

Mt. San Jacinto College

Integrated Course Outline of Record

Form B

Submitted by: Karen Cranney

Date: 06/13/2013

Department	Subject	Course Number	Title
Guidance	Guidance 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:

Guid 100 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 throughout life's stages. GELO1: exhibit and value the impact of lifestyle behaviors on human health and wellness. GELO2: communicate effectively how lifestyle behaviors affect various disease states. GELO3: evaluate their own dietary and exercise patterns. GELO4: develop a plan to meet their own personal health and wellness goals and/or the goals of others. Guid 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: 40

Maximum Enrollment Justification:

Justification:

Grading Method:

Letter Grade or P/NP

TOP code:

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 integrates personal growth, academic and career success with problem solving, critical and creative thinking. The course focuses on the following topics: life management, goal setting, career decision making, educational planning, college expectations and opportunities, instructor-student relationships, cultural diversity, health maintenance, stress management, campus resources, learning styles, and strategies including lecture, note-taking, test taking, and concentration.

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 effective learning/problem solving strategies for academic success and lifelong learning.

Need for the course:

Students taking this course will learn theoretical components of various academic success strategies. It is designed to enhance students' success for transfer as well as for associate degree requirements. Research supported theory and textbook reading, studying, and note-taking are emphasized with practical application.

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. Appraise principles of learning and forgetting and practice mnemonic devices and concentration techniques.
2. Assess lecture note taking and textbook study techniques and employ them in classes from the current semester.
3. Formulate test taking strategies for both objective and essay exams and prepare practice exam questions.
4. Examine critical analysis techniques and demonstrate those techniques using problem solving and decision making models.
5. Evaluate the differences between the four primary segments of higher education (Community College, UC, CSU, Private/Independent Colleges) and develop an education plan to complete the process for these systems.

6. Evaluate learning styles and apply them to lifelong learning
7. Examine personal and educational values and compare them to those of diverse cultures.
8. Examine theoretical approaches to choice and change and develop a personal awareness of opportunities to make choices.
9. Assess wellness concepts, including stress, diet, sleep, and exercise and develop a personal health assessment and action plan.
10. Develop a comprehensive plan for understanding personal skills, interests, and aptitudes as they relate to major selection and career choice.

Course Content:

(please number the outline of main topics and subtopics)

1. Goal Setting and Life Planning (Maslow, Herzberg, Adler)
 1. Hierarchy of needs/self-actualization
 2. Self-determination through awareness and active choice-making
 3. Setting goals and priorities and making life decisions
 4. Strategies to accomplish goals by addressing obstacles
 5. Motivation theory and techniques to overcome procrastination
2. Career Decision Making (Holland, Super, Bolles, Sinetar)
 1. Theoretical career decision-making models
 2. Self-awareness and self-understanding
 3. Interpretation of personality assessment and values clarification assessment including the Myers-Briggs Type Indicator.
 4. Values awareness and clarification.
 5. Skills and aptitude assessments and exercises.
 6. Career research including use of on-line databases.
3. Educational Planning
 1. Development of educational goals that reflect career choice
 2. Creation of an educational plan outlining all required courses to meet specific goals.
 3. Understanding and meeting instructional expectations.
 4. Transfer planning for university admissions: UC, CSU, Private/Independent Colleges
4. Stress Management/Health Maintenance (Seyle, Mitchell, Jacobsen, Holmes)
 1. Understanding and recognizing psychological, emotional, and behavioral effects of stress.
 2. Developing stress management and relaxation techniques
 3. Dietary, sleep and exercise needs and effects
 4. Drug and alcohol use and abuse
 5. STDS/AIDS awareness
5. Learning Styles (Weinstein, Palmer, Shuttle, Gardner)
 1. Visual, auditory, and kinesthetic learning styles, including discipline-specific differences.
 2. Application of learning style theory to current classes
 3. Brain dominance, left and right brain learning

