

San Bernardino Valley College  
 Board of Trustees: 11/09/2017  
 Board of Trustees Correction: 04/11/2019  
 Curriculum Approval: 09/25/2017  
 TOP Code: 4930.13 - Academic Guidance  
 Chancellors Office Approval: 03/26/2019



Effective Date: Fall 2019  
 Course Identification Number: CCC000579066

## **I. CATALOG DESCRIPTION:**

### **A. Department Information:**

Division: Student Services  
 Department: Student Development  
 Course ID: SDEV 102  
 Course Title: Pathways for College and Life Success  
 Units: 3  
 Lecture: 3 contact hour(s) per week  
 48 - 54 contact hours per semester  
 Expected  
 Outside of 6 hour(s) per week  
 Class Hours:

Departmental Advisory:  
 READ 015

### **B. Catalog Description:**

This introductory course is designed for students seeking direction in setting academic and life goals. A bio-psycho-social perspective will be used to highlight the person-environment dynamics crucial to a well-rounded preparation for academic and life success. Major topics will include evaluation of personal interests, abilities and values, educational planning, goal setting, and academic success strategies.

### **C. Schedule Description:**

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## **II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

## **III. STUDENT LEARNING OUTCOMES:**

A. Students will demonstrate self-knowledge with regards to their interest, values and aptitudes

- B. Students will understand the system of higher education as it relates to educational planning and transfer processes. In addition, students will be able to differentiate among certificates, Associate degrees, and transfer preparation and their respective GE patterns (SBVC Graduation Requirements, CSU GE-Breadth and IGETC)
- C. Students will be able to conduct a basic job search

#### IV. COURSE OBJECTIVES FOR STUDENTS:

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

- A. Utilize literature and resources to analyze the role of personal responsibility and choices in determining outcomes for success in college, work, and life
- B. Identify interests and analyze aptitudes, values and traits as these personality components relate to academic and life planning
- C. Identify and utilize resources and processes required to perform a basic job search and obtain other career-related information
- D. Distinguish among CSU, UC, and independent institutions of higher education and their transfer requirements
- E. Assess the physiological and emotional aspects of stress as they affect the students' optimal health, personal adjustment, academic performance, and social relationships
- F. Apply self-management skills for maintaining a healthy lifestyle and overall well-being
- G. Integrate the psychological/cognitive, emotional, and motivational dynamics as they influence concepts and insights related to behaviors and decision-making
- H. Develop a personal model of social competence via the examination of well-rounded healthy relationships and meaningful personal contribution to one's diverse circle of engagement (i.e., family, friends, work, etc.)

#### V. COURSE CONTENT:

- A. Introduction to student development and life planning processes
  - 1. Adult life stages: physiological, cognitive, and social implications
  - 2. Student Development theories and barriers to achievement
    - a. Chickering
    - b. Kohlberg
    - c. Schlossberg
- B. Health and well-being
  - 1. Aspects of health
    - a. Physical
    - b. Mental
    - c. Emotional
    - d. Relational
    - e. Financial
    - f. Other areas
  - 2. Self-awareness and meta-cognition
    - a. Beliefs, attitudes, and values
    - b. Emotional intelligence
    - c. Self-management
  - 3. Stress management
    - a. Identification of stressors
    - b. Coping strategies
      - i. Self-talk
      - ii. Identification and challenging cognitive distortions
- C. Goal-setting
  - 1. Goals and objectives identification
  - 2. Intrinsic and extrinsic motivation
  - 3. Decision-making skills and strategies

4. Application of mindset, grit, and resilience toward fulfillment including a positive and meaningful worldview
- D. Preference and personality strength inventories
  1. Assessments
    - a. True Colors
    - b. Myers-Briggs Type Indicator (MBTI)
    - c. Strengths Quest
    - d. California Career Zone
    - e. Self-Directed Search (SDS)
    - f. Strong Interest Inventory
  2. Evaluation of results
  3. Clarification of needs, interests, and values
  4. Implications for academic and life success
- E. Academic skills identification and development
  1. Cognitive skills
    - a. Critical thinking
    - b. Problem-solving
  2. Writing skills
    - a. APA/MLA
    - b. Academic honesty vs. plagiarism
  3. Study skills
    - a. Time management
    - b. Note-taking
    - c. Reading strategies
    - d. Test preparation and test-taking
  4. Technological skills
    - a. Use of computer
    - b. Navigation of Internet resources
- F. Overview of college culture, societal trends, and cultural norms
  1. Communication and etiquette skills
    - a. Classroom setting
    - b. Email
    - c. College personnel
    - d. Oral and written
  2. Observance of college policies and procedures
    - a. College and departmental processes
      - i. Academic support services
      - ii. Student support services
    - b. Grievance
    - c. Safety
      - i. Harassment
      - ii. Bullying
    - d. Satisfactory academic progress
      - i. Academic probation and dismissal
      - ii. Progress probation and dismissal
  3. Cultural diversity
    - a. Awareness
    - b. Appreciation
- G. Educational Planning
  1. Student Success and Support Act of 2012
    - a. On-going counseling
    - b. Identification and adherence to major selection
    - c. Comprehensive education plans
    - d. Completion of educational goals

