COURSE OUTLINE
Revision: Stephen Coates-White, February 2008

DEPARTMENT: Counseling
CURRICULUM: Human Development
COURSE TITLE: The College Puzzle – Understanding How the Pieces Fit
COURSE NUMBER: HDC 096
TYPE OF COURSE: College Preparatory
CREDIT HOURS: 3
LECTURE HOURS: 33
LAB HOURS: 0
CLASS SIZE: 25
PREREQUISITES: COMPASS: W=57 & R=70, or instructor permission

COURSE DESCRIPTION:
This course is designed to prepare students to handle and understand the components and rigors of college life. It is designed to develop critical thinking skills and active participation and engagement with all phases of the college experience and to enhance the student’s identity as learners and problem solvers. Students will learn how systems work and how to identify, decode, and effectively interact with different campus departments and representatives. Students are taught to assess the systems in their personal backgrounds and to find ways to connect their experience to school.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listen actively to learn and communicate.
2. Human Relations – Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
3. Personal Responsibility – Be motivated and able to continue learning and adapt to change. Value one’s own skills, abilities, ideas, and art. Take pride in one’s work. Manage personal health and safety.
STUDENT LEARNING OUTCOMES ADDRESSED: (cont.)

4. Information Literacy – Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSE OBJECTIVES:

At the end of the quarter the student will be able to:

1. Understand college classroom expectations.
2. Recognize and understand academic cultural cues.
3. Recognize and evaluate the relationships between college components.
4. Learn effective questioning techniques.
5. Respond appropriately to various situations and commonplace campus interactions.
6. Apply literal, interpretive, and evaluative comprehension skills to understanding the college system and community.

TOPICAL OUTLINE:

I. Introduction to Community College
   A. History of public education
      1. The community college system
      2. Universities and colleges
   B. SSCC – Major divisions and departments
      1. Liberal Studies
      2. Technical Education
      3. Student Services
      4. Instructional Resource Center
      5. Administrative Services

II. Systems Analysis
   A. Cultural/historical context
      1. The role of education in American culture
         a. socio/economic class issues
         b. issues of ethnicity/culture
      2. The role of education in students home cultures
   B. Compare and contrast similar entities
      1. Cultural cue identification
      2. Myths about higher education
TOPICAL OUTLINE: (cont.)

III. Students and their new environment
   A. Self Assessment
      1. Kolb Learning Wheel
      2. Transferable skills
      3. Identification of similarities and differences in home and college cultures
      4. Developing identity as a thinker and problem solver

IV. Questioning and Comprehension
   A. Effective questioning
      1. Interactions with faculty
      2. Interactions with departments/campus resources
         a. Library
         b. Financial Aid Office
      3. Interactions with instructional materials
   B. Effective reading and comprehension
      1. Textbooks
      2. Syllabi and other classroom handouts
      3. Institutional publications
         a. College catalogues
         b. Financial aid guidelines
         c. Course schedules
HDC 096
Course Prefix and Number:  HDC 096
Course Title: The College Puzzle – Understanding How the Pieces Fit

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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<tbody>
<tr>
<td>SLO 1.1</td>
<td>2,4</td>
<td>Communication - Read and listen actively</td>
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<tr>
<td>SLO 1.2</td>
<td></td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
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<td>Computation - Use mathematical operations</td>
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<tr>
<td>SLO 2.2</td>
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<td>Computation - Apply quantitative skills</td>
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<tr>
<td>SLO 2.3</td>
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<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
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<tr>
<td>SLO 3.1</td>
<td>1</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
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<td>SLO 3.2</td>
<td>6</td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<td>SLO 4.1</td>
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<td>Critical Thinking and Problem Solving -</td>
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<td>SLO 5.1</td>
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<td>Technology - Select and use appropriate technological tools</td>
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<td>SLO 6.1</td>
<td>2</td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<td>SLO 6.2</td>
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<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
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<td>SLO 6.3</td>
<td>5</td>
<td>Personal Responsibility - Take pride in one's work</td>
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<tr>
<td>SLO 6.4</td>
<td>5</td>
<td>Personal Responsibility - Manage personal health and safety</td>
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<td>SLO 6.5</td>
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<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<tr>
<td>SLO 7.1</td>
<td>3</td>
<td>Information Literacy - Access and evaluate information</td>
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<tr>
<td>SLO 7.2</td>
<td>1,6</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
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PREPARED BY: Stephen Coates-White
DATE: July 17, 2008