

Course Outlines

[PG R001 - Orientation - All About](#) ([/sites/oxnardcollege/files/media/pdf\\_document](#) Curriculum at Oxnard College

- [/2020/PG%20R001%20Orientation\\_All%20About%20Oxnard%20College\\_5.13.15.pdf](#) ( Meetings, Agendas, and Minutes

[PG R100A - Student Success - EOPS](#) ([/sites/oxnardcollege/files/media](#) Curriculum Forms and Information

[/pdf\\_document](#) Committee Membership

- [/2020/PG%20R100A\\_Student%20Success%20-%20EOPS\\_Oxnard\\_12.13.17.pdf](#) ( CourseLeaf - CIM

[PG R100B - Student Success - Strategies for Academic Success](#) ([/sites/oxnardcollege/files/media](#) College Catalog

[/pdf\\_document](#) CourseLeaf - CIM

- [/2020/PG%20R100B\\_Student%20Success%20-%20Strategies%20for%20Academic%20Success\\_12.13.17.pdf](#) ( College Catalog

[PG R101 - Career Development & Life Planning](#) ([/sites/oxnardcollege](#) General Education Committee

[/files/media/pdf\\_document/2020/PG%20R101\\_Career%20Development](#) Vice President of Academic Affairs

- [%20%26%20Life%20Planning\\_Oxnard\\_10.12.16.pdf](#) ( Office

[PG R102 - College Success](#) ([/sites/oxnardcollege/files/media](#)

[/pdf\\_document](#) [/2020/PG%20R102\\_College%20Success\\_Oxnard\\_12.13.17.pdf](#) (

- [PG R198 - Short Courses in Personal Growth](#) ([/sites/oxnardcollege/files/media](#) Related Links

[/pdf\\_document](#) [/2020/PG%20R198\\_Short%20Courses%20in%20Personal%20Growth\\_Oxnard\\_2.26.14.pdf](#) ( Outlines of Record

- [/2020/PG%20R198\\_Short%20Courses%20in%20Personal%20Growth\\_Oxnard\\_2.26.14.pdf](#) ( Outlines of Record



Noncredit Course Outlines

[PG R805 - Introduction to College Life](#) ([/sites/oxnardcollege/files/media](#)

[/pdf\\_document](#) [/2020/PG%20R805\\_11.13.19\\_Introduction%20to%20College%20Life.pdf](#) (

- [/2020/PG%20R805\\_11.13.19\\_Introduction%20to%20College%20Life.pdf](#) (

[PG R820 - Reaching Excellence in Academic and Challenges](#) ([/sites/oxnardcollege/files/media/pdf\\_document](#)

- [/2020/PG%20R820\\_Reaching%20Excellence%20in%20Academic%20and%20Challenges\\_Oxnard%20College\\_10.24.2018](#)

[PG R850 - Emotional Intelligence](#) ([/sites/oxnardcollege/files/media/pdf\\_document](#)

- [/2020/PG%20R850\\_Emotional%20Intelligence\\_Oxnard%20College\\_10.24.2018\\_0.pdf](#) (

# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
- A. Proposed course id: PG R001  
Banner title: Orientation: Oxnard College  
Full title: Orientation: All about Oxnard College  
  
Previous course id: PG R001  
Banner title: Orientation: Oxnard College  
Full title: Orientation: All about Oxnard College
  - B. Reason(s) course is offered:  
This course will provide students access to college resources and study skill techniques. It will also teach students to navigate the student services available to them and assist them in developing skills for academic success and lifelong learning.
  - C. Reason(s) for current outline revision:  
distance ed appendix added
  - D. C-ID:
    - 1. C-ID Descriptor:
    - 2. C-ID Status:
  - E. Co-listed as:  
*Current:* None  
*Previous:*
- II. Catalog Information:
- A. Units:  
*Current:* 0.50  
*Previous:* 0.50
  - B. Course Hours:
    - 1. In-Class Contact Hours:  
Lecture: 8.75    Activity: 0    Lab: 0
    - 2. Total In-Class Contact Hours: 8.75
    - 3. Total Outside-of-Class Hours: 17.5
    - 4. Total Student Learning Hours: 26.25
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    - 1. Prerequisites  
*Current:*  
*Previous:*
    - 2. Corequisites  
*Current:*  
*Previous:*

3. Advisories:  
*Current:*  
*Previous:*

4. Limitations on Enrollment:  
*Current:*  
*Previous:*

D. Catalog description:  
*Current:*

This course offers information about academic counseling, transferring to a four-year institution, career and technical education programs, study skills, college activities and clubs, student services, and basic survival hints.

*Previous, if different:*

E. Fees:

*Current:* \$ None

*Previous, if different:* \$

F. Field trips:

*Current:*

Will be required: [ ]

May be required: [ ]

Will not be required: [X]

*Previous, if different:*

Will be required: [ ]

May be required: [ ]

Will not be required: [ ]

G. Repeatability:

*Current:*

A - Not designed as repeatable

*Previous:*

A - Not designed as repeatable

H. Credit basis:

*Current:*

Letter Graded Only [ ]

Pass/No Pass [X]

Student Option [ ]

*Previous, if different:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [ ]

I. Credit by exam:

*Current:*

Petitions may be granted: [ ]

Petitions will not be granted: [X]

*Previous, if different:*

Petitions may be granted: [ ]

Petitions will not be granted: [ ]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Use the schedule of classes as a reference for themselves and other students;
- B. Use the college catalogue of courses as a reference in academic planning and transfer information;
- C. Identify all the student services (including Matriculation Program), academic services and their location on campus;
- D. Prepare and utilize DegreeWorks, a study skills plan.

IV. Student Learning Outcomes:

- A. Demonstrate the ability to identify and understand student support services.
- B. Demonstrate the ability to utilize academic and career planning tools.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. Certificates of Achievement information offered by Oxnard College
- B. Associate of Arts and Sciences majors offered by Oxnard College
- C. Transfer information:
  1. CSU system
  2. UC system
  3. Private college/university system
- D. All student service areas such as Transfer Center, Health Services, Counseling, Financial Aid EOPS, EAC, CARE, CalWORKs, Admissions
- E. All academic and vocational assistance provided by Oxnard College
- F. All counseling and college forms needed to matriculate through the system
- G. Study skills techniques
- H. Review of other two and four year college catalogues

VI. Lab Content:

None

VII. Methods of Instruction:

Methods may include, but are not limited to:

- A. The instructor provides lectures and presentations supported with visual aids of the major topics of each chapter in the catalog. Such lectures and presentations will enhance a student's ability to discuss and define educational options and how to plan for the future.
- B. The instructor facilitates class discussions with students on the major topics of each chapter of the catalog. The discussions throughout the semester provide a forum for the students to verbally demonstrate their knowledge of such topics as choosing a major and a marketable career.
- C. In class reading, lecture and discussion of academic policy and institutional information detailed in the Oxnard College course catalog.
- D. Lecture and workshop styled presentation will be conducted to introduce and review study skills.
- E. Oxnard College guest speakers may provide information about various departments, clubs, and other student-related activities.

