for making wise choices in three areas: personal, academic, and career pathways. The course focuses on a strong clear reason for staying in school, more ability to cope with the challenges of transitioning into a new life, educational planning, learning styles, campus resources, and effective strategies for personal health and wellness.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course teaches student empowerment with effective strategies for making wise choices in three areas: personal, academic, and career pathways.

Need for the course:

The implementation of AB705 and the introduction of Success! Pathways are redefining the way our students experience

their first year. About 3 in 5 college students never finish a degree. Many students don't know why they are in college. For some it's going to get a better job; for others, it's to get more education, and for others it's just what you do after high school. This course is not just about teaching concepts. It is to motivate students to take an active role in their college and future success. Students will ascertain their strengths and preferences, research careers, and participate in a Pathways Showcase to identify an MSJC Pathway. Students will be able to create and articulate their compelling reason for attending college and apply the skills learned to persist in meeting their academic and career goals.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

- 1. Evaluate learning styles and personality types to enhance self-development, supportive networks, and emotional intelligence.
- 2. Discover MSJC campus resources that engage diverse student populations
- 3. Formulate techniques to enhance academic skills in order to achieve subject matter mastery and develop strategies for success in a diverse society.
- 4. Revise habits to change mental processes from fixed mindset to growth mindset and employ habits of mind.
- 5. Assess wellness concepts, including stress, diet, sleep, and exercise and develop a personal plan to renew body, mind, heart, and soul.
- 6. Develop communication, leadership, and interdependence skills as well as self-advocacy and personal responsibilities.
- 7. Develop strategies for time management, study skills, and other soft skills
- 8. Assess career aptitudes; explore and align pathways with abilities, goals, career options.
- 9. Design a college success/life plan that incorporates strengths, interests, and goals to select a pathway.

Course Content:

(please number the outline of main topics and subtopics)

- 1. Taking the First Step to Success
 - 1. Definition of Success
 - 2. The power of choice
 - 3. Self-Assessment with the MBTI
 - 4. Creation and articulation of compelling reason for attending college.
 - 5. Description of the College Success Formula and its potential for increasing a student's capacity to graduate
- 2. Accepting Personal Responsibility

- 1. Define Proactive vs. Reactive behavior (victim vs. creator)
 - 2. Take initiative to solve problems rather than passively accept circumstances
 - 3. Make wise decisions
 - 4. Develop attitudes for success
- 3. Discovering Self-Motivation
 - 1. Visualize success
 - 2. Design a life plan and a graduation plan with an orientation toward purposeful living
 - 3. Frame the message “Who am I and what forces shaped me?”
 - 4. Design a personal mission statement
- 4. Mastering Self-Management
 - 1. Manage distractions and competing priorities
 - 2. Develop self-discipline
 - 3. Create a success identify (Growth Mindset)
 - 4. Employ Habits of Mind
 - 5. Time Management Matrix (Efficient vs. Effective)
 - 6. Set goals by the compass instead of a clock
- 5. Employing Interdependence
 - 1. Practice Empathic listening
 - 2. Create Win-win agreements
 - 3. Respect the need of humans to be understood in building support groups
- 6. Career Pathways Exploration
 - 1. Take Career Assessments
 - 2. Attend Pathways Showcase
 - 3. Develop educational goals that reflect career choice
 - 4. Formulate Career Reports
- 7. Campus and Community
 - 1. Diverse profile of the college community
 - 2. Awareness of student support for historically underrepresented and disadvantaged populations (i.e.Umoja, Puente, Summer Bridge).
 - 3. Clubs and support groups to engage diverse student populations
 - 4. Explore barriers many genders, transgender or binary students are confronted with socially
- 8. Holistic Health and Wellness
 - 1. Develop Emotional intelligence
 - 2. Cope with personal problems
 - 3. Stress reduction
 - 4. Renewal in 4 dimensions: physically(exerise and nutrition) mentally (reading/learning) , socially emotionally (friends or family , and spiritually (yoga, meditation, religious beliefs).

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Discussion
Integration: Classroom discussion will be focused on gaining a better understanding of identity and reflecting on the question, Who am I and what forces have shaped me?
- **Method:** Development of educational plans
Integration: The development of education plans for community Colleges, UCs, CSUs, and Private/Independent Colleges colleges will be demonstrated, and developed in class by students to meet their goals.
- **Method:** Discussion and whiteboard illustrations
Integration: Extensive discussion and whiteboard illustrations will be used to analyze the learning style inventories such as the Myers-Briggs Type Indicator.
- **Method:** Scenarios on cultural diversity
Integration: Scenarios on cultural diversity will be role played to demonstrate the different viewpoints and perspectives present in classroom discussions.
- **Method:** Class participation

- Integration:** In-class exercises will allow students to explore and make use of campus and community resources that support educational and career plans, evaluate campus diversity and opportunities to develop cultural competencies

 - **Method:** Activity

Integration: Students will attend a Pathway Show Case and engage with faculty from different Pathways Programs.

 - **Method:** Papers and Reports

Integration: Students will complete a written assignment specific to a Pathway Showcase.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Group exercises

Integration: Group exercises will be evaluated with immediate feedback on their group report according to a rubric developed to measure the 6 step process of wise choices.

 - **Method:** Homework

Integration: Students will assess their holistic wellness, including stress management, emotional health as well as issues related to their life plan. The homework will be evaluated on completion, accuracy, readability, and relevance to their life and academic plan.

 - **Method:** Memory theory skills

Integration: Memory theory skills will be demonstrated through in-class practice. Mneumonic devices that can be applied to math, science, and liberal arts subject matter will be evaluated through creative rhyming and/or application to complex problems.

