

I. COURSE DESCRIPTION:

This course will prepare the CICE student for the rigors of academic life and enable the CICE student, with the assistance of a Learning Specialist, to develop a personal profile for college and career success. The main focus of this course will include accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning and developing emotional intelligence. In addition, the CICE student, with assistance, will develop and produce a “Personal Profile” that will identify his/her personal learning style, communication style, and personality style to enable the student to achieve success in learning about, understanding, and choosing the courses and careers that will lead to personal and professional satisfaction.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate the basic ability to:

1. Develop skills to adapt to college life

Potential Elements of the Performance:

- Learn college customs i.e. expectations, policies, formats
- Explore college resources
- Demonstrate improvement in academic skills (oral presentation skills, reading strategies, note-taking, memory techniques, etc.).

2. Explore and understand personal responsibility

Potential Elements of the Performance:

- Develop guided-journal writing techniques
- Identify students' past patterns of behavior and choices
- Show self-acceptance through theory and practice
- Complete and understand individual locus of control
- Differentiate between “victim” and “creator” choices
- Master “creator” language
- Make “wise choices”
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3. Explore external and external factors that contribute to student development
Potential Elements of the Performance:
 - Explore self-esteem
 - Understand the role of mentors
 - Commit to one's success
4. Discover students' academic and personal potential
Potential Elements of the Performance:
 - Explore one's life roles and dreams
 - Apply inner motivation theory
 - Design a life plan
 - Examine attitudes and the major contributors to one's life roles and dreams
 - Reflect on one's "multiple intelligences" and learning styles
5. Discover and apply self-management techniques to increase personal well-being
Potential Elements of the Performance:
 - Examine time management tools
 - Analyze time quadrants
 - Identify procrastination factors
 - Construct a personalized time management schedule
 - Assess personal stress level
 - Formulate a plan to reduce stress
 - Identify elements of good financial management
 - Explore available financial opportunities
6. Explore interdependent relationships
Potential Elements of the Performance:
 - Identify dependent, co-dependent, independent, and interdependent relationships
 - Investigate interdependence in the community
 - Improve listening skills
 - Develop assertive communication skills
7. Gain Self Awareness
Potential Elements of the Performance:
 - Identify self-sabotaging forces

- Investigate self-respect factors and integrity
- Understand emotional intelligence theory
- Assess individual emotional intelligence

8. Adopt life-long learning

Potential Elements of the Performance:

- Differentiate the processes of learning
- Complete learning styles assessments
- Explore opportunities of adapting teaching and learning strategies

9. Develop a personal portfolio

Potential Elements of the Performance:

- Use computers to generate readable, well formatted, college-level material for all assignments.
- Navigate the internet to find appropriate materials for various assignments.
- Produce a personal portfolio with personal and academic reflective activities that shows:
 - student's identification of previous and current behavior patterns and life choices,
 - student's exploration of future and new academic and personal possibilities.

III. TOPICS:

1. Develop skills to adapt to college life.
2. Explore and accept personal responsibility.
3. Explore external/internal factors that contribute to your development.
4. Discover your potential.
5. Discover and apply self-management techniques to increase personal well-being.
6. Explore interdependent relationships.
7. Gain self-awareness.
8. Adopt life-long learning.
9. Develop a personal portfolio.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Textbook: Downing, Skip. *On Course. Strategies for Creating Success in College and Life.* Any edition. Houghton Mifflin.
- A duotang to keep class activities and other assignments.

V. EVALUATION PROCESS/GRADING SYSTEM (*):

Written assignments	40 %
Presentation	15 %
Test	20 %
Film analysis	25 %
Total:	100 %

(*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment will be announced and circulated the first two weeks of class and will be posted on LMS.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

ATTENDANCE AND CLASS PARTICIPATION are fundamental to succeed in this course. For that reason, students are encouraged to make an effort to attend all class periods and to arrive on time. Students are encouraged to communicate any foreseen absence and to make up for the missing work.

ACADEMIC HONESTY will be enforced at all times; and violations will be sanctioned according to the college policies. Students are expected to acquire the habit of referencing all the sources from which they take information. When they do group work, all members are to collaborate evenly according to specific individual roles agreed to by group members. A group member who attempts to use classmates' work without offering any significant contribution to the group work will not receive credit for the corresponding assignment.

ALL ASSIGNMENT SUBMISSIONS TAKE PLACE IN THE CLASSROOM AND ARE PERSONAL. Students are responsible for submitting assignments on time, in the classroom, and personally to the professor. The professor will not grade assignments left in her office mailbox or under her office door. If a student misses a class when an assignment is due, s/he is responsible for making arrangements to deliver the corresponding assignment personally to the professor. In this case, late submission section below will apply.

ELECTRONIC SUBMISSIONS OF ASSIGNMENTS AND ASSIGNMENTS LEFT IN THE PROFESSOR'S MAILBOX ARE NOT ACCEPTABLE AND WILL NOT BE GRADED, unless explicitly required by the professor.

LATE SUBMISSION of assignments will be accepted. 10 % of the corresponding grade will be deducted per week past the due date. As submissions are personal and take place only in class, instructors will not receive assignments the days of the week other than the ones when classes are scheduled.

A MAKE UP EXAM CAN BE WRITTEN only if:

- the student contacts the professor in writing BEFORE the test;
- demonstrates that s/he is under exceptional circumstances that do not allow him/her to write the test on the scheduled date and time;
- the student has attended at least 75 % of the classes;
- the professor has granted permission.

NO MAKE UP TEST WILL BE PROVIDED FOR THE ORAL COMPONENT OF THE FINAL EXAM.

THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED at the professor's discretion in order to meet students' needs.

VII. COURSE OUTLINE ADDENDUM

1. **Course Outline Amendments:** The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. **Retention of Course Outlines:** It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. **Prior Learning Assessment:** Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. **Accessibility Services:** If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. **Communication:** The College considers Desire2Learn (D2L) as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. **Plagiarism:** Students should refer to the definition of “academic dishonesty” in Student Code of Conduct. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. **Tuition Default:** Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of March will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. **Student Portal:** The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. **Electronic Devices in the Classroom:** Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.