VIII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:  
Essays [ ]  
Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair) [ ]  
Physical Skills Demonstrations (Examples: Performing arts, equipment operation) [ ]

For any course, if "Essays" above is not checked, explain why.  
Non-degree applicable

- B. Typical graded assignments (methods of evaluation):
1. Attendance and class participation including, but not limited to the following
    - a. Group discussion of catalogue readings
    - b. Group discussion and problem-solving exercises
  2. Oral presentation on the college's support services
  3. Completion of a one-semester educational plan
    - a. The method by which these assignments will be evaluated is through attendance, quizzes, open-ended questions, individual student written and oral responses.
- C. Typical outside of classroom assignments:
1. Reading
    - a. Students will do outside readings of two college catalogues other than Oxnard College (one four-year and one two-year)
  2. Writing
    - a. Students will be required to answer questions about the different services on campus and put together a student educational plan (SEP)
  3. Other
    - a. Students will be required to give one oral report about a referral service on campus

IX. Textbooks and Instructional Materials:

- A. Textbooks/Resources:
1. . (0). *Oxnard College Catalog* ..
  2. Schedule of classes, transfer information, Student Handbook, brochures, program information, videos
- B. Other instructional materials:

X. Minimum Qualifications and Additional Certifications:

- A. Minimum qualifications:
1. Counseling (Masters Required)
- B. Additional certifications:
1. Description of certification requirement:
  2. Name of statute, regulation, or licensing/certification organization requiring this certification:

- XI. Approval Dates  
Curriculum Committee Approval Date: 11/14/2018  
Board of Trustees Approval Date: 11/14/2018  
State Approval Date:  
Catalog Start Date: Fall 2015

XII. Distance Learning Appendix

A. Methods of Instruction

Methods may include, but are not limited to:

1. District approved CMS would be used to achieve regularly scheduled contact hours, orientation, testing sessions, and to monitor and moderate discussion sessions. The required attendance of specifically scheduled participation in asynchronous discussion, objective exams and/or completion of online writing assignments would be comparable to the traditional classroom contact.

B. Information Transfer

Methods may include, but are not limited to:

1. Chat/IM
2. Collaborative projects: group blogs, wikis
3. Course announcements
4. Discussion boards
5. E-Mail
6. Instructor-provided online materials
7. Personalized feedback

# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
- A. Proposed course id: PG R100A  
Banner title: Student Success: EOPS  
Full title: Student Success: EOPS  
  
Previous course id: PG R100A  
Banner title: Student Success: EOPS  
Full title: Student Success: EOPS
  - B. Reason(s) course is offered:  
This course will provide students access to college resources and educational planning techniques. Students will also learn how to navigate the college system, identify student services and develop skills for college success and lifelong learning.
  - C. Reason(s) for current outline revision:  
Distance Ed Appendix added
  - D. C-ID:
    - 1. C-ID Descriptor:
    - 2. C-ID Status:
  - E. Co-listed as:  
*Current:* None  
*Previous:*
- II. Catalog Information:
- A. Units:  
*Current:* 1.00  
*Previous:* 1.00
  - B. Course Hours:
    - 1. In-Class Contact Hours:  
Lecture: 17.5    Activity: 0    Lab: 0
    - 2. Total In-Class Contact Hours: 17.5
    - 3. Total Outside-of-Class Hours: 35
    - 4. Total Student Learning Hours: 52.5
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    - 1. Prerequisites  
*Current:*  
*Previous:*
    - 2. Corequisites  
*Current:*  
*Previous:*

3. Advisories:

*Current:*

*Previous:*

4. Limitations on Enrollment:

*Current:*

*Previous:*

D. Catalog description:

*Current:*

This course is designed to provide students with college survival strategies: Learn what the Extended Opportunity Programs and Services (EOPS) are, use the college catalog, website and portal, as well as explore university websites, identify the requirements for graduation and transferring to a four year university, navigate the financial aid process and requirements, review academic policy, utilize career search services, identify additional support services, review study skills and develop an EOPS educational plan.

*Previous, if different:*

E. Fees:

*Current:* \$ None

*Previous, if different:* \$

F. Field trips:

*Current:*

Will be required: [ ]

May be required: [ ]

Will not be required: [X]

*Previous, if different:*

Will be required: [ ]

May be required: [ ]

Will not be required: [ ]

G. Repeatability:

*Current:*

A - Not designed as repeatable

*Previous:*

A - Not designed as repeatable

H. Credit basis:

*Current:*

Letter Graded Only [ ]

Pass/No Pass [X]

Student Option [ ]

*Previous, if different:*

letter graded only [ ]

pass/no pass [ ]

student option [ ]

I. Credit by exam:

*Current:*

Petitions may be granted: [ ]

Petitions will not be granted: [X]



*Previous, if different:*

Petitions may be granted: [ ]

Petitions will not be granted: [ ]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Discuss EOPS history, services and students' responsibilities
- B. Develop an individualized comprehensive EOPS Student Educational Plan
- C. Identify major courses along with general education and graduation requirements using the Oxnard College catalog and website along with ASSIST.ORG and other university websites
- D. Identify ADT degree requirements for select majors using college websites, check sheets and catalog
- E. Analyze and discuss information on academic policy, student rights, and course descriptions in the college catalog
- F. Navigate the financial aid process and identify forms as well as apply financial aid rules and regulations that are identified in the Satisfactory Academic Progress
- G. Identify and access other Oxnard College Support Services including those that assist in developing study skills
- H. Identify all important college dates from college website as well as student handbook and copy onto a calendar
- I. Conduct a career search and individual assessment to determine career and life goals by using California Career zone, Occupational Outlook Handbook.com, Meyers Briggs and Career Cafe
- J. Demonstrate competency in accessing the internet & portal sites, using DegreeWorks, ASSIST.org and other relevant computer work sites

IV. Student Learning Outcomes:

- A. List eligibility criteria for the extended opportunity program & services (EOP&S).
- B. Develop a comprehensive educational plan.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. History and Mission of Extended Opportunity Program and Services
  1. EOPS Student Contract and Responsibilities
  2. EOPS Educational Plan
  3. Special EOPS services
- B. College catalog review
  1. Degree requirements for AA, AS, ADT's, Certificate programs, transfer requirements to CSU, UC, Private, and some out-of-state colleges
  2. Major requirements
  3. Course descriptions, pre-requisites and transferability
  4. Academic Policy, student rights
- C. Review the financial aid process
  1. Satisfactory Academic Progress information;
  2. Accessing and using the student portal
- D. AA, AS and ADT's checksheets as they relate to Educational Planning

1. Checksheets and Degree Works
  2. Graduation requirements such as Math and Writing competency, Ethnic/Women's Studies, GPA
  3. Placement exams and the application of scores to course selection; advanced placement scores for Foreign Language and other subject requirements
- E. General Education and Major Preparation Requirements for universities
1. Transfer guides and major requirements on ASSIST.ORG and or college catalog, university websites
  2. CSU-GE and IGETC worksheets
  3. General education and major requirements for a private university
  4. Transfer center
- F. Developing an EOPS Student Educational Plan: Courses and Timeline
1. Placement in English and Math coursework
  2. Reading transcripts
  3. Using CSU, UC and private university transfer worksheets
  4. Using AA/AS and ADT's checksheets along with applicable major coursework
- G. Assessing Life and Career Goals
1. Conduct career exploration
  2. Assess interest inventories
  3. Decision making techniques
- H. Identify special student-assistance programs and resources such as tutoring, educational assistance center, veterans, scholarships, learning and study skills workshops/classes, ASGS, clubs, library assistance, Transfer and Career Center

VI. Lab Content:  
None

VII. Methods of Instruction:

Methods may include, but are not limited to:

- A. The instructor provides lectures and presentations supported with visual aids of the major topics of each chapter in the catalog. Such Instructor led lectures and presentations on topics that enhance a student's ability to discuss and define educational options, their EOPS educational plan as well as plans for the future
- B. The instructor facilitates class discussions with students on the major topics of each chapter of the catalog. The discussions throughout the semester provide a forum for the students to verbally demonstrate their knowledge of such topics as choosing a major and a marketable career.
- C. Workshop formatted lectures as well as campus website will be utilized to orientate students to academic and student service programs offered at Oxnard College.
- D. Computer lab assisted presentations to expose students to career choice options and UC/CSU transfer institution requirements.
- E. Guest speakers from universities will address issues relating to financial aid, transfer, and admissions requirements
- F. Instructor will utilize multi- media, computer software and internet links to supplement instruction in the area of designing an individualized educational plan and choosing a career

VIII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:  
Essays [X]  
Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair) [ ]  
Physical Skills Demonstrations (Examples: Performing arts, equipment operation) [ ]

For any course, if "Essays" above is not checked, explain why.

