## COURSE INFORMATION FORM

### DISCIPLINE
Guided Studies

### COURSE TITLE
Special Topics in Guided Studies

### CR.HR
1-3

### LECT HR.
1-3

### LAB HR.

### CLIN/INTERN HR.

### CLOCK HR.

## CATALOG DESCRIPTION

Guided readings, discussions, and activities related to college adaptation, resilience, and success. Topics and material will vary by instructor each semester. Specific readings and activities to be determined by instructor.

## PREREQUISITES

None

## EXPECTED STUDENT OUTCOMES IN THE COURSE

Upon completion of this course, the student will be able to:

1. Articulate personal areas of strength and opportunity regarding college success behaviors.
2. Identify and access resources on college campuses that support student success.
3. Demonstrate specific behaviors (e.g., utilizing campus resources, evaluating academic progress) associated with college success.
4. Find, use, and evaluate relevant information technology resources relevant to academic and personal success.
5. Develop a future plan for enhanced performance in college.
6. Learn and implement behavioral modification practices on self.
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Completion of personal assessments such as the Hope Scale and the Study Behavior Inventory. Formative and summative evaluation of academic progress on a semester basis. (Meets #1, #3)

2. Completion of written assignments (e.g., reflection essays) and projects that verify productive utilization of campus resources. (Meets #2)

3. Demonstration of effective use and critique of information technology resources. (Meets #4)

4. Development of a personal plan for enhanced performance in college. (Meets #5)

5. Maintain a personal behavior tracking/recording process to evaluate progress toward the personal plan for enhanced performance in college. (Meets #6)

PROGRAM-LEVEL OUTCOMES ADDRESSED

1. Articulate personal areas of strength and weakness regarding college success behaviors.

2. Identify and access resources on college campuses that support student success.

3. Demonstrate specific behaviors (e.g., utilizing campus resources, evaluation academic progress) associated with college success.

4. Develop a future plan for enhanced performance in college.

General Education Outcomes

Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Not applicable

Occupational Program Outcomes

Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. This variable 1-3 credit course will, by its very design and nature, differ by instructor, campus, and semester. The topics, content, and assessment methods will be determined by instructors to best meet the needs of the students involved.