CNSL 5: INTRODUCTION TO COLLEGE

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Units:</td>
<td>1</td>
</tr>
<tr>
<td>Hours:</td>
<td>1 lecture per week (12 total per quarter)</td>
</tr>
<tr>
<td>Advisory:</td>
<td>ESLL 236 &amp; 237; maximum UC credit awarded for completion of CNSL 1 and CNSL 5 is 4.5 quarter units; not open to students with credit in CNSL 50.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
</tr>
<tr>
<td>Foothill GE:</td>
<td>Non-GE</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU/UC</td>
</tr>
<tr>
<td>Grade Type:</td>
<td>Letter Grade (Request for Pass/No Pass)</td>
</tr>
<tr>
<td>Repeatability:</td>
<td>Not Repeatable</td>
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Student Learning Outcomes

- Create a tailored educational plan by listing appropriate English and math sequence, major prerequisites, and general education courses based on the student's academic goal.
- Discern the requirements for obtaining an AA/AS degree, ADT, Certificate of Proficiency, and transfer to CSU/UC Campus including minimum g.p.a, unit count, GE patterns, and major courses.

Description

Introduction to Foothill College academic policies, resources, programs and services; tools for career exploration, determination and decision making; choosing the right classes based on career/academic goals, the transfer process; study skills; time management and formulation of computer based educational plans.

Course Objectives

The student will be able to:
A. Demonstrate knowledge of Foothill's policies, programs, resources, and services.
B. Demonstrate information competency from appropriate sources requisite to success as a college student.
C. Create an educational plan consistent with individual values and interest indicating an educational goal using instructor guidance, decision-making support tools, and related internet information systems.
D. Discuss the use of study management and test preparation.
E. Clarify career and educational goals.

Course Content

A. Discuss Foothill College policies, programs, resources and services
   1. Policies:
      a. The petition process
      b. Grading system and grade point average
      c. Add, drop, withdraw policies and ramifications of each
      d. Course repetition
      e. Articulation
   2. Programs:
      a. Degrees, certificates, and course offerings and requirements for:
         1) Biological and Health Sciences
         2) Business and Social Sciences
         3) Counseling
         4) Fine Arts and Communication
         5) Kinesiology and Athletics
         6) Language Arts
         7) Non-Credit
         8) Physical Sciences, Mathematics and Engineering
      3. Resources and services:
         a. Admissions
         b. Assessment/Testing Center
         c. Campus Abroad
         d. Campus Safety
         e. Career Resources
         f. Computer Center
         g. Counseling and Matriculation
         h. EOPS
         i. Evaluation
         j. Financial Aid
         k. Foothill Global Access
         l. Health Services
      1) Psychological Services
      2) Preventive health/immunizations/screenings
      3) Title IX: Harassment and violence interventions
      4) Drugs, drinking and the college "party" culture
      5) STD awareness/Planned Parenthood
      m. Honors
      n. International Students
      o. Internship and Career Services
      p. Learning Communities/Special Programs
      1) Puente Program
      2) Umoja Program
      3) First Year Experience
      4) STEM Core
      q. Learning Resources Center, Library, Teaching and Learning Center (TLC)
      r. Off-campus sites: Sunnyvale Center
      s. Owl Scholars Program
      t. Pass the Torch
      u. STEM Center
      v. Student Affairs and Activities
         1) Appropriate vs. inappropriate classroom behavior
         w. Student Resource Center
         1) Veterans' Office
      B. Demonstrate information competency from appropriate sources as a requisite to success as a college student:
      1. Understand the use of college catalogs and class schedules
         a. The college calendar, important dates
         b. Course listings, department codes, unit values, course numbering system
         c. Fees
      d. Final exam schedule
      2. Understand how to read a syllabus
      3. Demonstrate, in an educational plan or other documents, knowledge of California's public, private, and out of state higher education institutions
      4. Understand the interrelationship of high school, community colleges, and universities
         a. Discuss demographics of UC, CSU, CC and other campuses
         b. Understanding degrees offered at various institutions
c. Understanding lower vs. upper division courses  
d. Understand the differences in general education and major requirements for various institutions  
e. Utilize strategies for transfer  
f. Recognize importance of college visitations  
g. Understanding semester vs. quarter system  
h. Identify the cost of UC, CSU and private universities  
i. Distinguish between the various associate degree vs. transfer requirements  
j. Understand the benefits of transfer agreements and priority enrollment  

C. Create an educational plan consistent with individual values and interest indicating an educational goal using instructor guidance, decision-making support tools, and related internet information systems  
1. Develop an educational plan  
a. Prepare a written and computer-based plan of course selections to meet career/educational goals  
b. Understand options available in the community college  
c. Understand graduation requirements for AA/AS/AA-T/AS-T (ADT) degrees  
d. Understanding and use IGETC, CSU GE, and campus-specific patterns of general education  
e. Compare and contrast program and major requirements  
f. Use college catalogs to determine program and major requirements  
g. Review reading materials, complete exercises, and discuss the topic of major selection, to include:  
1) The difference between majors and minors  
2) Compare STEM, Liberal Arts, and CTE majors  
3) Identify the steps in the selection of major  
4) Exploring majors as they relate to careers  
5) Match majors to universities  
6) Compare lower division course choices for specific majors  
7) Describe the differences between certificates, credentials and degrees  
h. Use computer based educational planning tools  
1) Create an academic plan for an education goal  
2) Use computerized educational planning platform  
3) Eureka System and related tools for career exploration  
4) FAFSA, scholarship and internship sites  
5) Assist website for major articulations and GE transfer courses  
6) Transfer application programs (CSU mentor, Common app., etc.)  
D. Discuss the use of study management and test preparation  
1. Awareness of the importance of time management  
2. Preparation of time budget  
E. Clarify and articulate values, career, life and educational goals  
1. Complete and discuss a goal setting exercise  
2. Understand the role of self-awareness in goal setting  
3. Describe the interrelatedness of academic, personal, and career goals  
4. Identify short-term objectives that lead to long term goals  
5. Identify books and other goal setting materials and aids  
6. Use the SMART model to clarify goals

Method(s) of Instruction  
Methods of Instruction may include but are not limited to the following:  
A. Lecture presentations and classroom discussion  
B. In-class activities  
C. Instructor-guided interpretation and analysis  
D. Group activities, presentations of projects; in-class discussion and evaluation  

Representative Text(s) and Other Materials  
Current Foothill College Catalog  
When taught via Foothill Global Access: supplemental lectures, reading materials, web-based resources and assignments accessible via internet; class discussion may be delivered in chat rooms  

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments  
A. Review of handouts and relevant reading material.  
B. Research and planning of individual student educational plans utilizing Degree Works system or current methodology of the institution.  
C. Completion of a Time Management Grid reflecting in 1/2 hour blocks of a 24/7 analysis of time usage noting time in class vs. time studying and doing homework.

Discipline(s)  
Counseling

Lab Content  
Not applicable.

Special Facilities and/or Equipment  
A. When taught on campus: computer supported classrooms.  
B. When taught via Foothill Global Access: access to a computer with email capabilities and internet connection.

Method(s) of Evaluation  
Methods of Evaluation may include but are not limited to the following: