

# CNSL 5: INTRODUCTION TO COLLEGE

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2024
<b>Units:</b>	1
<b>Hours:</b>	1 lecture per week (12 total per quarter)
<b>Advisory:</b>	ESLL 236 & 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.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## 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:

1. Demonstrate knowledge of Foothill's policies, programs, resources, and services.
2. Demonstrate information competency from appropriate sources requisite to success as a college student.
3. 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.
4. Discuss the use of study management and test preparation.
5. Clarify career and educational goals.

## Course Content

1. Discuss Foothill College policies, programs, resources, and services
  - a. Policies:
    - i. The petition process
    - ii. Grading system and grade point average
    - iii. Add, drop, withdraw policies and ramifications of each
    - iv. Course repetition
    - v. Articulation
    - vi. Academic integrity
  - b. Programs:
    - i. Degrees, certificates, and course offerings and requirements for:
      1. Health Sciences and Horticulture
      2. Business and Social Sciences
      3. Counseling
      4. Fine Arts and Communication
      5. Kinesiology and Athletics
      6. Language Arts
      7. Non-Credit
      8. Science, Technology, Engineering and Math
  - c. Resources and services:
    - i. Admissions
    - ii. Assessment/Testing Center
    - iii. Global Experiential Learning
    - iv. Campus Safety
    - v. Career Resources
    - vi. Computer Centers
    - vii. Counseling and Matriculation
    - viii. Extended Opportunity Program & Services (EOPS)
    - ix. Evaluation
    - x. Financial Aid
    - xi. Canvas
    - xii. 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
    - xiii. Honors
    - xiv. International Students
    - xv. Internship and Career Services
    - xvi. Learning Communities/Special Programs
      1. Puente Program
      2. Umoja Program
      3. Program for Readiness and Exploration in STEM (PRE-STEM)
    - xvii. Learning Resources Center, Library, Writing & Language Center
    - xviii. Off-campus sites: Sunnyvale Center
    - xix. Office of Student Retention
    - xx. Pass the Torch
    - xxi. STEM Center
    - xxii. Student Affairs and Activities

1. Appropriate vs. inappropriate classroom behavior
- xxiii. Student Resource Center
  1. Disability Resource Center
  2. Veterans Resource Center
2. Demonstrate information competency from appropriate sources as a requisite to success as a college student:
  - a. Understand the use of college catalogs and class schedules
    - i. The college calendar, important dates
    - ii. Course listings, department codes, unit values, course numbering system
    - iii. Fees
    - iv. Final exam schedule
  - b. Understand how to read a syllabus
  - c. Demonstrate, in an educational plan or other documents, knowledge of California's public, private, and out of state higher education institutions
  - d. Understand the interrelationship of high school, community colleges, and universities
    - i. Discuss demographics of University of California (UC), California State University (CSU), Community College (CC), and other campuses
    - ii. Understanding degrees offered at various institutions
    - iii. Understanding lower vs. upper division courses
    - iv. Understand the differences in general education and major requirements for various institutions
    - v. Utilize strategies for transfer
    - vi. Recognize importance of college visitations
    - vii. Understanding semester vs. quarter system
    - viii. Identify the cost of UC, CSU, and private universities
    - ix. Distinguish between the various associate degree vs. transfer requirements
    - x. Understand the benefits of transfer agreements and priority enrollment
3. 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
  - a. Develop an educational plan
    - i. Prepare a written and computer-based plan of course selections to meet career/educational goals
    - ii. Understand options available in the community college
    - iii. Understand graduation requirements for associate degrees (AA/AS/AA-T/AS-T/ADT)
    - iv. Understanding and use Intersegmental General Education Transfer Curriculum (IGETC), CSU GE, and campus-specific patterns of general education
    - v. Compare and contrast program and major requirements
    - vi. Use college catalogs to determine program and major requirements
    - vii. 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 Career Technical Education (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
  - viii. 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. Free Application for Federal Student Aid (FAFSA), scholarship, and internship sites
    5. Assist website for major articulations and general education (GE) transfer courses
    6. Transfer application programs (Cal State Apply, Common app., etc.)
  4. Discuss the use of study management and test preparation
    - a. Awareness of the importance of time management
    - b. Preparation of time budget
  5. Clarify and articulate values, career, life, and educational goals
    - a. Complete and discuss a goal setting exercise
    - b. Understand the role of self-awareness in goal setting
    - c. Describe the interrelatedness of academic, personal, and career goals
    - d. Identify short-term objectives that lead to long term goals
    - e. Identify books and other goal setting materials and aids
    - f. Use the SMART model (Specific, Measurable, Achievable, Relevant, and Time-Bound) to clarify goals

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught on campus: computer supported classrooms.
2. When taught online: 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:

Class participation  
 Assignment completion  
 Educational plans  
 Quizzes and exams  
 Projects  
 Writing assignments

## Method(s) of Instruction

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

Lecture presentations and classroom discussion  
 In-class activities  
 Instructor-guided interpretation and analysis  
 Group activities, presentations of projects; in-class discussion and evaluation

## **Representative Text(s) and Other Materials**

Foothill College. [College Catalog](#). 2023-2024 (or current year).

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Review of handouts and relevant reading material
2. Research and planning of individual student educational plans utilizing Degree Works system or current methodology of the institution
3. 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