



HDC101 - Orientation To College Success

Document Type: District Master Course Outline

Proposal Type: Revision

Requester(s): Stephen Coates-White

College: South

Origination Approved: 02/27/2014 - 1:36 PM

BASIC INFORMATION

Requester(s): Stephen Coates-White

College: South Seattle Community College

Division/Dept: Counseling

Dean: Rosie H Rimando

Peer Reviewer(s): Don Howard
Teri Nakashima

COURSE INFORMATION

Proposed Course Number:

Prefix: **HDC** Number: **101**

Request a new Prefix

This will be a common course

Full Title: Orientation To College Success

Abbreviated Title: Orientation To College

Catalog Course Description:

Assists new students in their adjustment to community college. Includes goal-setting, self-motivation skills, identifying college resources, personal development and general study hints.

Course Length: 11 Weeks Request an Exception

Course Prerequisite(s):

COMPASS: W=68 & R=77 (or instructor's permission)

Topical Outline:

1. Building a Framework for College Success
 - Awareness of self as a thinker and student, including personal and cultural strengths
 - Defining Academic Success
 - Introduction to Critical Thinking
2. Critical Thinking and Goal Setting
 - Critical Thinking and Cultural Inventory
 - Dreams, Goals, and Action Steps for Success
3. Interacting with College Resources and Effective Learning Strategies
 - Enhancement of Study Skills
 - Relationship between Time Management and Success with Goals
4. Learning Styles and Time Management
 - Learning Styles Inventories

- Learning Theory
- Motivation and Time Management
- Online Learning Environment Evaluation
- 5. Effective Communication for Academic Success
 - Classroom and Instructor Expectations
 - Dealing with and Resolving Conflict
 - Recognizing Cultural Filters in Communication
 - Informal and Formal Communication methods
- 6. Planning your College Career
 - How the Higher Education System Works
 - Overview of College Degrees
 - Educational Planning and College Resources
- 7. Financial Planning
 - Relationship Between Earnings and Degree Attainment
 - Financial Literacy and Management
 - College Resources
- 8. Self-Awareness Management
 - Awareness of Personal and Cultural Issues that Impact/Contribute to Success
 - Emotional Awareness
 - Self-Confidence and Self-Sabotage

COURSE CODING

Funding Source: 1.....State

Institutional Intent: 21.....Vocational Preparatory

This Course is a requirement for the following program(s):
(No Programs Selected)

My Course Proposal is a requirement for a program not on this list

Will this course transfer to a 4-year university? **Yes**

Please Describe:
elective

Is this course designed for Limited English Proficiency? **No**

Is this course designed for Academic Disadvantaged? **No**

Does this course have a Workplace Training component? **No**

CIP Code: 37.0103 Request Specific CIP Code

EPC Code: 898 Request Specific EPC Code

Credits:
Will this course be offered as Variable Credit? Yes
Yes

List Course Contact Hours
Lecture (11 Contact Hours : 1 Credit) **0 to 33**

Lab (22 Contact Hours : 1 Credit)	0 to 0
Clinical Work (33 Contact Hours : 1 Credit)	0 to 0
Other (55 Contact Hours : 1 Credit)	0 to 0
Total Contact Hours	0 to 33
Total Credits	0 to 3

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: Fall 2014

Request Provisional Exception

Class Capacity: (blank)

Modes of Delivery: (Check all that apply)

- Fully On Campus
- Fully Online
- Hybrid
- Other Explanation:

Class Schedule Description:

Develop your critical thinking, writing, and communication skills in a friendly, active environment. Build on your cultural and learning strengths to help you in all your courses. COMPASS: W=68 & R=77 (or instructor's permission)

Student Learning Outcomes:

Communication

Read and listen actively to learn and communicate

Speak and write effectively for academic, and career purposes

Human Relations

Use social interactive skills to work in groups effectively

Have knowledge of the diverse cultures represented in our multicultural society

Critical Thinking and Problem-Solving

Think critically in evaluating information, solving problems, and making decisions

