

EASTERN ARIZONA COLLEGE

Orientation to Student Success

Course Design
2010-2011

Course Information

Division	Counseling
Course Number	CSL 109
Title	Orientation to Student Success
Credits	1
Developed by	Sharon Allen
Lecture/Lab Ratio	1 Lecture/0 Lab
Transfer Status	Non-transferable
Activity Course	Yes
CIP Code	37.0100
Assessment Mode	Portfolio
Semester Taught	Fall and Spring
GE Category	None
Separate Lab	No
Awareness Course	No
Intensive Writing Course	No

Prerequisites

None

Educational Value

Orientation to Student Success is strongly recommended for all full-time entering or transitional college students. Students will have the opportunity to work closely with a faculty member in the Division supporting their major while undecided students will be exposed to career/major options and aided in setting academic goals.

Description

Provides the students with the ability to develop study strategies and to plan their academic programs and career decisions.

Supplies

3-Ring Binder

Competencies and Performance Standards

1. Assume responsibility for her/his experience in college.

Learning objectives

What you will learn as you master the competency:

- a. Utilizing "Power Process essays" in *Becoming a Master Student* text, reflect on means by which one can determine the quality of own educational experience.
- b. Identify supportive resources and develop a plan for their use according to the learner's needs and learning goals.

Performance Standards

Competence will be demonstrated:

- o Learner articulates a study plan which identifies herself or himself as the responsible party in determining the nature of the learner's college experience, or
- o Learner in journal entry exercise demonstrates awareness of his or her ability to direct the learning experience and expresses the intention to utilize specific power processes to take responsibility for his or her learning.

Criteria - Performance will be satisfactory when:

- o Learner is able to list and describe choices he or she has the power to make that will determine the nature of his or her college experience.
- o Learner has responded to a text book "Power Process" article relating that article to her or his perception of the responsibility he or she has for the college experience.

2. List and describe specific methods to manage time more effectively.

Learning objectives

What you will learn as you master the competency:

- a. Identify the need for prior mental conditioning and awareness
- b. Describe the need for prior mental conditioning
- c. Describe normal physiological responses to a critical incident
- d. Describe the normal psychological responses to a critical incident
- e. Analyze the need for post critical incident counseling

Performance Standards

Competence will be demonstrated:

- o by completion of quizzes and examinations
- o by participation in class and small group discussions
- o through an objective cumulative final exam
- o by completion of all assigned activities

Criteria - Performance will be satisfactory when:

- o learner recognizes the need of preparing mentally ahead of time as to when and how to use force
- o learner identifies the mental preparation for combat colors of white, yellow, orange and red
- o learner discusses the physiological phenomenon of thought distraction, sensory distortion, tunnel vision and awareness lapse
- o learner identifies the symptoms of Post Traumatic Stress Disorder and its negative effects

- o learner discusses the positive benefits to receiving counseling after a critical incident
- o learner discusses the negative reactions to not receiving counseling after a critical incident

3. List and describe specific methods to improve ability to recall information.

Learning objectives

What you will learn as you master the competency:

- a. Demonstrate an understanding of memory as a process.
- b. Describe at least one memory technique and be able to explain how to apply that technique while attending class or studying.

Performance Standards

Competence will be demonstrated:

- o Learner articulates a study plan incorporating strategies for improving recall, or
- o Learner in journal entry exercise demonstrates self-awareness of his or her utilization of strategies to improve recall and expresses the intention to utilize these strategies more effectively.

Criteria - Performance will be satisfactory when:

- o Learner can differentiate between memory and recall and describe the steps that can be taken to improve recall.
- o Learner applies methods to improve recall to his or her study strategy.

4. List and describe specific methods to take effective lecture notes.

Learning objectives

What you will learn as you master the competency:

- a. List the three parts of the note taking process and explain the relative importance of each part.
- b. Describe different note taking strategies in terms of their applicability to different academic subjects.
- c. Devise a note taking strategy appropriate to individual learning style and to the subject material.
- d. Demonstrate the proper method of cleaning a handgun

Performance Standards

Competence will be demonstrated:

- o Learner articulates a study plan incorporating effective note taking strategies, or
- o Learner in journal entry exercise demonstrates self-awareness of his or her utilization of effective note taking strategies and expresses the intention to apply these techniques more effectively.

Criteria - Performance will be satisfactory when:

- o Learner can describe specific strategies to improve her or his ability to take effective lecture notes.
- o Learner incorporates effective note taking strategies into her or his study plan.

Types of Instruction

Classroom Presentation

Grading Information

Grading Rationale

Points will be awarded as follows:

- *Seven (7) quizzes, each worth 5 points: 35*
- *Nine (9) journal entries, each worth 5 points: 45*
- *Completion of service learning project: 20*

Absences for which no arrangement is made by the student will result in two (2) points being deducted from the student point total.

Grading Scale

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	0-59 points