- B. Typical graded assignments (methods of evaluation):
1. Associate Degree Educational Plan: This assignment will be graded on a three (3) point rubric scale which will measure: content and completion of an educational plan based on a stated Oxnard College major and career goals. The Plan will be based on research conducted from a variety of resources including but not limited to: ASSIST.org, California career zone, career cafe, Degree Works, and other websites and resources. The objective of this assignment is to enable students to complete an education plan that reflects their stated educational and career goals while demonstrating competency in accessing internet and portal sites.
  2. Transfer Plan: Students will establish a major and develop a transfer plan using a variety of resources including: Oxnard College website, College Catalog, EOPS website, Facebook, Myers Briggs assessment, four year institution websites such as ASSIST, UC Pathways, and Cal State Apply
- C. Typical outside of classroom assignments:
1. Reading
    - a. Explore Oxnard College website, Oxnard College Catalog, EOPS website and Facebook, Four year institution websites to include: ASSIST, UC Pathways, and CSU mentor, Career and interest websites to include: California career zone, career cafe, Meyers Briggs, and Oxnard College Student Handbook
  2. Writing
    - a. Students are required to write an essay based on research conducted from a variety of resources. Research will be based on numerous websites which include but are not limited to: assist.org, California career zone, career cafe, and other university based websites and resources. The objective of this assignment is to enable students to complete an education plan that reflects their stated educational and career goals while demonstrating competency in accessing internet and portal sites.
  3. Other
    - a. Conduct faculty and staff interviews, online assessments and surveys, Degree Works

IX. Textbooks and Instructional Materials:

- A. Textbooks/Resources:
1. Oxnard College (2018). *Oxnard College General Catalog* (Latest edition /e). Oxnard College.
  2. Staley, S Staley, C (2016). *Focus on College and Career Success* (3rd/e). Cengage Learning.
  3. Websites: my.vcccd.edu, oxnard college.edu, Assist.org, cal state apply, california career zone, Cal State Apply, UC pathway, occupational handbook.com, Meyers Briggs.com, Degree Works

4. Instructor Handouts to include but not limited to: EOPS History and Mission, Comparison costs for attendance at: community college, CSU, UC and private universities
  5. Powerpoint presentations to include but not limited to: EOPS/ CARE orientation, Financial aid rules and regulations
- B. Other instructional materials:

X. Minimum Qualifications and Additional Certifications:

- A. Minimum qualifications:
  1. Counseling (Masters Required)
- B. Additional certifications:
  1. Description of certification requirement:
  2. Name of statute, regulation, or licensing/certification organization requiring this certification:

XI. Approval Dates

Curriculum Committee Approval Date: 11/14/2018

Board of Trustees Approval Date: 11/14/2018

State Approval Date:

Catalog Start Date: Fall 2019

XII. Distance Learning Appendix

- A. Methods of Instruction  
Methods may include, but are not limited to:
  1. District approved CMS would be used to achieve regularly scheduled contact hours, orientation, testing sessions, and to monitor and moderate discussion sessions. The required attendance of specifically scheduled participation in asynchronous discussion, objective exams and/or completion of online writing assignments would be comparable to the traditional classroom contact.
- B. Information Transfer  
Methods may include, but are not limited to:
  1. Chat/IM
  2. Collaborative projects: group blogs, wikis
  3. Course announcements
  4. Discussion boards
  5. E-Mail
  6. Instructor-provided online materials
  7. Lectures (recorded/streaming)

# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
- A. Proposed course id: PG R100B  
Banner title: Student Success: Academic  
Full title: Student Success: Strategies for Academic Success  
  
Previous course id: PG R100B  
Banner title: Student Success: Academic  
Full title: Student Success: Strategies for Academic Success
  - B. Reason(s) course is offered:  
This course is being offered to provide students with the foundational skills that they need to be successful in college. These skills include note taking, study skills, time management, goal setting, and personal management skills. This course fulfills elective unit requirements for graduation and transfer to the CSU system.
  - C. Reason(s) for current outline revision:  
Adding Distance Learning Appendix
  - D. C-ID:
    - 1. C-ID Descriptor:
    - 2. C-ID Status:
  - E. Co-listed as:  
*Current:* None  
*Previous:*
- II. Catalog Information:
- A. Units:  
*Current:* 1.00  
*Previous:* 1.00
  - B. Course Hours:
    - 1. In-Class Contact Hours:  
Lecture: 17.5    Activity: 0    Lab: 0
    - 2. Total In-Class Contact Hours: 17.5
    - 3. Total Outside-of-Class Hours: 35
    - 4. Total Student Learning Hours: 52.5
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    - 1. Prerequisites  
*Current:*  
*Previous:*
    - 2. Corequisites  
*Current:*  
*Previous:*

3. Advisories:

*Current:*

*Previous:*

4. Limitations on Enrollment:

*Current:*

*Previous:*

D. Catalog description:

*Current:*

This course will provide students academic success strategies and resources designed to assist them in succeeding in college. Topics include counseling services, using the college catalog, study skills, time management, academic probation and dismissal, financial aid, tutoring and other support services available.

*Previous, if different:*

E. Fees:

*Current:* \$ None

*Previous, if different:* \$

F. Field trips:

*Current:*

Will be required: [ ]

May be required: [X]

Will not be required: [ ]

*Previous, if different:*

Will be required: [ ]

May be required: [ ]

Will not be required: [ ]

G. Repeatability:

*Current:*

A - Not designed as repeatable

*Previous:*

A - Not designed as repeatable

H. Credit basis:

*Current:*

Letter Graded Only [ ]

Pass/No Pass [X]

Student Option [ ]

*Previous, if different:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [ ]

I. Credit by exam:

*Current:*

Petitions may be granted: [ ]

Petitions will not be granted: [X]

*Previous, if different:*

Petitions may be granted: [ ]  
Petitions will not be granted: [ ]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Identify, discuss, and access OC support services and their requirements.
- B. Identify barriers and challenges to student success using academic surveys or assessment tools to include counseling.
- C. Analyze and discuss information on academic policy, student rights, and course descriptions.
- D. Illustrate knowledge in the student skills of time management, note taking, and test taking while identifying learning modalities through an assessment.
- E. Identify all important college dates from website and/or student portal and copy onto an academic planner.
- F. Identify major preparation courses along with general education requirements.
- G. Interpret and locate the graduation and transfer requirements in the catalog and university web sites to include UC Pathways, CAL State Apply, and Assist.org.
- H. Develop an individualized student success plan.

IV. Student Learning Outcomes:

- A. Identify different student services that will assist them in achieving their goals through visits to on-site resources or classroom presentations.
- B. Develop an abbreviated educational plan.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. Support services available to college students and their requirements, if any.
  1. Counseling
  2. Disabled Students Center (Educational Assistance)
  3. Extended Opportunity Programs and Services
  4. Financial Aid
  5. Other: Clubs, Library Assistance, Job and Career Center, Transfer Center
  6. Scholarships
  7. Tutoring Center
  8. Veterans Center
  9. STEM Center
  10. CalWORKs
  11. First Year Experience
- B. Student Success Strategies
  1. Study Skills: SQ3R (Reading College Textbooks), PRESP (Reading, Science, and Math texts), note taking and test taking
  2. Values Clarification
  3. Learning Modalities
  4. Self-Management Skills
- C. Time Management
  1. Learning to read a course syllabus
  2. Locating and listing important college dates
  3. Identifying the number of study hours required for each unit of class

- 4. Managing your time
- D. Overview of College Catalog Content
  - 1. Probation, Dismissal, and Readmission Procedures
  - 2. Academic Policies and Procedures
  - 3. Appendices: Standards of Student Conduct
  - 4. Student Rights and Responsibilities
  - 5. Degree Requirements for AA and AS, Certificate Program and CSU and UC transfer requirements
  - 6. Course Descriptions, Pre-requisites and Transferability
- E. General Education Requirements
  - 1. Interpret and Locate Graduation/Transfer Requirements
  - 2. Use ASSIST.ORG and/or College Catalog, University Websites: Cal State Apply, UC Pathways

VI. Lab Content:  
None

VII. Methods of Instruction:

Methods may include, but are not limited to:

- A. The instructor provides lectures and presentations supported with visual aids of the major topics of the course including student success strategies. Such lectures and presentations will enhance a student's ability to discuss and define these strategies.
- B. The instructor facilitates class discussion with students on the major topics of each chapter of the catalog. The discussions throughout the semester provide a forum for the students to verbally demonstrate their knowledge of such topics as Student Rights and Responsibilities.
- C. In-class reading, lecture and discussion of academic policy and institutional information to include major requirements detailed in Oxnard College catalog.

