



Santiago Canyon College
Course Outline of Record Report
 04/27/2020

WKPR001 : Transition to Higher Learning

General Information

Author (s):	• Angela Guevara
Course Code (CB01) :	WKPR001
Course Title (CB02) :	Transition to Higher Learning
Department:	Adults with Special Needs*
Proposal Start:	Summer 2020 Continuing Ed
TOP Code (CB03) :	(4930.12) Job Seeking/Changing Skills
CIP Code:	(32.0105) Job-Seeking/Changing Skills
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000612818
Curriculum Committee Approval Date:	12/02/2019
Board of Trustees Approval Date:	01/13/2020
External Review Approval Date:	02/06/2020
Course Description:	This course is designed to prepare students for the college experience by equipping them with problem-solving, communication, and goal setting skills. The students will also be exposed to the expectations of noncredit classes, certification options, and campus resources. Field trips may be required. Open Entry/Open Exit.
Submission Rationale:	Improvement to Program of Study Change to Content Updated verbiage. Changed total student hours from 60 to 32.

Faculty Requirements

Master Discipline Preferred:	No value
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

Course Development Options

Course Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grading Criteria
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none"> Satisfactory Progress Pass/No Pass

- Other: P=Pass Credit will be based on accurate completion of individual assignments Students are required to attended 90% of class time SP=Satisfactory Progress To be awarded "SP" a student must have a minimum of one (1) successfully completed assignment Students are required to attended 70% of class time NP=No Pass A student who receives "NP" ha been in attendance but does not have nay successfully complete assignments. Students have attended less than 70% of class time

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes
99

Course Prior to College Level (CB21)
Not applicable.

Rationale For Credit By Exam/Challenge
No value

Retake Policy Description
CE - Continuing Education

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Transition to Higher Learning, CC

Certificate of Completion

Transferability & Gen. Ed. Options

Transferability
Not transferable

Transferability Status
Not transferable

Units and Hours

Summary

Minimum Units (CB07)	-	Total Course In-Class (Contact) Hours	32	Total Student Learning Hours	32
Maximum Units (CB06)	-	Total Course Out-of-Class Hours	-	Faculty Load	-

Credit / Non-Credit Options

Course Credit Status (CB04)

Course Non-Credit Category (CB22)

Non-Credit Characteristics (CB22)

Non-Credit

Workforce Preparation.

Persons of Substantial Disabilities

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1.77	-
Lab Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	32
Lab	-
Activity	-
Total	32
Course Out-Of-Class Hours	
Lecture	-
Lab	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Faculty Load

Extra Duty: -

Faculty Load: -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Requisites

No Value

Entrance Skills

Skill	Content Review
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale
No value	No value

Specifications

Methods of Instruction	Rationale (Optional)
Activity	No value
Discussion	No value
Field Trips	No value
Guest Lecturers	No value
Handouts	No value
Individualized Instruction	No value
Instructor-Prepared Materials	No value
Lecture	No value
Multimedia Presentations	No value
Observation and Demonstration	No value

Outside-of-Class Assignments Only

- Complete student workbooks and projects listed on the current student guide for the course.
- Complete quizzes, tests, and exams listed on the current student guides for the course.

Methods of Evaluation	Rationale (Optional)
Exams/Tests	No value
Group Projects	No value
Observation and evaluation of attitudes and actions	No value

Observation and evaluation of manipulative skills	No value
Open-ended and controlled dialogues	No value
Oral Presentation	No value
Projects	No value
Quizzes	No value
Worksheets	No value
Class Participation	No value
Class Performance	No value
Class Work	No value
Homework	No value

Textbook Rationale

No textbook required

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

Description Teacher-prepared materials
Author
Citation No value

Description YouTube videos with closed caption
Author
Citation No value

Materials Fee

No value

Learning Outcomes and Objectives**Course Objectives**

Understand the importance of self-advocacy in higher learning

Demonstrate the ability to make decision and take initiative to solve problems

Recognize and understand legal rights and responsibilities

Develop communication skills and critical thinking

Demonstrate the ability to make decisions about educational opportunities

Understand and show self-advocacy

Recognize different career tracks choice available through each certificate program

Understand vocabulary

Understand and complete intake form

Choose a certificate program based on individual strengths and interests

Demonstrate the ability to identify on-campus and off-campus resources

Understand related vocabulary

Develop communication skills

Demonstrate the ability to explain the registration process to another student

Recognize and understand legal rights as an adult in higher learning

Demonstrate the ability to ask for help when needed

Identify individuals to develop a network that will be a part of the entire higher learning process

CSLOs

Demonstrate an understanding of the importance of punctuality in a college setting.

Expected SLO Performance: 100.0

*Adults with Special Needs**
Transition to Higher Learning

Demonstrate how to appropriately ask for accommodations needed in the classroom.

Understand the college admission process and how to complete a college application.

Expected SLO Performance: 100.0

*Adults with Special Needs**
Transition to Higher Learning

Demonstrate how to appropriately ask for accommodations needed in the classroom.