Personal Responsibility

Uphold the highest standard of academic honesty and integrity

Respect the rights of others in the classroom, online and in all other school activities

Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and

other class-related projects and activities

Information Literacy

Independently access, evaluate and select information from a variety of appropriate sources

Use information effectively and ethically for a specific purpose

Program Outcomes:

SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	2	Communication - Read and listen actively to learn and communicate.
SLO 1.2	2	Communication - Speak and write effectively for academic and career purposes.
SLO 2.1		Computation - Use arithmetic and other basic mathematical operations as required by program of study.
SLO 2.2		Computation - Apply quantitative skills for academic and career purposes.
SLO 3.1	1, 3	Human Relations - Use social skills to work in groups effectively.
SLO 3.2	1, 4	Human Relations – Have knowledge of the diverse cultures represented in our multicultural society.
SLO 4.1	2, 3	Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.
SLO 5.1		Technology - Select and use appropriate technological tools for academic and career tasks.
SLO 6.1	3, 4	Personal Responsibility – Uphold the highest standards of academic honesty and integrity.
SLO 6.2	1, 3	Personal Responsibility – Respect the rights of others in the classroom, online, and in all other school activities.
SLO 6.3	3, 4	Personal Responsibility – Attend class regularly, complete assignments on time, and effectively participate in classroom and online discussions, group work, and other class-related projects and activities.
SLO 6.4		Personal Responsibility – Abide by appropriate safety rules in laboratories, shops, and classrooms.
SLO 7.1	1,4	Information Literacy—Independently access, evaluate, and select information from a variety of appropriate sources.
SLO 7.2		Information Literacy – Have knowledge about legal and ethical issues related to the use of information
SLO 7.3	2, 4	Information Literacy - Use information effectively and ethically for a specific purpose.

Course Outcomes / Objectives:

At the end of the quarter students will be able:

1. To identify and build on their own learning and cultural strengths.
 2. To apply questioning and critical thinking skills to college reading, writing, and lectures, and to understand critical thinking as a skill to be continually developed.
 3. To identify and develop a variety of strategies for academic success.
 4. To identify college resources and learn how to access them successfully.
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Explain the student demand for the course and potential enrollment:

Demand for the course varies by quarter, with fall quarter having the largest demand. Enrollments have been at 25 in the past, but more recent enrollments are in the 12-18 range. I teach this class as part of my 30 hour counseling load, so cancellation only occurs with extremely low numbers and is by instructor decision. I will be offering this class in a hybrid fashion for the first time in the fall 2014 quarter, and do not know the impact that this will have on course enrollment.

Explain why this course is being revised:

I believe there is opportunity to have student engagement and participation via supplemental themed readings and student reactions in an online environment, coupled with weekly in class experiential learning activities. The class will meet once weekly in either a 1.5 or 2 hour block, which allows for more time to dive deeper into subject matter. Students will continue their learning via a learning management system (LMS), such as Canvas, through additional readings and reflection. Students will also be oriented to the LMS through the course.

What challenges, if any, do you foresee in offering this course:

Challenges include those faculty typically see: students doing the bare minimums; procrastination. On my end, it will be developing activities that draw out and engage students in a largely independent online environment.

This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

Stephen Coates-White
Print Name

Stephen Coates-White
Signature

1/1/0001
Date

Dean:

Rosie H Rimando
Print Name

Rosie H Rimando
Signature

1/27/2014
Date

Results of SSCC Curriculum Coordinating Council Findings

Participating Faculty Response and Remarks

- Recommended for approval
- Not recommended for approval

Chairman, Curriculum Coordinating Council:

Diane Schmidt
Print Name

Diane Schmidt
Signature

2/27/2014
Date

Vice President for Instruction:

Gary L Oertli
Print Name

Gary L Oertli
Signature

2/27/2014
Date