VIII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:  
 Essays    
 Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair)    
 Physical Skills Demonstrations (Examples: Performing arts, equipment operation)

For any course, if "Essays" above is not checked, explain why.

- B. Typical graded assignments (methods of evaluation):
  - 1. Completion of written assignments to include note taking, time management and Oxnard College calendar dates.
  - 2. Oral presentations on course content.
  - 3. Case Studies on Graduation/Transfer requirements.
  - 4. Written assignments that measure the students knowledge of support services visited and discussed in this course.
  - 5. Create a student planner.
- C. Typical outside of classroom assignments:
  - 1. Reading



- a. Oxnard College Catalog, Textbook, College Websites, Student Portal, Career and Four year Institution Websites, ASSIST.org, UC Pathways and CSU mentor
  - 2. Writing
    - a. Research reports on academic strategies, learning styles, university research, student services, personal goals and student planners.
  - 3. Other
    - a. Complete online assessment/surveys;
    - b. Interviews

IX. Textbooks and Instructional Materials:

- A. Textbooks/Resources:
  - 1. Online Catalog Oxnard College.
- B. Other instructional materials:
  - 1. 1. Websites 2. Videos 3. Instructors Handbook 4. DegreeWorks

X. Minimum Qualifications and Additional Certifications:

- A. Minimum qualifications:
  - 1. Counseling (Masters Required)
- B. Additional certifications:
  - 1. Description of certification requirement:
  - 2. Name of statute, regulation, or licensing/certification organization requiring this certification:

XI. Approval Dates

Curriculum Committee Approval Date: 11/14/2018  
 Board of Trustees Approval Date: 11/14/2018  
 State Approval Date:  
 Catalog Start Date: Fall 2018

XII. Distance Learning Appendix

- A. Methods of Instruction
 

Methods may include, but are not limited to:

  - 1. District approved CMS would be used to achieve regularly scheduled contact hours, orientation, testing sessions, and to monitor and moderate discussion sessions. The required attendance of specifically scheduled participation in asynchronous discussion, objective exams and/or completion of online writing assignments would be comparable to the traditional classroom contact.
- B. Information Transfer
 

Methods may include, but are not limited to:

  - 1. Chat/IM
  - 2. Collaborative projects: group blogs, wikis
  - 3. Course announcements
  - 4. Discussion boards
  - 5. E-Mail

6. Instructor-provided online materials
7. Lectures (recorded/streaming)
8. Messaging via the LMS
9. Modules on the LMS
10. Personalized feedback
11. Textbooks

Course ID: 2602

# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
- A. Proposed course id: PG R101  
Banner title: Career Devel and Life Plan  
Full title: Career Development and Life Planning  
  
Previous course id: PG R101  
Banner title: Career Devel and Life Plan  
Full title: Career Development and Life Planning
  - B. Reason(s) course is offered:  
This course is transferable to the CSU System and fulfills CSU GE-Breadth Area E requirements.
  - C. Reason(s) for current outline revision:  
Add Distance Learning Appendix.
  - D. C-ID:
    - 1. C-ID Descriptor:
    - 2. C-ID Status: Not Applicable
  - E. Co-listed as:  
*Current:* None  
*Previous:*
- II. Catalog Information:
- A. Units:  
*Current:* 3.00  
*Previous:* 3.00
  - B. Course Hours:
    - 1. In-Class Contact Hours:  
Lecture: 52.5    Activity: 0    Lab: 0
    - 2. Total In-Class Contact Hours: 52.5
    - 3. Total Outside-of-Class Hours: 105
    - 4. Total Student Learning Hours: 157.5
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    - 1. Prerequisites  
*Current:*  
*Previous:*
    - 2. Corequisites  
*Current:*  
*Previous:*

3. Advisories:

*Current:*

*Previous:*

4. Limitations on Enrollment:

*Current:*

*Previous:*

D. Catalog description:

*Current:*

This course is designed to assist students with self-exploration, career transitions and career-life planning in order to achieve success in a diverse society. Planning and organizing skills that encourage a systematic approach to career development will be used by examining values, interests, skills, life roles, personality type, personal self-management, decision-making and goal setting throughout the life span.

*Previous, if different:*

E. Fees:

*Current:* \$ None

*Previous, if different:* \$

F. Field trips:

*Current:*

Will be required: [ ]

May be required: [X]

Will not be required: [ ]

*Previous, if different:*

Will be required: [ ]

May be required: [ ]

Will not be required: [ ]

G. Repeatability:

*Current:*

A - Not designed as repeatable

*Previous:*

A - Not designed as repeatable

H. Credit basis:

*Current:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [X]

*Previous, if different:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [ ]

I. Credit by exam:

*Current:*

Petitions may be granted: [X]

Petitions will not be granted: [ ]

*Previous, if different:*

Petitions may be granted: [ ]

Petitions will not be granted: [ ]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Assess their personality types, interests, and values
- B. Formulate a list of lifetime goals
- C. Apply a decision making process to practical problem scenarios provided in the textbook
- D. Identify priorities based on lifetime goals
- E. Select time management strategies to accomplish lifetime goals
- F. Identify motivational techniques for personal success
- G. Develop an understanding of how societal and cultural conditioning influences career choices
- H. Practice effective communication techniques
- I. Increase awareness and appreciation of social diversity
- J. Apply and appreciate the interrelationships of change, stress and crisis, as well as learn methods of coping with each
- K. Develop an educational plan consistent with career goals
- L. Identify transferable skills (for example critical thinking, problem solving, decision making, etc.)
- M. Identify money management techniques that lead to financial security
- N. Navigate the college portal for college and class announcements and assignments

IV. Student Learning Outcomes:

- A. Identify and explain their personality type and how it relates to career success.
- B. Identify five different career resources that will assist them in career exploration.
- C. Develop a complete student Ed plan.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. Personality inventories
- B. Occupational and interest inventories
- C. Values clarification exercises
- D. Goal setting principles
- E. Decision making models
- F. Time management methods
- G. Money management techniques
- H. Techniques Applying behavior modification principles to establish successful habits
- I. Cultural and economic trends
  - 1. Interpersonal communication
    - a. Being a good listener
    - b. Barriers to effective communication
    - c. The language of responsibility: "I" and "you" statements
    - d. The "win-win" approach to problem solving
  - 2. Diversity
    - a. Understanding and appreciating social diversity
    - b. Prejudice and discrimination

3. Career Assessment and Research
  - a. Assessment of personality, interest, values to choose an appropriate major and career and to develop an educational plan
  - b. Research potential careers
4. Career Outlook and Salary
  - a. Career trends of the future
  - b. Work skills necessary for future success
  - c. Research techniques utilizing the library and the Internet

VI. Lab Content:  
None

- VII. Methods of Instruction:  
Methods may include, but are not limited to:
- A. Instructor-guided lecture, with large group and small group discussion on goal setting
  - B. Classroom or individual exercises such as taking personality inventory tests
  - C. Individual projects such as interviewing professionals in the student's career choice
  - D. Guest speakers such as, career development counselor, human resource specialists and others
  - E. Web research, for example: [http://wps.prenhall.com/chet\\_sukiennik\\_careerfit\\_8/](http://wps.prenhall.com/chet_sukiennik_careerfit_8/) that connects chapter content to "real" life stories