2. General Education
    - a. Appreciation of the philosophy
    - b. SBVC graduation requirements
    - c. CSU-GE
    - d. IGETC
    - e. Independent colleges and universities
  3. Transfer Process
    - a. Articulation
    - b. Impaction of majors and colleges
    - c. Application processes
      - i. Deadlines
      - ii. GE certification
  4. Web-based resources
    - a. SBVC technology platforms
    - b. College and university catalogs
    - c. ASSIST
    - d. CCC Transfer
    - e. California Career Cafe
- H. Basic job search strategies
1. Internet job search techniques and search engines
  2. Networking
  3. Informational interviewing
  4. Emerging and high growth occupations

**VI. METHODS OF INSTRUCTION (May include any, but do not require all, of the following):**

- A. Lecture
- B. Distance Education
- C. Guest speakers
- D. Class and/or small group discussion
- E. Use of films, videotapes, or other media
- F. Use of written materials: texts, journals, etc.
- G. Classroom demonstrations
- H. Field trips
- I. Instructor generated handouts
- J. Role-playing

**VII. TYPICAL OUT-OF-CLASS ASSIGNMENTS:**

- A. Reading assignments are required and may include (but are not limited to) the following:
  1. Read the chapter on stress management, and be prepared to discuss in class how environmental factors, self-efficacy, and social support resources play a role in personal coping.
  2. Read the chapter on accepting personal responsibility, and be prepared to discuss in class how culture plays a role in “locus of control” and the choice we make to have a “Victim” or “Creator” mindset.
  3. Read the chapter on “Thinking” and be prepared to discuss the process of decision-making and how it relates to your academic, personal and professional success.

B. Writing assignments are required and may include (but are not limited to) the following:

1. Write a three to five page research paper on a four-year institution you may consider transferring to (e.g., CSU, UC, independent or out-of-state college/ university). Topics addressed in the paper will include but not be limited to the following: (a) Admission Requirements, (b) Financial Aid, (c) Major Requirements, (d) Academic Programs and Student Services, etc. It is permissible to simply use the college or university website to access this information. There is no reference requirement for this research paper.

2. Using the Jung Typology Inventory, you will write a minimum of a two to three page paper on your results. You will discuss the following: (a) What does each letter of your code mean and how does it relate or not relate to you, (b) What does your combined code mean and how does it relate or not relate to you, and (c) How could these results be applied to your academic and personal success.

3. Write a two to three page research paper on time management. In the paper address the following: (a) According to research, identify a minimum of five strategies for good time management, (b) Define procrastination and costs associated with procrastination, (c) Based on what you researched, what strategies do you think would be most helpful in ensuring your academic and personal success? Be sure to include a minimum of three scholarly sources and a reference page.

C. Critical thinking assignments are required and may include (but are not limited to) the following:

1. Write a two to three page “Reflection Paper” on what you learned during the course of the semester. Content will include: (a) What was most helpful, (b) What you would change about the course if your assistance in course planning was enlisted and (c) What strategies you are most likely to employ in both your academic career and personal life.

2. Write a two to three page paper on the results of the “True Colors” assessment. Content will include: (a) What was your dominant color, (b) How will this knowledge assist you in your academic and personal life, (c) How the traits exemplified by your color(s) are like or not like you, and (d) How the learning strategies for your color can be applied to academic success.

3. Create a budget based on your real or imagined income. A spreadsheet or chart will be developed including all expenses, bills, insurance costs, activities, etc.

## VIII. METHODS OF EVALUATION

- A. Class participation
- B. Examinations
- C. Homework
- D. Presentations (oral or visual)
- E. Projects
- F. Written papers or reports
- G. Quizzes
- H. Self-assessment inventories

## IX. TYPICAL TEXT(S):

- A. Beiderwell, deKanter, and Lochhaas, Tse. College Success. Open Scholarship and Publishing Services , 2015.
- B. Creative Commons Success in College. Creative Commons, 2017.
- C. Downing, Skip. On Course Strategies for Creating Success in College and in Life. 8th ed. Wadsworth, 2016.
- D. Ellis, Dave. Becoming a Master Student. 15th ed. Houghton Mifflin Company, 2014.
- E. Lumencandela Freshman Experience. Creative Commons, 2017.
- F. Petrie, Hankes and Denson A Student Athlete's Guide to College Success. 3rd ed. Thomson Wadsworth, 2011.

**X. OTHER SUPPLIES REQUIRED OF STUDENTS:**

- A. SBVC catalog