Supported College Transition (SCT)
Course Descriptions

SCT 111: Supported College Transition I

Develops self-assessment techniques relative to life style and career goals; examines college and community resources available to attain life style and career goals. This is a mandatory course for students whose placement test scores indicate a need for additional preparation. The course content is such that the student may gain increased depth of knowledge and skill through repetition. Therefore, this course is repeatable three times. The amount of credit awarded shall be up to three credit hours each time the student successfully completes the course. The total number of credits that will apply to a skills certificate shall be twelve credits. *Prerequisite: Referral by L&C counselor*. (PCS 1.2, 3 credit hours: 3 hours lecture, 0 hours lab)

LEARNING OBJECTIVES

1. Cite personal background in relation to familial, social, and recreational characteristics.
2. Describe educational achievements relative to career exploration and planning.
3. Discuss individual aptitudes (word meanings and ideas, arithmetic operations, spatial perceptions, form perception, clerical perception, motor coordination, manual dexterity, eye-hand-foot coordination, color discrimination, and finger dexterity)
4. List any physical, mental, or emotional limitations.
5. Estimate financial background and earning potential.
6. Describe campus-based and community-based service and welfare organizations.
7. Restate teacher observations relative to peer relations, acceptance of authority, grooming, personal habits, attendance, degree of concentration, following instructions, and retention.
8. Develop realistic short-term goals relative to a life skills plan that is based upon the application of academic achievements, aptitudes, career interests, and personal strengths and weaknesses.

COLL 131: NEW STUDENT EXPERIENCE

Introduces students to college services, policies, and study skills. Identifies students' responsibilities and presents methods to achieve success. Assists students' transition to college life and provides guidance in making individual decisions. (PCS 1.1, 2 credit hours: 2 hour lecture)

LEARNING OBJECTIVES

1. Participate in the college experience and achieve academic goals.
2. Identify and utilize academic support services and resources for assistance.
3. Employ effective study skills techniques.
4. Evaluate choices to make individual decisions that will affect his or her success in life.

STSK 132: INTEGRATED STUDY SKILLS

Presents college study skills including effective use of texts, study schedules, listening, note-taking, preparing for and taking exams. NOTE: This course is taught concurrently with a general studies course by integrating course content with instruction in the reading/learning/critical thinking skills necessary for successful performance of college-level course work. Therefore, this course is repeatable three times. This course is a variable credit course. The amount of credit awarded shall be one to three credit hours each time the student successfully completes the course. The total number of elective credits that may be used towards a degree shall be four to twelve credits.
Prerequisite: None. (PCS 1.1, 1-3 credit hours: 1-3 hours lecture, 0 hours lab)

LEARNING OBJECTIVES

1. Apply a variety of methods for recalling information.
2. Manage study time.
3. Read a textbook with improved comprehension.
4. Take notes effectively and incorporate them with other study materials.
5. Create study aids.
6. Delineate major and minor points.
7. Re-conceptualize and connect information received in lecture and read in texts.
8. Present clear written and oral summaries of content materials.
9. Prepare for quizzes and exams.
10. Demonstrate reading strategies and study skills in conjunction with companion course.

CDEV 130: CAREER DEVELOPMENT

Focuses on integrating career development into important life choices. Emphasis is given to helping students learn the skills involved in developing career awareness, making career decisions, and taking career action. For elective credit only. (PCS 1.1, 3 credit hours: 3 hours lecture)

LEARNING OBJECTIVES

1. Explain the differences between a job and a career.
2. List the major stages of career development.
3. Describe the roles that personal assessment and self-understanding play in career development.
4. Identify individual interests and relate those to specific careers.
5. Define personal values as they relate to career choices.
6. Describe the role of values in career decision making and motivation.
7. Evaluate different thinking patterns and their relationship to career success.
8. Identify and evaluate personal skills and relate those skills to career choices.
9. Examine social and cultural influences on career choice.
10. Apply a decision making model to career decisions.
11. Access career information via computer.
12. Create a career development plan which identifies a possible career path based on identified interests, skills, and values.

READ 120: READING

Emphasizes reading techniques and an application of these techniques to a variety of texts. Focuses also on communication skills such as public speaking, listening, and working in a group. *Prerequisite: Placement by exam.* (PCS 1.4, 3 credit hours: 3 hours lecture, 0 hours lab)

LEARNING OBJECTIVES

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

1. Read and critically respond in writing and by speaking to a variety of texts (poetry, short stories, essays, and novels).
2. Analyze and apply the story elements of fiction.
3. Identify and utilize reading techniques before, during, and after reading to enhance comprehension.
4. Present researched materials in an organized manner to the class.

ENGL 120: BASIC ENGLISH

Provides an extensive review of the basics of English grammar and mechanics with an emphasis on developing basic sentence skills in paragraphs. *Prerequisite: Placement by exam.* (PCS 1.4, 3 credit hours; 3 hours lecture, 0 hours lab)

LEARNING OBJECTIVES

1. Write a topic sentence that identifies the topic of a paragraph and the specific point the writer will make about the topic.
2. Write supporting sentences that clearly relate to a paragraph's topic sentence.
3. Use specific, concrete details to explain the main and supporting ideas in a paragraph.
4. Use transitional words and phrases to make logical connections between ideas and to achieve sentence variety.
5. Write sentences that contain subjects and complete verbs that express complete thoughts, and that avoid run-ons and comma splices.
6. Use a writing process to edit and proofread paragraphs for errors in standard American English grammar and mechanics.

MATH 11A: PREALGEBRA I

Develops the arithmetic of real numbers: including computations of whole numbers, integers, and fractions. *Prerequisite: Placement by exam.* (PCS 1.4, 2 credit hours: 2 hours lecture, 0 hours lab)

LEARNING OBJECTIVES

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

1. Add, subtract, multiply, and divide whole numbers, integers, and fractions following the prescribed order of operations and solve applied problems using these operations.
2. Simplify fractions to lowest terms, rewrite improper fractions as mixed numbers, and round whole numbers and integer numbers to the appropriate place value.
3. Evaluate algebraic expressions given a value for each variable contained in the expression.
4. Determine perimeter and area for familiar geometric figures.
   Solve problems that require students to interpret information presented in charts, tables, and graphs.

MATH 11B: PREALGEBRA II

Develops the arithmetic of decimal numbers; uses ratios, proportions, and percentages to solve real-life problems; reviews measurement and practical geometry emphasizing applications to perimeter, area, volume and surface area of common geometric figures; and integrates the use of graphing calculator technology. *Prerequisite: C or better in MATH 11A.* (PCS 1.4, 2 credit hours: 2 hours lecture, 0 hours lab)

LEARNING OBJECTIVES

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

1. Add, subtract, multiply, and divide decimal numbers following the prescribed order of operations and solve applied verbal problems using these operations.
2. Round decimal numbers to an appropriate place value.
3. Rewrite common fractions as decimals and decimals to common fractions.
4. Develop ratios and proportions and use them to solve practical applications.
5. Solve practical applications involving percentages.
6. Apply appropriate units of measure and convert units within measurement systems.
7. Determine perimeter, area, volume, and surface area for familiar geometric figures.
8. Evaluate algebraic expressions given a value for each variable contained in the expression.
9. Solve problems that require students to interpret information presented in charts, tables, and graphs.

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