- VIII. Methods of Evaluation and Assignments:
- A. Methods of evaluation for degree-applicable courses:  
Essays [X]  
Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair) [ ]  
Physical Skills Demonstrations (Examples: Performing arts, equipment operation) [ ]  
  
For any course, if "Essays" above is not checked, explain why.
  - B. Typical graded assignments (methods of evaluation):
    1. Objective and essay quizzes and exams that measure the student's ability to apply social and psychological principles to success in college, careers and life
    2. Assessment of personality, interests, values and personality styles
    3. Written exercises and career journal entries in which students assess their current behavior and make plans for improvement
    4. Writing assignments or journals describing personality, interests, values, multiple intelligences, and lifetime goals
    5. Completion of career research project that includes career description, outlook, skills required and education needed
    6. Completion of an educational plan to match career goals
    7. Oral presentations on interviews of professionals
  - C. Typical outside of classroom assignments:
    1. Reading
      - a. Textbook Assignments from Career Fitness Program
      - b. Career Articles
      - c. Journal Entries from Goal Setting Journal
    2. Writing

- a. Complete Textbook Assignments
  - b. Complete Goal Setting Journal Entries
  - c. Complete Career Center Assignment
  - d. Complete Library Assignment
  - e. Complete Transfer Center Assignment
3. Other
- a. Interview Career Professional
  - b. Visit Career Center
  - c. Visit Transfer Center
  - d. Visit Library
  - e. Visit Websites for information on careers, financial planning, etc.

IX. Textbooks and Instructional Materials:

- A. Textbooks/Resources:
  - 1. Mindy Bingham and Sandy Stryker (2013). *Career Choices and Changes* (fourth /e). Academic Innovations.
- B. Other instructional materials:

X. Minimum Qualifications and Additional Certifications:

- A. Minimum qualifications:
  - 1. Counseling (Masters Required)
- B. Additional certifications:
  - 1. Description of certification requirement:
  - 2. Name of statute, regulation, or licensing/certification organization requiring this certification:

XI. Approval Dates

Curriculum Committee Approval Date: 11/14/2018  
 Board of Trustees Approval Date: 11/14/2018  
 State Approval Date:  
 Catalog Start Date: Fall 2018

XII. Distance Learning Appendix

- A. Methods of Instruction  
 Methods may include, but are not limited to:
  - 1. District approved CMS would be used to achieve regularly scheduled contact hours, orientation, testing sessions, and to monitor and moderate discussion sessions. The required attendance of specifically scheduled participation in asynchronous discussion, objective exams and/or completion of online writing assignments would be comparable to the traditional classroom contact.
- B. Information Transfer  
 Methods may include, but are not limited to:
  - 1. Chat/IM
  - 2. Collaborative projects: group blogs, wikis
  - 3. Course announcements

4. Discussion boards
5. Instructor-provided online materials
6. Lectures (recorded/streaming)
7. Personalized feedback
8. Textbooks

Course ID: 2601



# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
- A. Proposed course id: PG R102  
Banner title: College Success  
Full title: College Success  
  
Previous course id: PG R102  
Banner title: College Success  
Full title: College Success
  - B. Reason(s) course is offered:  
This course is offered to help students develop a better understanding of themselves, the college and the counselors who work with them to ensure their success in college.
  - C. Reason(s) for current outline revision:  
add distance ed appendix
  - D. C-ID:
    - 1. C-ID Descriptor:
    - 2. C-ID Status:
  - E. Co-listed as:  
*Current:* None  
*Previous:*
- II. Catalog Information:
- A. Units:  
*Current:* 3.00  
*Previous:* 3.00
  - B. Course Hours:
    - 1. In-Class Contact Hours:  
Lecture: 52.5    Activity: 0    Lab: 0
    - 2. Total In-Class Contact Hours: 52.5
    - 3. Total Outside-of-Class Hours: 105
    - 4. Total Student Learning Hours: 157.5
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    - 1. Prerequisites  
*Current:*  
*Previous:*
    - 2. Corequisites  
*Current:*  
*Previous:*

3. Advisories:

*Current:*

*Previous:*

4. Limitations on Enrollment:

*Current:*

*Previous:*

D. Catalog description:

*Current:*

This course provides the opportunity for students to learn and adopt principles, techniques, methods and strategies to be successful in college and in life. This will be accomplished by emphasizing three areas: (1) academic skills; (2) behavioral principles; and (3) relational skills.

*Previous, if different:*

E. Fees:

*Current:* \$ None

*Previous, if different:* \$

F. Field trips:

*Current:*

Will be required: [ ]

May be required: [X]

Will not be required: [ ]

*Previous, if different:*

Will be required: [ ]

May be required: [ ]

Will not be required: [ ]

G. Repeatability:

*Current:*

A - Not designed as repeatable

*Previous:*

A - Not designed as repeatable

H. Credit basis:

*Current:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [X]

*Previous, if different:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [ ]

I. Credit by exam:

*Current:*

Petitions may be granted: [ ]

Petitions will not be granted: [X]

*Previous, if different:*

Petitions may be granted: [ ]  
Petitions will not be granted: [ ]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Demonstrate critical thinking skills as they relate to the ability to succeed in college level coursework
- B. Analyze the psychology of student attitudes, motivation and behaviors and their impact on college success
- C. Apply time-management techniques to formulate a study plan
- D. Utilize effective note-taking techniques
- E. Demonstrate methods for reading and extracting information from textbooks
- F. Apply effective memory techniques
- G. Demonstrate test-taking methods that improve preparation for and performance on tests
- H. Understand and develop a learning style conducive to academic success
- I. Utilize library resources to prepare for and complete college level assignments
- J. Discuss concepts reading diversity issues; function appropriately in a diverse cultural environment
- K. Manage relationship dynamics and their impact on academic goals
- L. Construct and analyze personal management charts of time and energy
- M. Demonstrate effective student-instructor relations
- N. Examine theoretical approaches to choice and change, and develop a personal awareness of opportunities to make choices
- O. Formulate effective short-, intermediate- and long-term personal and educational goals into a realistic plan

IV. Student Learning Outcomes:

- A. Students will develop a comprehensive educational plan.
- B. Students will identify academic, personal and career goals.
- C. List student services available to help them achieve their goals.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. Campus Resources
  - 1. Student services and programs
  - 2. Student-faculty relationships
- B. Academic Issues
  - 1. The value of your college
  - 2. The educated individual in society
- C. Personal and Social Issues
  - 1. Interpersonal relationships
  - 2. Personal values and goal setting
- D. Career Information and Planning
  - 1. Self-assessment: interests abilities values
  - 2. Goal setting and decision making
- E. Skills Building
  - 1. Study and note taking techniques
  - 2. Time management techniques

### 3. Critical thinking skills

VI. Lab Content:  
None

VII. Methods of Instruction:

Methods may include, but are not limited to:

- A. Lecture and group discussion on topics relating to college success
- B. Reading relevant articles, paragraphs or sections relating to various topics on personal growth
- C. DVD presentation followed by group discussions on topics related to college success and personal growth
- D. Lecture and discussion of various methods of research on careers
- E. Individual and group exercises on goal setting, study skills and time management

VIII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:  
Essays [X]  
Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair) [ ]  
Physical Skills Demonstrations (Examples: Performing arts, equipment operation) [ ]

For any course, if "Essays" above is not checked, explain why.

