I. OVERVIEW

The following information will appear in the 2016 - 2017 catalog

COLSK 100—FOUNDATION FOR FIRST YEAR COLLEGE SUCCESS 3 UNITS

54.00 Lecture Hours

Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete READ 82.

This multidisciplinary course provides first time in college students with an introduction to the purpose of higher education, acclimation process, and outcomes of higher education through the exploration of student development and personal growth principles and application. The course will focus on navigating the college environment, stages of development, life management skills, strategies for college success, health and wellness management, as well as techniques for maximizing abilities as lifelong learners. Students will examine the relationship between growth principles and the intellectual, social, physiological, and psychological aspects of student and personal development and well-being. Field trips might be required. Not repeatable. (A-F or P/NP) Transfer: (CSU, UC) General Education: (MJC-GE: E) (CSU-GE: E)

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Personal Growth/Lifelong Learning

      1. Financial literacy
      2. Growth Mindset - attitudes and behavioral modification
      3. Decision making strategies
      4. Interpersonal relationship development
      5. Motivation & success strategies
      6. Effective communication & etiquette
      7. Conflict resolution
      8. Critical and creative thinking
      9. Cultural diversity & competency
     10. Time management

   B. Health and Wellness

      1. Personal and health assessment
2. Developing self-esteem/self-image
3. Development of the psychological, physiological and social well-being
4. Stress management and coping skills
5. Nutrition for optimum health
6. Mental health issues
7. Emotions
8. Depression/suicide
9. Communicable diseases
10. Addiction and drug abuse awareness
11. Eating disorders

C. Higher Education Success Strategies

1. College transition, expectations, and terminology
2. Student development strategies
3. Information competence and literacy
4. Learning theories and strategies
5. Life management
6. Goal planning

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 50 and satisfactorily complete READ 82.

2. Requisite Skills

Before entering the course, the student will be able to:

A. Demonstrate basic writing skills.
B. Demonstrate basic reading skills.

C. HOURS AND UNITS

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>54</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture/discussion
2. Instructor-facilitated large and small group discussion
3. Structured individual or group exercises
4. Guest speakers
5. Use of videos/multimedia
6. Lead problem-solving exercises
7. Demonstrate computer and/or web based activities
8. Lead reflective writing activities
9. Lead reading discussions
10. Community-based service-learning

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

A. Weekly reading
B. Daily journal entries
C. Reflection papers, twice a semester
D. Research project utilizing information technology and research strategies, once in the semester.
E. Research paper on health or student development topics, once in the semester.
F. Prepare for weekly group discussions on topics related to reading assignments, values, college success, or college transition.
G. Prepare an individual or group presentation on health topics as it relates to the psychological, social, cultural or physiological well-being, once in the semester.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

A. Students will examine the decision making process as it relates to real life situations.
B. Weekly book discussions will require students to critically reflect on topics related to values, nature vs nurture, family and environmental influences, and student development.
C. Students will assess and measure progress or achievement towards goals.
D. Students will analyze and interpret peer reviewed articles related to their selected research paper topic.
E. Students will apply critically reflection and problem solving skills in various settings, including,
but not limited to financial literacy.

F. Students will apply appropriate communication techniques for social development and conflict resolution

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

Upon satisfactory completion of this course, the student will be able to:

a. Demonstrate knowledge of academic expectations.

b. Identify personal beliefs, choices, and behaviors that are barriers and conducive to personal and academic success.

c. Identify campus resources and services that support academic success and personal development.

d. Identify and prioritize personal, academic, and professional commitments.

e. Identify social, psychological and physiological factors that contribute to the well-being and healthy attitude.

f. Develop awareness of social and cultural diversity.

g. Utilize information literacy and research strategies.

h. Develop the ability to establish attainable life goals.

IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION

1. Journal/reflective assignments

2. Written assignments

3. Goal planning assignments

4. Quizzes/Exams

5. Self-assessment
6. Group discussions and presentations

B. **SUMMATIVE EVALUATION**

1. Score earned on final exam
2. Oral presentation
3. Research project
4. Post course self-assessment
5. Portfolio Project
Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate knowledge of and engagement with campus and community resources and tools that will contribute to the success of students.
2. Identify stress management strategies that promote lifelong health and wellness.
3. Identify the physiological, psychological & social influences on student development and well-being.