Outline

Outline

Introduction to self-advocacy (4 hours)

- Problem Solving
- Vocabulary
- Communication

Higher education opportunities and Student Services (12 hours)

- Problem Solving
- Vocabulary
- Goal Setting

Selecting a certificate program (12 hours)

- Goal setting
- Problem Solving
- Vocabulary
- Communication

Review (4 hours)

- Life skills
- Problem Solving
- Communication

Distance Education Addendum

1. Is the method of delivery 100% online or hybrid? Please select one.

100% Online

2. Title 5 (55204) states that "Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities." Describe/give examples of the methods of instruction which will be used in the hybrid/online course. Please include how the methods of instruction used in the traditional classroom will be modified and/or replaced

in the hybrid/online classroom. How will these methods ensure that you will maintain regular effective contact with the students?

This class is 100% online in which instructors will regularly initiate interaction with student to determine that they are accessing and comprehending course material and that they are participating regularly in the course. Assignments will be delivered through an online Learning Management System (LMS), such as Canvas. Instructors may also deliver online content to replicate ongoing traditional classroom interaction (i.e. instructor-student, student-student, student-instructor) in multiple formats (e.g. a combination of discussion boards, blogs, wikis; instructor-developed web lectures, converted PowerPoint presentations, digital video clips; graphics, digital animations; online reference resources; chats, e-mail, webinars; publisher-prepared online materials including CD/DVD support materials and textbook supplements; instructor blog/website; online libraries; and OER resources).

This distance education course is considered a "virtual equivalent" of a face-to-face course. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances (such as holidays and weekends).

Instructors will maintain regular effective contact related to the course through a LMS such as Canvas; holding group and individual meetings; coordinating orientations, review sessions, supplemental seminars, or study lessons; and clearly establishing contact policies via text, e-mail, or other media options (e.g. video conferencing). Instructors may use announcements, discussion boards, wikis, blogs, or similar technology available at the time the course is offered.

Instructors will design this interaction to be effective by being relevant to recent or upcoming content, to current events, or to information that students can use to relate the course content to other experiences. Using a wide variety of strategies will allow for student differences in contacting the instructor and/or other students. They will insure the lines of communication remain open between the instructor and the students. Instructors will provide regular feedback on assignments which may be held during a 30 minute virtual meeting with each individual student. Every student will ask questions and have those questions addressed through a class discussion boards.

3. Describe how you will promote and monitor effective student-to-student contact.

Students will be required to be active three times a week online, which will include student discussion questions, individual assignments, and group activities in order to foster interaction within different employment areas and to develop problem solving and decision making skills in a small-group setting. In addition, discussion boards, blogs, wikis, journals, etc. allowing student-to-student posts will be available, which will provide further opportunities for students to interact in a virtual environment. Instructors will view these interactions regularly making constructive comments to assure the effectiveness of student-to-student contact.

4. Describe and give examples of how student learning will be evaluated.

Student learning will be evaluated by a combination of formative and summative assessments (e.g. homework assignments, quizzes, tests, online activities, and evaluations consistent with the Course Outline of Record). Students are expected to conduct two hours of outside study time for every one lecture hour as stated in the course outline of record. Opportunities for student self-assessment will be provided at the end of each learning module, as formative assessments. All final projects will be given on-line. All assignments will be submitted or completed online.

5. List any special texts, equipment, or supplies needed for this course or sections of this course being offered through distance education.

Access to an up-to-date computer with Office Applications (MS Word, PowerPoint, Excel, OR Pages, Keynote, Numbers, OR Open Office equivalents) webcam, speakers and microphone, and reliable high-speed internet connection that is capable of supporting streaming video. Internet speed of 4Mbps download and 512kbps upload or faster is recommended.

Students should have access to at least two Internet browsers (e.g., Mozilla Firefox, Safari, Google Chrome). Instructors might require the

use of a particular browser. Students should have a "back-up" computer/plan in the event that their main computer experiences technological difficulties.

6. Describe the college resources that will be required by you and your students (facilities, technology, student support services) for this course.

Technology: Computers, tablets, Smartphone or iPhone, the Internet, and a LMS (such as Canvas).

Student Support Services: Students are not required to use any college resources, but should have access, as needed, to available online library services, counseling, tutoring, DSPS, and computer lab/learning center.

7. Section 55200 of title 5 states "In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d)." What technologies will you be using for instruction (video, flash, images, etc)? How will you ensure that instruction using these technologies is accessible to students with disabilities?

Online Classes at Santiago Canyon College are designed to be welcoming, accessible, and usable by everyone, including students who are English language learners, have a variety of learning styles, have disabilities, or are new to online learning. The instructor of this online class will work with DSPS to ensure that all course materials are ADA Accessible before being offered to the public, such as documents being correctly formatted, images having alternate text descriptions, audio is transcribed, video is closed captioned, and third-party materials, such as publisher materials, websites, or shared student materials, are evaluated for accessibility and inaccessible elements are appropriately accommodated when needed.