4. Active and passive learning
 5. Multiple Intelligences
6. Test Taking (Corey and Corey)
 1. Designing an exam plan
 2. Physical and emotion preparation
 3. Strategies for essay, multiple choice, true/false, and matching questions
 4. Aids to memory
7. Lecture Note-taking
 1. Cornell method and other note-taking techniques
 2. Active listening
 3. Summarizing and outlining strategies
 4. Application of lecture note-taking to current classes
8. Textbook Study/Writing
 1. Textbook reading techniques (SQ3R)
 2. Textbook note-taking techniques, including outlining, mapping, summarizing and highlighting.
 3. Application of learning theory to textbook reading.
 4. Techniques of effective writing and critical reading.
9. Memory and Concentration (Ellis)
 1. Memory theory, including techniques for capitalizing on short and long-term memory.
 2. Mnemonic devices/concentration techniques
 3. Application of memory and concentration techniques to current classes.
10. Learning Theory (Silver, Strong, Perini)
 1. Research findings on how and when students learn best
 2. Techniques for learning specific subjects including math, science, and liberal arts
 3. Application of techniques to current classes
11. Information Competency
 1. Research materials and techniques
 2. Use of computers for Internet and library research
 3. Documentation techniques
 4. Plagiarism/academic honesty
 5. Application to current classes
12. Critical Thinking and Problem Solving
 1. Decision-making strategies
 2. Brainstorming and mind-mapping techniques
 3. Creative visualization techniques
 4. Understanding and harnessing individual strengths and differences.
13. Sociological Perspective of Cultural Diversity-Understanding and Skill Development (Tatum, Haring, Phinney)
 1. Learning and education as cultural values
 2. Racial, ethnic and cultural identity formation
 3. Reference culture immersion/assimilation continuum
 4. Examination and awareness of cross-cultural communication styles
 5. Understanding diverse campus cultures/cultural issues on campus

14. Enhancing Personal Relationships (Ellis, Boltonk, Gordpn, Ablberti-Emmons)
 1. Effective communication techniques
 2. Coping with personal problems
 3. Developing techniques for dealing with life crisis
 4. Communicating across cultures
15. Managing Money
 1. Budgeting/Planning for life
 2. Increasing Resources/Financial Aid/Scholarships
16. Looking Ahead to the Future
 1. Integrating new concepts into your daily life
 2. Future planning for lifelong learning
17. Taking Courses On-Line
 1. Distance learning strategies
 2. Studying for on-line courses
 3. Time management for on-line studies
 4. On-line test taking

Methods of Instruction:

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

- **Method:** Demonstration of note-taking techniques
Integration: Demonstration of note-taking techniques will commence while viewing videos on academic strategies.
- **Method:** Simulations of essay exams and objective tests
Integration: Simulation of essay exams and objective tests will take place in class to illustrate all the test taking principles for the essay, multiple choice, and true/false types of tests.
- **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:** Instructor-guided analysis and discussion
Integration: Instructor-guided analysis and discussion of stress levels and behavioral relaxation techniques will be demonstrated to facilitate relief for test anxiety.
- **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.

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 implemented to assess critical thinking skills for analysis, synthesis, and integration of theoretical decision making models. Students will be evaluated with immediate feedback on their group reports.
- **Method:** Oral Presentation
Integration: Oral presentations will be given on course concepts such psychological, emotional, and behavioral effects of stress using examples and will be evaluated on clarity of speech and language.
- **Method:** The study skills techniques of effective memorizing and note taking
Integration: The study skills techniques of effective memorization and note taking will be evaluated by their creativity and ease of use.
- **Method:** Memory theory skills
Integration: Memory theory skills will be demonstrated through in-class practice. Mnemonic 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:** Ethical practices for research and documentation
Integration: Ethical practices for research and documentation will be explored. Students will discuss in groups the issues of academic honesty, plagiarism, and its application to current classes. They will be evaluated by accurately distinguishing the differences orally and/or in writing.

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:

Reading Assignment

1. Read an excerpt from the textbook. Examine the different textbook note-taking techniques. Using SQ3R, demonstrate how to apply this technique to one of your current classes.
2. Using what you have just learned about how you prefer to learn, explain why a course may be difficult for you: Consider the subject matter, the teaching methods of the instructor, the textbook, and any other factors that may contribute to making this course difficult for someone with your preferred way of learning.
3. Experiment with one or more of the decision-making strategies and demonstrate problem-solving techniques that can be used for personal growth.

