

## Course Competencies Template – Form 112

GENERAL INFORMATION			
Course Prefix/Number: SLS1505	Course Title: College Survival Seminar		
Number of Credits: 1			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C.		
Date Submitted: 3/20/2008	Effective Year/Term: 2008-1		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
General Education courses must align with the General Education Outcomes. The above course links to the following outcome(s): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication  <input type="checkbox"/> Quantitative Reasoning  <input checked="" type="checkbox"/> Critical thinking  <input checked="" type="checkbox"/> Information Literacy  <input type="checkbox"/> Cultural Knowledge/Global Perspective               </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Personal/Civic/Social Responsibilities  <input type="checkbox"/> Ethical Thinking  <input checked="" type="checkbox"/> Computer Skills  <input type="checkbox"/> Aesthetic Appreciation  <input type="checkbox"/> Natural Systems/Environmental Literacy               </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Cultural Knowledge/Global Perspective	<input checked="" type="checkbox"/> Personal/Civic/Social Responsibilities <input type="checkbox"/> Ethical Thinking <input checked="" type="checkbox"/> Computer Skills <input type="checkbox"/> Aesthetic Appreciation <input type="checkbox"/> Natural Systems/Environmental Literacy
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Course Description (limit to 50 words or less): This is an introductory self-discovery course designed to help students make the transition to college. Students will learn the knowledge and skills necessary for success, including knowledge of academic policies and procedures, effective study strategies, and making sound academic and career choices. (1 hour lecture)			
Prerequisite(s): None	Co requisite(s): None		

**Course Competencies:** (for further instruction/guidelines go to: <http://www.mdc.edu/eppa/curriculum.asp>)

## Competency 1: The Student will demonstrate utilization of effective study skills by:

1. assessing his/her personal learning style and study skills.
2. applying effective study skills.
3. applying active reading and comprehension skills.
4. developing strategies for critical thinking, memory enhancement and test-taking.
5. identifying math and test anxiety triggers and applying successful coping strategies.

## Competency 2: The Student will demonstrate knowledge of the dynamics of success by:

1. identifying personal values and interests through selected inventories.
2. examining the role of short, midterm, and long-term goals in success.
3. examining issues critical to life-management, including: time management, physical and emotional well-being, personal and civic responsibility, and the impact of cultural diversity.
4. developing informational literacy and technology skills effectively.

## Competency 3: The Student will demonstrate an understanding of the process of making appropriate career choices by:

1. matching knowledge about one's own characteristics and abilities to information about job or career opportunities.
2. comparing various career choices and related requirements.
3. developing an educational plan for meeting graduation requirements.

Competency 4: The Student will demonstrate knowledge of college matriculation processes and procedures by:

1. demonstrating knowledge of college procedures including registration procedures, degree requirements, advisement services, financial aid, and the Standards of Academic Progress.
2. identifying resources available at the College for successful academic progress.
3. developing strategies for working effectively with professors in and out of class.
4. expressing his/her academic needs to the appropriate support resources.

Revision Date: 03/28/08

Approved By Academic Dean Date: \_\_\_\_\_

Reviewed By Director of Academic Programs Date: \_\_\_\_\_