

# PG R820: REACHING EXCELLENCE IN ACADEMICS AND CHALLENGES

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**Originator**

jmunyantwali

**College**

Oxnard College

**Discipline (CB01A)**

PG - Personal Growth

**Course Number (CB01B)**

R820

**Course Title (CB02)**

Reaching Excellence in Academics and Challenges

**Banner/Short Title**

REACH

**Credit Type**

Noncredit

**Start Term**

Fall 2021

**Catalog Course Description**

This course will provide students with 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.

**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)**

D - Possibly 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

**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)**

3

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

3

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

3

**Total Maximum Student Learning Hours**

3

**Student Learning Outcomes (CSLOs)**

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

- |   |  |
|---|--|
| 1 | Define three self-management and three self-awareness strategies designed to control impulsive feelings and behaviors. |
|---|--|

- |   |  |
|---|--|
| 2 | Articulate and apply concepts of emotional intelligence in order to assess and manage emotions in a classroom setting. |
| 3 | Identify and manage emotions to improve emotional intelligence   |

### Course Objectives

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

- |   |  |
|---|--|
| 1 | Identify and discuss how personal non-cognitive factors impacted student success leading to placement in academic probation. |
| 2 | Recognize emotion and actions in others, responding to those emotions and actions in order to inspire high performance.      |
| 3 | Recognize the consequences of behavior and lack of delayed gratification and weigh decisions before acting.                  |
| 4 | Demonstrate the ability to self-motivate while tempering negative self-talk and responses.                                   |
| 5 | Develop healthy boundaries and effective communication skills and reflective listening skills.                               |
| 6 | Develop a personalized action plan utilizing S.M.A.R.T Goals leading to removal of academic probation status.                |

### Course Content

#### Lecture/Course Content

1. Academic Probation
  - a. Introduce Non-Cognitive Factors
  - b. Identify Personal Non-Cognitive Factors
  - c. Create Personal Roadmap
2. Self-Awareness
  - a. Self-Awareness Explained
  - b. Self-Advocacy
  - c. Developing Healthy Boundaries
  - d. See The Other Side
  - e. Emotional Vocabulary
  - f. Choose Your Attitude
  - g. Problem Solving
  - h. Healthy vs Unhealthy Relationships
3. Self-Motivation
  - a. Optimism
  - b. Pessimism
  - c. Emotional vs Wise Mind
  - d. Imposter Syndrome
  - e. Reframing and Refiguring
  - f. Challenging Negative Cognitions
  - g. Thought Stopping
4. Social Skills
  - a. The First Impression
  - b. Communicating Utilizing I statements
  - c. Reflective Listening
  - d. Flexibility and Authenticity
  - e. Processing and Response
  - f. Body Language
5. Personalized Action Plan
6. S.M.A.R.T Application of Emotional Intelligence Goals and Plan

### Methods of Evaluation

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

- Problem solving exercises
- 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):**

Journals  
Oral presentations  
Problem-Solving Assignments  
Quizzes  
Role playing  
Reports/papers  
Skills demonstrations

## **Instructional Methodology**

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

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture  
Small group activities

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

1. 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.
2. The instructor facilitates class discussions and group exercises.

## **Representative Course Assignments**

### **Writing Assignments**

1. Completion of workbook sections to demonstrate an understanding of concepts covered in the class.

### **Outside Assignments**

## **Textbooks and Lab Manuals**

### **Resource Type**

Textbook

### **Description**

Dann, J., Dann, D. (2012). *The Emotional Intelligence Workbook (Teach Yourself)* (1st). London Hodder Education. 1444176749

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### **Resource Type**

Other Instructional Materials

### **Description**

Workbook.

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## **Distance Education Addendum**

### **Definitions**

#### **Distance Education Modalities**

Hybrid (51%–99% online)  
Hybrid (1%–50% online)

100% online

## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities.

Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Students will participate in Zoom lectures in which they may have small group or in class discussions related to the lecture.
Other DE (e.g., recorded lectures)	Students will listen to pre-recorded lectures or videos pertaining to a specific topic. They may also have assigned readings, activities and/or assignments to be completed on a specified online platform.
Asynchronous Dialog (e.g., discussion board)	Students will respond to different discussion topics and will comment on other students responses
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Students will listen to pre-recorded lectures or videos pertaining to a specific topic. They may also have assigned readings, activities and/or assignments to be completed on a specified online platform.
Asynchronous Dialog (e.g., discussion board)	Students will respond to different discussion topics and will comment on other students responses
Video Conferencing	Students will participate in Zoom lectures in which they may have small group or in class discussions related to the lecture.
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates

### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Students will listen to pre-recorded lectures or videos pertaining to a specific topic. They may also have assigned readings, activities and/or assignments to be completed on a specified online platform.
Asynchronous Dialog (e.g., discussion board)	Students will respond to different discussion topics and will comment on other students responses
Video Conferencing	Students will participate in Zoom lectures in which they may have small group or in class discussions related to the lecture.
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates

## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

COUNSELING

## Review and Approval Dates

### Department Chair

09/14/2020

### Dean

09/18/2020

### Technical Review

10/28/2020

### Curriculum Committee

10/28/2020

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

12/09/2020

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000603081

### DOE/accreditation approval date

MM/DD/YYYY