Writing Assignment

1. Write an essay for fellow college students in which you explain how confident you feel about succeeding in college. Fully explore what you believe are the causes of your present level of academic confidence, and propose what you will do to raise your confidence level.
2. Create a 20-question test for a course you are now taking and write out your answers to each question. Include five questions from each of the following kinds: 1) true/false, 2) matching, 3) fill-in-the blank, 4) essay questions. Design your questions so that a student who answers them correctly will be demonstrating the essential knowledge/skills covered in this course.
3. Taking a personal inventory is often the first step toward improving an area of one's life. Write an essay in which you explore your strengths and weaknesses as a learner (both in and out of school). End your essay by proposing changes that you would make to become a more effective learner.

Critical Thinking Assignment:

1. Analyze three educational plans for transfer to the CSU, UC, and/or private/independent schools for a specific major. As you write your personal evaluation, describe the strengths and weaknesses of each plan and the obstacles that may be present. Describe the time management issues that need to be incorporated into your plan.
2. Describe three factors that determine how well you score on tests. In your analysis, compare and contrast test-taking techniques that are appropriate for math with those that are appropriate for writing courses. Identify in writing the barriers to your development of these techniques and your strategy for overcoming them.

Textbooks:

- Isabel Myers and Katherine Briggs (2004). *Myers-Briggs Type Indicator* Consulting Psychologists Press . ISBN: -
- Halonen, Jane, S.; Santrock, John, W (2012). *Your Guide to College Success* Wadsworth. ISBN: 978-1111834333

Other Resources:

Minimum Qualification

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

- Psychology (Masters Required)

MSJC Guidance 100

San Jacinto Unified School District New Course Proposal

For more information on how to complete this form please contact:

Janet Covacevich

Director, Secondary C & I

(951)929-7700 ext. 4263

jcovacevich@sanjacinto.k12.ca.us

The respondent's email address (sseward@sanjacinto.k12.ca.us) was recorded on submission of this form.



Signature Page must be printed and wet signed

Access Signature Page at this link

<https://docs.google.com/a/sanjacinto.k12.ca.us/document/d/1TO2G1fXxR6WGNhinPY-oNaxtY130cZHU0jTT3Ntv5Zg/edit?usp=sharing>

School *

SJHS

New Course Proposal Submitted By: *

Seward

Course Title *

MSJC Guidance 100

Transcript Title (15 characters or less) *

Please be sure to count each character and spaces used to be no more than 15.

MSJC GUIDE 100

Course Code (assigned by Data Management, extension 4221):

Q2100

Academic Department *

Elective

Graduation Requirement Met *

Electives

Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

No

Grade Level (check all that apply) *☐ 6th☐ 7th☐ 8th☐ 9th☒ 10th☒ 11th☒ 12th**Pre-Requisite (list all that apply) ***

n/a

Co-Requisite (list all that apply) *

n/a

Possible credits *

10 - year long class

**Course Learning Environment ***☒ Classroom Based☐ Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

9227

Career Technical Education Courses

Will this course be part of CTE Pathways? *

No ▼

Is this an Integrated Course (Academics with Career Technical Education) *

No ▼

CTE Courses Only: Indicate the Level of the Course:

Choose ▼

CTE Courses Only: Indicate the Industry Sector

Choose ▼

CTE Courses Only: Career Pathway & Code Pathway Name

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

Course Plans for Program Status, Online, or AP must be attached to this form.

Will this course meet any of the descriptors above? *

Yes

Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

MSJC Guidance 100

Submitting a Course Modeled After Another Institution:

When modeling after another institution's course, you will also need to enter a course overview specific to San Jacinto Unified School District as well as course content specific to SJUSD.

Any course modeled after another institution's course will not move forward until it has been written to reflect SJUSD's unique needs.

Submitting a course modeled after another institution.

Which school and ATP code? Must state exact course title.

