

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	502	Personal Success Habits of Highly Effective People (formerly GUID-120)

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 502 is consistent with Area E PHYSICAL EDUCATION and HEALTHFUL LIVING Element of Educational Plan Option A. Courses approved in this category prepare students to understand themselves as physical, social, and psychological beings and include an emphasis on self-development and lifelong learning throughout life's stages. GELO1: CSCR 502 is consistent with the intent of GELO 1 as students examine and value the impact of lifestyle behaviors on human health and wellness. They assess their lifestyle and behaviors throughout the course and demonstrate techniques they use to renew themselves mentally, physically, spiritually, and socially/emotionally. GELO2:Communicate effectively how lifestyle behaviors affect various disease states. In this area, students look at their eating, sleeping, working, and study habits to determine if they are leading balanced life or headed toward a health crisis for living in crisis for too long vs. prioritizing their life goals. GELO3: GELO 3: Develop a plan to meet their own personal health and wellness goals and/or the goals of others. In CSCR 502, students examine their own complex issues discover the connections and correlations among ideas to advance toward a valid independent conclusion. They develop the habits of personal vision, leadership, management communication, and
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creative cooperation. They also develop individual responsibility, personal integrity, and respect for diverse people and cultures. through the study of synergistic techniques. And students examine ethical issues that will enhance their capacity for making sound judgments and decisions throughout the whole course. They develop plans to meet with own wellness or psychological goals upon analysis of their strengths and weaknesses. The students will understand the importance of the decisions they make throughout their lives, the impact and influence of various individual, social, cultural, and environmental factors on those decision, and the impact of their decisions on their personal well-being and their physical, social, and cultural environment.

Maximum Enrollment:
Maximum Enrollment Justification:

35

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: This course involves personalized counseling instruction and presentations at least 3 times during the semester.

Grading Method:
TOP code:

Letter Grade or P/NP

4930.11

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
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- 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 provides students with personal achievement principles, coping strategies, and life skills that develop each area of emotional, social, and educational and professional life. This course emphasizes the mastery of human effectiveness such as integrity, honesty, service, time management, conflict resolution, goal setting, decision-making skills, and effective communication skills.

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).

The course emphasizes essential personal and interpersonal effectiveness to live a consciously balanced life in pursuit of educational career, and life goals.

Need for the course:

Productivity surveys reveal that effectiveness problems are shared by many. This course highlights success strategies that

are common to all age groups, economic groups, and geographic locations. Research supported theory and practical application are emphasized.

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. Create a personal mission statement and philosophy
- 2. Formulate goals that are appropriate for personal success
- 3. Formulate a leadership style philosophy based on the results of the LSI
- 4. Construct the elements of the maturity continuum
- 5. Explain the quadrants of the time management matrix
- 6. Describe the elements of a win-win agreement
- 7. Demonstrate the various levels of empathic listening
- 8. Evaluate the habits of personal vision, leadership, management, communication, creative cooperation, and self-renewal.
- 9. Analyze the role that leadership style plays in human effectiveness.
- 10. Design a plan that includes physical, mental, spiritual, or social/emotional dimensions for personal success.

Course Content:

(please number the outline of main topics and subtopics)

- 1. Principles of Personal Effectiveness
 - 1. Character and Personality
 - 2. Leadership Style
 - 3. Maturity Continuum
 - 4. Principles and Values
 - 5. Paradigms and the Social Mirror
 - 6. Production/Production Capability Balance
 - 7. Emotional Bank Account
- 2. Personal Vision
 - 1. Proactivity and Reactivity
 - 2. Determinism and the Four Endowments
 - 3. Proactive Language and the Circle of Influence
 - 4. Transition Figure
- 3. Personal Leadership

1. Leadership Style and Decision Making

2. Mission Statement Process

4. Time Management

1. Time Management Matrix

2. Six-Step Planning Process

5. Interpersonal Leadership

1. Six Paradigms of Human Interaction

2. Character Traits of Integrity, Maturity, and Abundance Mentality

3. Five Elements of Win-Win Agreements

6. Empathic Communication

1. Levels of Listening

2. Autobiographical Responses

3. Empathic Listening and Responses

7. Creative Cooperation

1. Process of Synergizing

2. Creating the Third Alternative

3. Perspective of Humility

8. Renewal of Spirit

1. Four Dimensions of Renewal

Methods of Instruction:

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

- **Method:** Papers and/or journals

Integration: Papers and journals throughout the course will enable the students to articulate their strengths and weaknesses of the personal elements of the maturity continuum.