- B. Typical graded assignments (methods of evaluation):
  - 1. Class participation including, but not limited to the following
    - a. Review of individual journals
    - b. Group discussion of weekly reading assignments
    - c. Group discussion on written exercises and problem-solving exercises
  - 2. Complete weekly journal entries to document time management
  - 3. Completion of learning style inventory
  - 4. Interview with career professional in the student's field of interest
  - 5. Completion of a career report
  - 6. Oral presentation on topics relating to college success such as the colleges support services
  - 7. Mid-term and final exam to evaluate students' critical thinking skills and other topics derived from the course content.
- C. Typical outside of classroom assignments:
  - 1. Reading
    - a. Students are assigned to read various topics from instructor handouts, textbook and other sources to develop critical thinking skills to succeed in college level coursework
    - b. Read journal assignments and complete the entries to develop time-management, memory, note-taking techniques among others.
  - 2. Writing
    - a. Written exercises from Goal Setting Journal text
    - b. Written exercises from Empowered Student text
    - c. Written essays on films/DVD/videos and presentations
  - 3. Other

- IX. Textbooks and Instructional Materials:
- A. Textbooks/Resources:
    - 1. Skip, D (2017). *On Course* (8th/e). Cengage Learning.
  - B. Other instructional materials:
- X. Minimum Qualifications and Additional Certifications:
- A. Minimum qualifications:
    - 1. Counseling (Masters Required)
  - B. Additional certifications:
    - 1. Description of certification requirement:
    - 2. Name of statute, regulation, or licensing/certification organization requiring this certification:
- XI. Approval Dates
- Curriculum Committee Approval Date:  
Board of Trustees Approval Date:  
State Approval Date:  
Catalog Start Date: Fall 2018
- XII. Distance Learning Appendix
- A. Methods of Instruction  
Methods may include, but are not limited to:
    - 1. District approved CMS would be used to achieve regularly scheduled contact hours, orientation, testing sessions, and to monitor and moderate discussion sessions. The required attendance of specifically scheduled participation in asynchronous discussion, objective exams and/or completion of online writing assignments would be comparable to the traditional classroom contact.
  - B. Information Transfer  
Methods may include, but are not limited to:
    - 1. Chat/IM
    - 2. Collaborative projects: group blogs, wikis
    - 3. Course announcements
    - 4. Discussion boards
    - 5. E-Mail
    - 6. Instructor-provided online materials
    - 7. Lectures (recorded/streaming)
    - 8. Messaging via the LMS
    - 9. Personalized feedback

# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
- A. Proposed course id: PG R198  
Banner title: Short Courses Personal Growth  
Full title: Short Courses in Personal Growth  
  
Previous course id: PG R198A-Z  
Banner title: Short Courses Personal Growth  
Full title: Short Courses in Personal Growth
  - B. Reason(s) course is offered:  
This umbrella course permits development of courses that provide in-depth study of particular Personal Growth Topics, such as college success for student athletes, career planning, job search, transfer success, and leadership
  - C. Reason(s) for current outline revision:  
Five Year Review
  - D. C-ID:
    - 1. C-ID Descriptor:
    - 2. C-ID Status:
  - E. Co-listed as:  
*Current:* None  
*Previous:*
- II. Catalog Information:
- A. Units:  
*Current:* 0.50 to 10.00  
*Previous:* 0.50 to 10.00
  - B. Course Hours:
    - 1. In-Class Contact Hours:  
Lecture: 8.75 - 175      Activity: 0      Lab: 0
    - 2. Total In-Class Contact Hours: 8.75 - 175
    - 3. Total Outside-of-Class Hours: 17.5 - 350
    - 4. Total Student Learning Hours: 26.25 - 525
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    - 1. Prerequisites  
*Current:*  
*Previous:*
    - 2. Corequisites  
*Current:*  
*Previous:*

3. Advisories:

*Current:*

*Previous:*

4. Limitations on Enrollment:

*Current:*

*Previous:*

D. Catalog description:

*Current:*

These course offerings in personal growth are designed to meet the specific needs of the college and community as required and/or requested by persons or organizations.

*Previous, if different:*

E. Fees:

*Current:* \$ None

*Previous, if different:* \$

F. Field trips:

*Current:*

Will be required: [ ]

May be required: [X]

Will not be required: [ ]

*Previous, if different:*

Will be required: [ ]

May be required: [ ]

Will not be required: [ ]

G. Repeatability:

*Current:*

A - Not designed as repeatable

*Previous:*

A - Not designed as repeatable

H. Credit basis:

*Current:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [X]

*Previous, if different:*

Letter Graded Only [ ]

Pass/No Pass [ ]

Student Option [ ]

I. Credit by exam:

*Current:*

Petitions may be granted: [ ]

Petitions will not be granted: [X]

*Previous, if different:*

Petitions may be granted: [ ]

Petitions will not be granted: [ ]

- III. Course Objectives:  
Upon successful completion of this course, the student should be able to:
- A. Objectives specific to the course will be developed as specific topics courses are developed.

IV. Student Learning Outcomes:

- V. Course Content:  
Topics to be covered include, but are not limited to:
- A. Topics to be covered will be developed as specific topics courses are developed.

VI. Lab Content:  
None

- VII. Methods of Instruction:  
Methods may include, but are not limited to:
- Other methods of instruction:
- A. Lectures and presentations supported with visual aids of major topics, as appropriate to the individual topics developed in specific courses.
  - B. Discussions provide a forum for the students to verbally demonstrate their knowledge of such personal growth topics as time management, parenting, choosing a major and/or a marketable career as appropriate to the individual topics developed in specific courses.
  - C. In-class reading, lecture and discussion, as appropriate to the individual topics developed in specific courses.
  - D. Computer lab assisted presentations to expose students to personal growth themes.
  - E. In-class viewing of or listening to mediated materials (film, television, Internet content, CDs) as appropriate to the individual topics developed in specific courses.

- VIII. Methods of Evaluation and Assignments:
- A. Methods of evaluation for degree-applicable courses:  
Essays   
Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair)   
Physical Skills Demonstrations (Examples: Performing arts, equipment operation)   
  
For any course, if "Essays" above is not checked, explain why.
  - B. Typical graded assignments (methods of evaluation):
    - 1. Essays of length and scope as appropriate to the unit value of the specific topic course developed, graded for content.



2. Exams which may include objective items and may include short-answer and/or short-essay components, to be more specifically detailed as specific courses are developed.
  3. Oral presentations as appropriate to the specific topic course developed, graded for content.
  4. Computer related assignments as appropriate to the specific topic course developed, graded for content.
- C. Typical outside of classroom assignments:
1. Reading
    - a. Typical readings to achieve course objectives will be developed in specific course proposals.
  2. Writing
    - a. Typical writing assignments to achieve course objectives will be developed in specific course proposals.
  3. Other
    - a. Other assignments to achieve course objectives will be developed in specific course proposals.
- IX. Textbooks and Instructional Materials:
- A. Textbooks/Resources:
    1. Appropriate texts related to the topic will be identified as specific courses are developed.
  - B. Other instructional materials:
    1. Other appropriate materials related to the topic will be identified as specific courses are developed.
- X. Minimum Qualifications and Additional Certifications:
- A. Minimum qualifications:
    1. Counseling (Masters Required)
  - B. Additional certifications:
    1. Description of certification requirement:
    2. Name of statute, regulation, or licensing/certification organization requiring this certification:
- XI. Approval Dates  
 Curriculum Committee Approval Date: 02/26/2014  
 Board of Trustees Approval Date: 02/26/2014  
 State Approval Date:  
 Catalog Start Date: Fall 2014
- XII. Distance Learning Appendix
- A. Methods of Instruction  
 Methods may include, but are not limited to:
  - B. Information Transfer

Methods may include, but are not limited to:

Course ID: 1540

# PG R805: INTRODUCTION TO COLLEGE LIFE

---

**Originator**

ptrujillo

**Co-Contributor(s)**
**Name(s)**

Munoz, Marta (mmunoz)

Mulligan, Holly (holly\_mulligan1)

**College**

Oxnard College

**Discipline (CB01A)**

PG - Personal Growth

**Course Number (CB01B)**

R805

**Course Title (CB02)**

Introduction to College Life

**Banner/Short Title**

Introduction to College Life

**Credit Type**

Noncredit

**Start Term**

Fall 2020

**Catalog Course Description**

This course is designed to assist students who are transitioning to Oxnard College Campus by offering strategies to increase their academic success. This course will focus on college readiness, educational planning, information about academic counseling, transferring to a four-year institution, vocational programs, study skills, college activities and clubs, student services, basic survival hints and resources. This course will be discussing the service and polices of on campus support programs such as CalWORKs, EOPS/CARE, EAC, Financial Aid, etc. This class is an open entry, open exit.

