

COLLEGE STUDIES

School of Guidance and Counseling

Dean: Elizabeth L. Cipres, Ed.D.

Academic Chair: vacant

Faculty: Tam Do, Ed.D., Yolanda Gomez-Gouldsmith, Bill Hewitt, Steven Lee, John Licitra, Ed.D., Diana McCullough, Ed.D., Bari Rudmann, Parisa Soltani, Fawn Tanriverdi, Tiffany Tran

CURRICULUM

The curriculum in college studies is designed to enhance students' academic success and personal development. The emphasis in all courses is on teaching processes and skills that students can apply in all facets of their lives. These include self-evaluation, decision making, goal setting and planning, personal awareness, interpersonal communication, and effective self-management.

MAJOR

College Studies is not a degree-granting program. Students should consult the faculty of the School of Guidance and Counseling for assistance in planning a major.

COURSES

CSTU 1: ACADEMIC PLANNING

1.5 Units

1.5 hours lecture

Transfers: CSU, UC

This course is designed to introduce students to a successful college and transfer experience. The course familiarizes students with the opportunities and requirements for vocational certificates, associate degrees, and baccalaureate and higher degrees, and prepares them for transferring to four-year colleges and universities. A major focus is helping students identify and overcome obstacles to academic success; thus, the course introduces college survival skills and issues, including college expectations, student motivations, study skills, time management, college resources, and academic policies. Students develop an academic plan based on their individual educational goals and discuss strategies for choosing a major. NR

CSTU 4: STRESS MANAGEMENT

3 Units

3 hours lecture

Transfers: CSU, UC

This course introduces the basic principles of holistic stress management. The course explores the mind-body relationship (the psychophysiology) of stress; stressors typically experienced during an individual's college, family and working life; coping skills; and interventions. Students learn cognitive strategies and relaxation techniques that may be applied to help manage daily life stressors in a healthful and productive manner. NR

CSTU 10: INTRODUCTION TO COLLEGE STUDY SKILLS

3 Units

3 hours lecture

Transfers: CSU, UC

This comprehensive course is designed to assist students in developing effective academic study skills and critical thinking strategies necessary to reach future educational goals. Topics surveyed include various educational learning theories; career information; successful interpersonal communication techniques; and academic survival strategies such as principles of memory and learning, motivation and concentration, effective note-taking, textbook study methods, efficient time management and test-taking/test anxiety reduction. Emphasis is given to career and personal growth and development with the long-range goal of interpersonal, academic and professional success. College Studies 10 was formerly College Studies 101. NR

CSTU 102: CAREER EXPLORATION

1.5 Units

1.5 hours lecture

Transfers: CSU

This course provides students with the opportunity to conduct self-assessments and to apply the results to the process of making career decisions and selecting an academic major. The course includes assessments of values, interests, personality characteristics and skills. Students use a variety of resources to research and evaluate career options. NR

CSTU 103: INTRODUCTION TO ASSERTION

1.5 Units

1.5 hours lecture

Transfers: CSU

This course introduces students to the theoretical principles underlying assertive behavior and the practical application of these principles in their communication with others. The course covers the distinctions among assertive, aggressive and non-assertive behaviors and the causes and consequences of these behavioral styles. Included will be discussions of the relationship between assertion and self-esteem, success, problem resolution, positive relationships, and health. NR

CSTU 150: HELPING RELATIONSHIPS

1.5 Units

1.5 hours lecture

Transfers: CSU

Students planning to enter a helping profession will have the opportunity to acquire basic listening, communication and intervention skills that will be central to their professional roles. Helping profession occupations include but are not limited to working as teachers, counselors, psychologists, nurses, doctors, medical personnel, caregivers, firefighters, and law enforcement personnel. Students spend significant time examining their role as a helper and applying the skills that they acquire to their own lives and relationships. NR