### Essential Skills for College Success

<table>
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<tr>
<th>Subject &amp; Course No.</th>
<th>Descriptive Title</th>
<th>Semester Credits</th>
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<tr>
<td>C: STAC 1101</td>
<td>Essential Skills for College Success</td>
<td>E: 3 credits</td>
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#### Calendar Description:

This preparatory course is designed to assist adults with mental health disabilities to develop the skills to be a successful college student. The course will cover academic study skills, orientation to college, learning strategies, and assist students to develop an individual educational plan.

#### Allocation of Contact Hours to Type of Instruction / Learning Settings

- **Primary Methods of Instructional Delivery and/or Learning Settings:**
  - Instructor Directed Learning

- **Number of Contact Hours:**
  - 4 hours per week

- **Number of Weeks per Semester:**
  - 15

#### Course Prerequisites:

**Course Corequisites:**

- Nil

**Course for which this Course is a Prerequisite:**

- Nil

#### Maximum Class Size:

- 12

#### PLEASE INDICATE:

- Non-Credit
- College Credit Non-Transfer

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)
M: Course Objectives / Learning Outcomes

1. To develop the study skills necessary for entry into post-secondary institutions. Emphasis will be on those academic skills that are prerequisite for college level coursework;
2. To develop self-management skills that would lead to independent learning;
3. To develop learning strategies that are parallel to individual learning styles;
4. To ensure that academic skills are developed. Emphasis will be placed on skills that are pre-requisite and relate directly to post-secondary classroom demands;
5. To familiarize students with post-secondary expectations and procedures (instructor expectations, applications, registrations, and other procedures); and
6. To set realistic educational goals and to develop an individualized educational plan for future use by the student.

N: Course Content:

1. Post-secondary Orientation Strategies
   - the role and function of the Assessment Centre, Counsellors, Disabled Student Services, Access Aides, Registrar, Library Services, etc;
   - learning college/program procedures, policies.
2. Development of Basic Level Concepts
   - listening skills;
   - initial main idea concepts (grouping and elemental writing);
   - learning strategies based on personal learning style;
   - attention to detail (literal comprehension);
   - organization skills such as precise thinking, restraint of impulsivity, elaboration of thought and prediction model of learning (as opposed to trial and error);
3. Development of Advanced Level Concepts
   - advanced main idea concepts (basic formula model);
   - making inferences, drawing conclusions, making judgments, reading between the lines, and hidden meanings;
   - note taking (thesis/topic sentence, introduction and conclusion);
   - summarizing;
   - differentiating between fact and opinion (newspaper);
   - comparison/contrast;
   - cause and effect relationship (perceived and actual) and estimation of outcome.
4. Personal Skills Development
   - the organization of notes and other materials for college courses;
   - development of a timeline;
   - development of a time management schedule;
   - test taking strategies;
   - dealing with test/exam and public speaking anxiety (strategies and specific relaxation exercise training);
   - communication skills.

O: Methods of Instruction

Classes will be both interactive and instructor driven. Instruction followed by assignments, will comprise a large part of the course. There will be various on-campus activities that will form the structure for out of class assignments.

P: Textbooks and Materials to be Purchased by Students
**Q:** Means of Assessment  
Student Evaluation will be based on a Mastery Model of Evaluation.  

It is expected that students will attend class regularly and will participate in class activities. The balance of evaluations will be based on the results of activities and assignments satisfactorily completed during the extent of the course.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

N/A

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<tr>
<th>Course Designer(s)</th>
<th>Education Council / Curriculum Committee Representative</th>
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