**Additional Catalog Notes**

This course will be offered Open Entry Open Exit.

**Taxonomy of Programs (TOP) Code (CB03)**

1301.00 - \*Family and Consumer Sciences, General

**Course Credit Status (CB04)**

N (Noncredit)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable);

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

L - Non-Enhanced Funding

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

G - Home Economics

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

Yes

**Number of times a student may enroll in this course**

Unlimited

**Maximum units a student may earn in this course**

0

**Units and Hours**

**Carnegie Unit Override**

Yes

**Total in-Class (full semester or term)**

**Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)**

6

**Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)**

6

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

6

**Total Maximum Student Learning Hours**

6

**Limitations on Enrollment**

Others (specify)

**Other Limitations on Enrollment**

Students must be receiving the adult portion of Cash-Aid from the County of Ventura.

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Demonstrate the ability to identify all Oxnard College Campus student support services available. |
| 2 | Demonstrate the ability to utilize academic and career planning tools.                            |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Have a comprehension of the Oxnard College policies, expectations and services available to the students |
| 2 | Begin to explore what majors and educational objective may be a good "fit" for their occupational goal   |
| 3 | Have completed a Comprehensive Educational Plan  |
| 4 | Be aware of on-campus services and resources available   |

**Course Content****Lecture/Course Content**

- Ventura County Human Services Agency's support services, policies, and requirement,
- Oxnard College CalWORKs Program eligibility requirement, policies, expectations and services available
- Knowledge of services, policies and expectations set forth by Oxnard College
- Certificates of Achievement information offered by Oxnard College
- Associate of Arts and Sciences majors offered by Oxnard College
- Transfer information:
  - CSU system
  - UC system
  - Private college/university system
- All student service areas such as Transfer Center, Health Services, Counseling, Financial Aid EOPS, EAC, CARE, Admissions
- All academic and vocational assistance provided by Oxnard College and Oxnard College CalWORKs Program
- All counseling and college forms needed to matriculate through the system
- Study skills techniques

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Reports/papers

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
 Collaborative group work  
 Class activities  
 Class discussions  
 Group discussions  
 Guest speakers  
 Lecture

**Describe specific examples of the methods the instructor will use:**

Guest speakers from other departments on campus such as Career & Transfer Center, Health Center, EOPS, in addition to potential off campus resources.

**Representative Course Assignments****Writing Assignments**

- Students will be required to answer questions about the different services on campus.

**Critical Thinking Assignments**

1. Students will be required to create a student educational plan (SEP) geared towards their educational goal

**Reading Assignments**

1. Students will do outside reading of two college support services available at Oxnard College

**Other assignments (if applicable)**

1. Students will be required to give one oral report about a referral service on campus

**Outside Assignments****Representative Outside Assignments**

1. Conduct interview with campus support program staff to be used for oral report

**Articulation****Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
Santa Monica Community College	COUNS 901	Transition to College	0

**Textbooks and Lab Manuals****Resource Type**

Textbook

**Description***Oxnard College Catalog***Library Resources****Sufficient Library Resources exist**

Yes

**Primary Minimum Qualification**

COUNSELING

**Review and Approval Dates****Department Chair**

10/01/2019

**Dean**

10/02/2019

**Technical Review**

10/09/2019

**Curriculum Committee**

10/09/2019

**DTRW-I**

10/10/2019

**Curriculum Committee**

11/13/2019

**Board**

12/17/2019

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000234545

**DOE/accreditation approval date**

MM/DD/YYYY

# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
  - A. Proposed course id: PG R820  
Banner title: REACH  
Full title: Reaching Excellence in Academics and Challenges
  - B. Reason(s) course is offered:  
This course is being offered to identify and address non-cognitive factors that contribute to student placement on academic probation and to provide students with necessary foundational and developmental skills that they need to be successful in college in order to gain regular student standing.
  - C. C-ID:
    1. C-ID Descriptor:
    2. C-ID Status: Not Applicable
  - D. Co-listed as:  
*Current:* None
- II. Catalog Information:
  - A. Units:  
*Current:*
  - B. Course Hours:
    1. Weekly Meeting Hours:  
*Current:* Lecture: Lab: Other:
    2. Total Contact Hours:  
*Current:* 3.00
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    1. Prerequisites  
*Current:*
    2. Corequisites  
*Current:*
    3. Advisories:  
*Current:*
    4. Limitations on Enrollment:  
*Current:*
  - D. Catalog description:  
*Current:*  
This course will provide students the understanding of non-cognitive factors that contribute to the status of being placed on academic probation. Students will develop a



strategic plan to overcome these issues through the utilization of emotional intelligence. Students will use skill building exercises, lecture and group discussion to identify barriers to their academic success as well as to overcome stress and negativity. Students will explore tools, techniques, and skills to perform their role and utilize effective problem-solving skills with confidence.

- E. Fees:  
*Current:* \$ None
- F. Field trips:  
*Current:*  
Will be required: [ ]  
May be required: [ ]  
Will not be required: [X]
- G. Repeatability:  
*Current:*  
B - Repeatable, 3 semesters-take 4 times
- H. Credit basis:  
*Current:*  
Letter Graded Only [ ]  
Pass/No Pass [X]  
Student Option [ ]
- I. Credit by exam:  
*Current:*  
Petitions may be granted: [ ]  
Petitions will not be granted: [X]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Identify and discuss how personal non-cognitive factors impacted student success leading to placement in academic probation.
- B. Recognize emotion and actions in others, responding to those emotions and actions in order to inspire high performance.
- C. Recognize the consequences of behavior and lack of delayed gratification and weigh decisions before acting.
- D. Demonstrate the ability to self-motivate while tempering negative self-talk and responses.
- E. Develop healthy boundaries and effective communication skills and reflective listening skills.
- F. Develop a personalized action plan utilizing S.M.A.R.T Goals leading to removal of academic probation status.

IV. Student Learning Outcomes:

- A. Define three self-management and three self-awareness strategies designed to control impulsive feelings and behaviors.
- B. Apply concepts of emotional intelligence in order to assess and manage emotions in a classroom setting.
- C. Improve emotional intelligence by better identifying and managing emotions.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. Academic Probation
  - 1. Introduce Non-Cognitive Factors
  - 2. Identify Personal Non-Cognitive Factors

3. Create Personal Roadmap
- B. Self-Awareness
  1. Self-Awareness Explained
  2. Self-Advocacy
  3. Developing Healthy Boundaries
  4. See the Other Side
  5. Emotional Vocabulary
  6. Choose Your Attitude
  7. Problem Solving
  8. Healthy vs Unhealthy Relationships
- C. Self-Motivation
  1. Optimism
  2. Pessimism
  3. Emotional vs Wise Mind
  4. Imposter Syndrome
  5. Reframing and Refiguring
  6. Challenging Negative Cognitions
  7. Thought Stopping
- D. Social Skills
  1. The First Impression
  2. Communicating Utilizing I statements
  3. Reflective Listening
  4. Flexibility and Authenticity
  5. Processing and Response
  6. Body Language
- E. Personalized Action Plan
- F. S.M.A.R.T Application of Emotional Intelligence Goals and Plan

VI. Lab Content: None

VII. Methods of Instruction:

Methods may include, but are not limited to:

- A. The instructor provides lectures and presentations such as visual aids of the topics of the course including student success strategies. Such lectures and presentations will enhance a student's ability to discuss and define these strategies.
- B. The instructor facilitates class discussions and group exercises.

VIII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:
  - Essays [ ]
  - Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair) [X]
  - Physical Skills Demonstrations (Examples: Performing arts, equipment operation) [ ]

For any course, if "Essays" above is not checked, explain why.

Students will complete a S.M.A.R.T Goal submission and action plan identifying overcoming personal barriers to academic success and strategic plan towards removal from academic probation back to regular student standing.