MSJC Guidance 100

Adopt an Online Publisher Course

Choose

Adopt a Program Status Course

Choose

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

MM DD YYYY

/ /

Exact Course Title

CollegeBoard Authorization Code

Course Content

Please note: There are not specific requirements regarding the number of units each course should have. For reference: University of California A-G Guide: <http://www.ucop.edu/agguide/a-g-requirements/index.html>
Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content. *

See Course Description

For EACH UNIT of the course, please provide:

1. A unit title
2. A concise 3 - 5 sentences describing the topics being addressed that demonstrate the critical thinking, depth, and progression of the content covered.
3. A brief 3 - 5 sentences summarizing a key assignment from this unit and covering:
 - a. how a student will complete this assignment
 - b. what a student will produce
 - c. what the student will learn

Most importantly, use the unit(s) and key assignment(s) to demonstrate that the course meets the subject specific course criteria on the A - G Guide.

Units (outline each unit in the section provided. Indicate new units with a number and title) *

See Course Description

Course Materials

Provide the COURSE MATERIALS that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the COURSE CONTENT section.

Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education

(<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples



<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- ☒ Textbook
- ☐ Literary Text
- ☐ Manual
- ☐ Periodical
- ☐ Scholarly Article
- ☒ Website
- ☐ Primary Document
- ☐ Multimedia
- ☐ Other

Course Material: Primary *

Isabel Myers and Katherine Briggs (2004). Myers-Briggs Type Indicator Consulting Psychologists Press . ISBN: -

Halonen, Jane, S.; Santrock, John, W (2012). Your Guide to College Success Wadsworth. ISBN: 978-1111834333

Course Materials: Additional (if applicable)

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes



Subject for A - G status

- ☐ "A" History/Social Science
- ☐ "B" English
- ☐ "C" Mathematics
- ☐ "D" Lab Science
- ☐ "E" Language Other Than English
- ☐ "F" Visual and Performing Arts
- ☒ "G" Elective

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

Elective-College and Career

Is this an Integrated Course (Academics with Career Technical Education)

☐ Yes

☒ No

Does this course need to be retro-activated to a previous year?

No



If yes, which year(s)?

☐ 2017-2018

☐ 2016-2017

☐ 2015-2016

☐ 2014-2015

Final Review



Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

This form was created inside of San Jacinto Unified School District.

Google Forms



Concurrent

New Course Signature/Approval Page

- I. Suggested Course Title: MSJC Guidance, 100
- II. Department(s): Counseling / Elective
- III. School: SJHS
- IV. School Committee Members:
- | | |
|--------------------------------|---------------------------------|
| a. Name: <u>Enkea Gardner</u> | Signature: <u>Enkea Gardner</u> |
| b. Name: <u>Justin Carrara</u> | Signature: <u>J. Carrara</u> |
| c. Name: <u>S. Seward</u> | Signature: <u>S. Seward</u> |
| d. Name: _____ | Signature: _____ |
| e. Name: _____ | Signature: _____ |
- V. Committee Meeting Date(s): 10/29, 11/6, 11/21
- VI. Department Chair Signature:
- | | | |
|----------------|-----------------------------------|-------------|
| a. Name: _____ | Signature: <u>counseling only</u> | Date: _____ |
| b. Name: _____ | Signature: _____ | Date: _____ |
- VII. Principal Signature:
- | | | |
|-------------------------------|-------------------------------|-----------------------|
| a. Name: <u>Courtney Hall</u> | Signature: <u>[Signature]</u> | Date: <u>12/10/19</u> |
|-------------------------------|-------------------------------|-----------------------|
- VIII. Course Proposal Reviewed by Educational Services:
- | | | |
|--|-------------------------------|------------------------|
| a. Director, Educational Services: <u>Janet Kovacevich</u> | Signature: _____ | Date: <u>12/18/19</u> |
| b. Assistant Superintendent of Educational Services: _____ | Signature: <u>[Signature]</u> | Date: <u>1/10/2020</u> |
- IX. Course Proposal Approved by the Board of Trustees:
- | | | |
|---|------------------|-------------|
| a. SJUSD Board of Trustees President: _____ | Signature: _____ | Date: _____ |
|---|------------------|-------------|