 - **Method:** Projects

Integration: Projects such as the mission statement and vision board will be evaluated on the student's ability to articulate their understanding of their life and academic plan.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Read the following excerpts and discuss the questions with your assigned group.

When Rodrigo started college, he didn't really know what he wanted to major in. He just didn't have a clear vision for his future. So when it came time to declare a major, he picked business administration because nothing else grabbed his attention. He attended class and turned in his assignments on time and got decent grades. But he didn't feel very engaged with what he was learning. He just went with the flow and did what was required. As junior year approached, he noticed he was spending more time alone because most of his friends were really busy with projects, clubs, internships, and service activities. At dinner one night, he talked to a friend about how he was feeling directionless. His friend challenged him to apply for a study-abroad program, so he did. He was accepted and spent the first semester of his junior year at a university in Argentina. While he was there, he started thinking about opportunities he had missed and how it felt like college was passing him by. He wondered if other students were having the same experience ---if they felt they weren't taking charge of their college experience. How might having a compelling why have impacted Rodrigo's first two years in college?

- How does this show up in different parts of the story? How could Rodrigo find a compelling why?
- **Academic Skills:** What could Rodrigo do academically to find his compelling why? What academic skills should Rodrigo develop and use?
- **Effective Life Skills:** What life skills could have helped Rodrigo become more engaged?

Imagine you have entered a writing contest for a college scholarship. The topic this year is to explain the changes you want to make in yourself in order to be more successful in college and in life. Write this essay for the college scholarship committee.

John had always been committed to excelling in school and had a good track record, getting top grades while still

finding time to have fun with friends all through high school. College was going to be great with new opportunities and a chance to shape the future....., but it was turning out to be different. Professors didn't take attendance....., and John had met a cool group of new friends. They hung out at the food court just about every day and played video games at tonight. Before they knew it, it was midterms. John crammed, but all the skipped classes and shirked assignments added up, and for the first time, John's grades were average. He was determined to do better for the second half of the semester, skipping food court and laying off the video games. But it didn't last. It was so hard to say no to friends and step away from the group to attend class or do the reading assignments. College is about making friends, right? Staying up late and having a good time?

- What **life skills** did John have that helped?
- What **academic skills** did John develop and use?

Finals were coming up and Rory wasn't sleeping well. She wasn't eating particularly well either. She had such high expectations of herself for college. She was the first in her family to go to college, and she wanted, above else, to succeed and make them proud. But it was much more challenging than Rory had expected. She felt anxious all the time. Since midterms, Rory had spent less and less time with her friends, until she didn't even answer their texts....and then they stopped texting. She felt that she spent all her time in the library studying, falling asleep in a chair, waking only to scramble back to her room before rushing off to class. She had dropped all of the things she loved in her life except for her weekly Skype session with her grandmother. This week, when her grandmother mentioned how pale and tired Rory looked, she lost it and snapped back at her, "If you'd gone to college, you'd know how hard it is! I'm doing my best!" She felt horrible about it; she'd never have been disrespectful to her grandmother before. The whole think just made her more anxious, and now she felt like she was getting the flu.

- What **academic skills** could Rory use to help her get through finals?
- What **life skills** would be helpful to Rory?

Many people find that they don't get much accomplished in their lives as they want, yet they resist understanding any sort of self-management system, saying they aren't comfortable using tools like a monthly calendar, daily actions list, or a tracking form. After reading about effective strategies for self-management, present a case to people having difficulty using a written self-management plan on how they might accomplish more in their lives with self-management strategies that are consistent with their personality.

2. Based on a Pathways Showcase, identify a specific program of interest, identify the program options and requirements (emphasis, certificate, AA/AS transfer options, etc.) career options that stem from the program/certificate/degree, and necessary next educational steps toward meeting career goals.

3. Share or write your thoughts about why you are in college and find a partner to share. Using the College Success Formula: A Compelling Why + Solid Academic Skills + Effective Life Skills = Highly Effective students.

4. Evaluate your learning style by creating a visual presentation with examples after receiving your personality type results.

Textbooks:

- Isabel Myers and Katherine Briggs (2004). *Myers-Briggs Type Indicator* Consulting Psychologists Press . ISBN: -
- Covey, Sean., Rio Nevado de Zelya, Monica., Harley-McClaskey, Deborah. (2019). *The 7 Habits of Highly Effective College Students: Succeeding in College and in Life* Franklin Covey Co. ISBN: 978-1-936111-89-3
- Downing, Skip; Brennan, Jonathan (2020). *On Course: Strategies for Creating Success in College and Life* Cengage. ISBN: 0357022688

Other Resources:

Minimum Qualification

- Accounting (Masters Required) **or**
- Anthropology (Masters Required) **or**
- Art (Masters Required) **or**
- Biological Sciences (Masters Required) **or**
- Business (Masters Required) **or**
- Chemistry (Masters Required) **or**
- Communication Studies (Speech Communication) (Masters Required) **or**
- Computer Service Technology **or**
- Counseling (Masters Required) **or**
- Dance (Masters Required) **or**
- Drama/Theater Arts (Masters Required) **or**
- Education (Masters Required) **or**
- English (Masters Required) **or**
- Foreign Languages (Masters Required) **or**
- Health (Masters Required) **or**
- History (Masters Required) **or**
- Interdisciplinary Studies (Masters Required) **or**
- Mathematics (Masters Required) **or**
- Multimedia **or**
- Music (Masters Required) **or**
- Nursing (Masters Required) **or**
- Philosophy (Masters Required) **or**
- Physical Education (Masters Required) **or**
- Political Science (Masters Required) **or**
- Psychology (Masters Required) **or**
- Sign Language, American **or**
- Sociology (Masters Required)