

**College of San Mateo  
Official Course Outline**

1. **COURSE ID:** COUN 111    **TITLE:** College Planning  
**Units:** 1.0 units    **Hours/Semester:** 16.0-18.0 Lecture hours; and 32.0-36.0 Homework hours  
**Method of Grading:** Pass/No Pass Only
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development  
**CSU GE:**  
    CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    This comprehensive college orientation is recommended for incoming students and provides information about exploring and achieving educational, career and personal goals. Topics include college student expectations, college culture, policies, services, and programs that enhance academic, career and personal development. Students are introduced to academic planning and preparing for future transfer and career goals.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Identify strategies for improving academic performance.
  2. Locate and use on-campus programs and services that contribute to student success.
  3. Identify the primary functions of a community college (certificate achievement, associate degree achievement, university transfer).
  4. Know how to research and explore college majors and potential transfer destinations.
  5. Create a first draft of a personal statement.
  6. Know how to establish academic and personal goals.
  7. Create a comprehensive educational plan with a Counselor that includes appropriate classes to complete their academic goals.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Identify strategies for improving academic performance.
  2. Locate and use a variety of programs and services on campus that contribute to student success.
  3. Identify the primary functions of a community college (certificate, associate degree, university transfer, etc.).
  4. Know how to research and explore college majors and potential transfer destinations.
  5. Create a first draft of a personal statement.
  6. Know how to establish academic and personal goals.
  7. Create a comprehensive educational plan with a Counselor that includes appropriate classes to complete their academic goals.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. Review of programs and services designed to support student success and retention.
  2. Strategies for student success
    - A. Learning how to learn
    - B. Time Management
    - C. Personal development
  3. Functions of a community college and educational goals
    - A. Certificate programs
    - B. Associate degree
      - a. AA/AS Degrees
      - b. AA-T/AS-T Degrees

- C. University transfer – an introduction to transfer opportunities
  - a. CSU
  - b. UC
  - c. Private/Independent
- 4. Review of college culture
  - A. College-level experience and personal responsibility
  - B. Achieving balance
  - C. Social and cultural experiences
  - D. Academic experience - high school vs. college
  - E. Carnegie unit - student and learning requirements
  - F. Engaging in learning
  - G. Exploring and experimenting
  - H. Typical pitfalls
  - I. Identifying steps to college success
- 5. Review of college policies and procedures
  - A. Academic good standing - probation – dismissal
  - B. Calculating your GPA
  - C. Matriculation - student educational plans
  - D. Enrollment strategies
    - a. Using WebSmart and DegreeWorks
  - E. Course repetition
  - F. Academic renewal
- 6. Ethical Academic Behavior
  - A. What's considered academic cheating in the U.S.?
  - B. Why do students cheat?
  - C. Student Conduct
    - a. Prohibited actions and behaviors
    - b. Disciplinary actions and consequences
- 7. Establish an educational goal and create a comprehensive student educational plan (SEP) - with a Counselor that includes the courses required to reach that goal.

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Guest Speakers
- E. Other (Specify): Small group activities, Group discussion, Workbook exercises, Campus Tour, Ambassador led Campus tours, Guest Speakers representing a variety of Student Support Services

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- Homework
- Worksheets
- Reflection/Journal entries
- Researched project related to exploration of college majors and transfer destinations
- Personal Statement - first draft

**Reading Assignments:**

- COUN 111 Workbook

**Other Outside Assignments:**

- Develop a comprehensive student educational plan (SEP) with a Counselor

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Homework
- D. Oral Presentation

- E. Projects
- F. Research Projects
- G. A Comprehensive Student Educational Plan (SEP) created with a Counselor is a required assignment for COUN 111 along with completion of the COUN 111 Workbook and instructor-created worksheets to prompt reflection and clarification of study habits, time management, goal setting, college life and use of electronic and printed resources (Assist and Eureka, for example) to begin exploring, establishing and achieving educational goals.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Ellis, D.. *Becoming a master student*, 16th ed. Boston, MA: Wadsworth, Cengage Learning, 2018
- B. Barefoot, B. & Gardner, J.. *Your college experience: Strategies for success - two-year college edition*, 11th ed. Boston, MA: Bedford/St. Martin's, 2014
- C. Staley, C. *Focus on community college success*, 4th ed. Boston, MA: Wadsworth, Cengage Learning, 2014

Other:

- A. CSM College Catalog & Class Schedules
- B. COUN 111 Workbook created by Counseling Faculty

**Origination Date:** February 2019

**Curriculum Committee Approval Date:** March 2019

**Effective Term:** Fall 2019

**Course Originator:** Martin Bednarek