- B. Typical graded assignments (methods of evaluation):
  1. Completion of written assignment to include S.M.A.R.T Goals, identification of personal barriers to academic success, and identification of both on campus and community support services.
- C. Typical outside of classroom assignments:
  1. Reading
    - I. None
  2. Writing

- I. None
- 3. Other
  - I. None

IX. Textbooks and Instructional Materials:

- A. Textbooks/Resources:
  - 1. Dann, J., Dann, D. (2012). *The Emotional Intelligence Workbook (Teach Yourself)* (1st/e). London Hodder Education.
- B. Other instructional materials:
  - 1. Workbook

X. Minimum Qualifications and Additional Certifications:

- A. Minimum qualifications:
  - 1. Counseling (Masters Required)
- B. Additional certifications:
  - 1. Description of certification requirement:  
Master's Degree in Counseling Psychology
  - 2. Name of statute, regulation, or licensing/certification organization requiring this certification:

XI. Approval Dates

Curriculum Committee Approval Date: 10/24/2018  
Board of Trustees Approval Date: 11/13/2018  
State Approval Date:  
Catalog Start Date: Fall 2019

XII. Distance Learning Appendix

- A. Methods of Instruction  
Methods may include, but are not limited to:
- B. Information Transfer  
Methods may include, but are not limited to:
  - 1. E-Mail

Course ID: 2447

# COURSE OUTLINE

## OXNARD COLLEGE

- I. Course Identification and Justification:
  - A. Proposed course id: PG R850  
Banner title: Emotional Intelligence  
Full title: Emotional Intelligence
  - B. Reason(s) course is offered:  
This course is being offered to provide students with necessary foundational and developmental skills that they need to be successful in college, personal life and in the workplace.
  - C. C-ID:
    1. C-ID Descriptor:
    2. C-ID Status: Not Applicable
  - D. Co-listed as:  
*Current:* None
- II. Catalog Information:
  - A. Units:  
*Current:*
  - B. Course Hours:
    1. Weekly Meeting Hours:  
*Current:* Lecture: 9.00 to 10.50 Lab: Other:
    2. Total Contact Hours:  
*Current:* 9.00 to 10.50
  - C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:
    1. Prerequisites  
*Current:*
    2. Corequisites  
*Current:*
    3. Advisories:  
*Current:*
    4. Limitations on Enrollment:  
*Current:*
  - D. Catalog description:  
*Current:*  
This course will provide students with the ability to deal effectively with their emotions and self-perceptions that are critical to their success and inspire high performance as students, employees, and in relationships with others. Students will (learn) the definition

and the five key components of emotional intelligence through skill-building exercises, lectures, and group discussions. Students will have opportunities to identify their own strengths and challenges in maintaining positive environments and collaborative relationships along with strategies for overcoming stress and negativity. Students will explore tools, techniques, and skills to help them perform their role and manage their emotions with confidence and positive results.

- E. Fees:  
*Current:* \$ None
- F. Field trips:  
*Current:*  
Will be required: [ ]  
May be required: [ ]  
Will not be required: [X]
- G. Repeatability:  
*Current:*  
B - Repeatable, 3 semesters-take 4 times
- H. Credit basis:  
*Current:*  
Letter Graded Only [ ]  
Pass/No Pass [X]  
Student Option [ ]
- I. Credit by exam:  
*Current:*  
Petitions may be granted: [ ]  
Petitions will not be granted: [X]

III. Course Objectives:

Upon successful completion of this course, the student should be able to:

- A. Identify and discuss how emotions shape our behavior and how we can use this to inspire high performance.
- B. Explore ways to advance personal emotional intelligence
- C. Recognize emotions and actions in others, responding to those emotions and actions in order to inspire high performance.
- D. Recognize the potential outcome of choices and lack of delayed gratification and weigh decisions before acting.
- E. Demonstrate the ability to self-motivate while tempering negative self-talk and responses
- F. Recognize the competencies of Emotional Intelligence: Self-awareness, self-motivation, self-regulation, empathy, and effective relationships.
- G. Develop a personalized action plan using S.M.A.R.T Goal Measures.
- H. Develop a personalized action plan using S.M.A.R.T Goal Measures.

IV. Student Learning Outcomes:

- A. Will demonstrate the ability to recognize non-cognitive barriers that impact performance.
- B. Will demonstrate the ability to analyze and interpret emotions of self and others and how to respond effectively.

V. Course Content:

Topics to be covered include, but are not limited to:

- A. Introduction to Emotional Intelligence
  - 1. 5 Competencies
  - 2. Pretest
  - 3. How to Perceive Emotions
  - 4. What Emotions Look Like
- B. Self-Awareness
  - 1. Self-Awareness Explained
  - 2. Being Open to Opposing Viewpoints
  - 3. Learn to Compromise
  - 4. See the Other Side
  - 5. Emotional Vocabulary
  - 6. Choose Your Attitude
- C. Self-Motivation
  - 1. Optimism
  - 2. Pessimism
  - 3. Emotional vs Wise Mind
  - 4. Reframing and Refiguring
  - 5. Challenging Negative Cognitions
  - 6. Thought Stopping
- D. Self-Regulation
  - 1. What's going on in My Brain?
  - 2. Taking in Other's Emotions
  - 3. Find Your Self-Control
  - 4. Relaxing Techniques
  - 5. Coping Mechanisms
- E. Empathy
  - 1. Healthy Boundaries
  - 2. Understanding Other's Emotions
  - 3. Developing Your Empathy
  - 4. Empathizing
- F. Social Skills
  - 1. The First Impression
  - 2. Communicating Utilizing I statements
  - 3. Reflective Listening
  - 4. Flexibility and Authenticity
  - 5. Processing and Response
  - 6. Body Language
- G. Personalized Action Plan
  - 1. S.M.A.R.T Application of Emotional Intelligence Goals and Plan

VI. Lab Content:

None

VII. Methods of Instruction:

Methods may include, but are not limited to:

- A. The instructor provides lectures and presentations which will enhance a student's ability to discuss and define these strategies.
- B. The instructor facilitates class discussions and group exercises with student on the major topics of each week.

VIII. Methods of Evaluation and Assignments:

- A. Methods of evaluation for degree-applicable courses:  
Essays [X]  
Problem-Solving Assignments (Examples: Math-like problems, diagnosis & repair) [X]  
Physical Skills Demonstrations (Examples: Performing arts, equipment operation) [ ]

For any course, if "Essays" above is not checked, explain why.

- B. Typical graded assignments (methods of evaluation):
1. Graded on weekly written assignments that measure the students' knowledge of weekly component of emotional intelligence visited and discussed in this course.
  2. An example of this would be "Essay describing what negative self-talk behaviors you engage in that you feel are limiting your potential. Use this week's lesson as a guide."
- C. Typical outside of classroom assignments:
1. Reading
    - i. Students are assigned to read various topics from instructor handouts and other sources to develop critical thinking skills based in emotional intelligence.
  2. Writing
    - i. Written assignments that measure the students' knowledge of weekly component of emotional intelligence visited and discussed in this course.
  3. Other
    - i. None.

IX. Textbooks and Instructional Materials:

- A. Textbooks/Resources:
1. Dann, J., Dann, D. (2012). *The Emotional Intelligence Workbook (Teach Yourself)* (1st/e). London Hodder Education.
- B. Other instructional materials:

X. Minimum Qualifications and Additional Certifications:

- A. Minimum qualifications:
1. Counseling (Masters Required)
- B. Additional certifications:
1. Description of certification requirement:  
Licensed Marriage, Family Therapist, Licensed Social Worker or Psychologist.
  2. Name of statute, regulation, or licensing/certification organization requiring this certification:

XI. Approval Dates

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Board of Trustees Approval Date: 11/13/2018  
State Approval Date:  
Catalog Start Date: Fall 2019

XII. Distance Learning Appendix

- A. Methods of Instruction  
Methods may include, but are not limited to:
- B. Information Transfer  
Methods may include, but are not limited to:
1. E-Mail