• **Method:** Lecture

Integration: Lecture presentation and discussion will be used throughout the course through PowerPoint Slides and other multimedia to assist students with coping strategies and life skills.

• **Method:** Small group creation

Integration: Small groups will be created to discuss the personal elements of success and apply them to actual personal issues that students may be facing. Empathic listening techniques will draw attention to the importance of conflict management, self-discipline, self-assertion, and living a consciously balanced life.

• **Method:** Case Studies

Integration: Case studies will be discussed to teach and apply prioritization techniques that will demonstrate how planning events rather than minutes will lead to personal effectiveness in the study of time management

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:** Quizzes

Integration: Periodic short objective tests of course-related concepts, such as theory and models of the basic change model (see-do-get), paradigms, principles, and values will be given at the end of every habit and evaluated according to the rubric. An example might be a true or false question such as “Principles are like gravity; they have natural consequences when tested.” Answer: True Since each success habit is taught in sequence, the quizzes will measure mastery for developing successful leadership. The feedback is incorporated into the grading system of the CMS. Answers and explanations will be provided to each student upon quiz completion.

• **Method:** Journal writing:

Integration: Journal writing assignments will be evaluated by a rubric that measures proactive behavior, creating a life plan with vision and SMART goals, listening skills, and synergy and how it relates to their decision-making process or any other concept related to habits of personal effectiveness. An example might be “Explain how your style of leadership would be used to convince a group of people to follow your new idea, theory, or concept

on customer service.â€ Answer: Each student explains how being a supportive, inspirational, analytical, or directive leader starts the conversation and gives examples to persuade others to follow his/her idea.â€ Journal writing will be evaluated through proper grammar and accurate discussion of the theoretical concepts of each habit. The journals will be uploaded into the CMS.

- **Method:** Papers:
Integration: Two application papers will be written that describe and analyze the results of the Personal Success Habits Profile, which will have been distributed to 5 observers of each studentâ€™s personal behavior in addition to their own self-analysis. One will include a win-win agreement, and the other will include an in depth analysis of some of the habits studied. This evaluation will be at the end of the class and will be assessed by a rubric that defines appropriate application of the development of a plan with goals for success. The paper will be uploaded into the CMS and feedback will be given through the CMS.
- **Method:** Individual Presentations:
Integration: Students will write and present their personal mission statement to the class. Students will also share a project, book, or idea that renews them either physically, mentally, spiritually, or socially/emotionally by uploading their projects so that everyone in the class can view them. Feedback will be given by classmates as well as the instructor through the CMS system. Example: Students may create a power point presentation or piece of art work that visually demonstrates their personal mission statement. This final presentation will integrate all the habits and be evaluated on the application and articulation of their vision with visual aids.

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. Reflective Journal Assignment: What specific concrete goals do you have for your life? How might college help you achieve those goals? What are your major feelings as you face the major challenges of getting a college degree?
2. Reflective Journal Assignment: Select one skill, behavior, or action that you want to improve, change, or adapt. What improved results are you hoping to achieve? What new actions must you take?
3. Write a letter to yourself that you will open on graduation day, congratulating yourself for the achievements (make a list of them) and for the things you have improved by applying the coping strategies and life skills in your college years.
4. Analyze your behavior and language: is it proactive or reactive? Identify 3 strategies that can help you BE PROACTIVE in your daily life.
5. Write an analysis of your strengths, weaknesses, opportunities, and threats (SWOT). Ask three people you trust to also complete a SWOT analysis of you. Compare their answers with yours. Jot down your insights. What can you learn about yourself?
6. Think about what you want to do (contributions and accomplishments). Identify what you want to have (material possessions), and write these down on paper along with who you want to be. Create a constitution (mission statement) by which you make all decisions for your life and present it in a creative form that is an expression of your values and goals.

Textbooks:

- Stephen R. Covey (2005). *7 Habits of Highly Effective People: Powerful Lessons in Personal Change* Free Press, A Division of Simon & Schuster, Inc. . ISBN: -13: 978-0743269513
- Covey, Sean., Rio Nevado de Zelaya, Monica., Harley-McClaskey, Deborah, (2019). *The 7 Habits of Highly Effective College Students* FranklinCovey Education. ISBN: 978193611189

Other Resources:

Minimum Qualification

- Counseling (Masters Required) **or**
- Education (Masters Required) **or**
- Psychology (Masters Required)