

# COUN-101: COLLEGE DISCOVERY

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**Effective Term**

Fall 2026

**CC Approval**

02/06/2026

**AS Approval**

03/12/2026

**BOT Approval**

03/19/2026

**COCI Approval**

04/15/2026

**SECTION A - Course Data Elements**
**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**

Minimum Qualifications	And/Or
Counseling (Master's Degree)	

**Subject Code**

COUN - Counseling

**Course Number**

101

**Department**

Counseling

**Division**

Counseling (COUN)

**Full Course Title**

College Discovery

**Short Title**

College Discovery

**CB03 TOP Code**

4930.10 - Career Guidance and Orientation

**CIP Code**

13.1102

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Update CB code.

## SECTION B - Course Description

### Catalog Course Description

A short-term course that helps students transition to college by exploring resources, building networks, and developing skills for success. Students will identify strengths and challenges, discover their learning style, and practice effective study habits, self-management, and personal responsibility.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

1.00

### Lecture Hours

18.00

### Outside of Class Hours

36

### Total Contact Hours

18

### Total Student Hours

54

## Distance Education Approval

### Is this course offered through Distance Education?

Yes

### Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

## SECTION E - Course Content

### Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:

1. Navigate and utilize resources on campus.
2. Work and learn using their preferred learning styles and applying study habits.

## Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Identify and utilize support services on campus.
2.	Explore methods to develop a support network for success in college.
3.	Demonstrate effective personal responsibility, academic honesty, organizational skills, and task completion.
4.	Understand strengths, weaknesses, and potential related to academic and personal success.
5.	Develop methods to address barriers/obstacles to college success.
6.	Understand his/her own learning style and identify positive learning attitudes.
7.	Understand the internal and external factors which serve as motivators for success.

## Course Content

1. Orient students to campus resources.
2. Learn how to develop support networks, including study groups.
3. Assess learning style, study skills, and special skills and talents, as well as potential for growth.
4. Explore and identify factors which enhance motivation and persistence in college.
5. Introduce note-taking and study skills for use across the curriculum.
6. Explore personal and academic goals.

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Discussion	Discussion of resources and group work.
Lecture	In person or online lectures.

### Online Adaptation

Types	Examples of learning activities
Discussion	Small group discussion/work and in-class presentation by students.
Group Work	Students will work on different projects during synchronous lecture.
Lecture	The instructor will provide content focused on website navigation, campus resources and academic programs.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Homework	Grades will be based on: 1. Reading and writing assignments. 2. Weekly journals (1-2 pages in length) that address key issues pertaining to student success.
Class Participation	In-and-out of class exercises.

Projects	Student services project that includes an informational interview or an essay of a topic of choice that has been learned in class (3-5 pages in length).
Oral Presentations	Classroom presentation on college resources and programs.

## Assignments

### Reading Assignments

1. Assigned readings from appropriate texts and other resources.

For example:

- Read "The Ten Steps to Getting Good Grades in College" and describe two skills that you wish to improve and your plan for doing so.
- Read pages 43-49 of the Napa Valley College (2025-2026) catalog and discuss in a two-page journal which services you feel will help you achieve your goals.

### Writing Assignments

- Written assignments related to readings and in-class exercises.
- Journal-writing and reaction/reflection papers

For example:

- What were your thoughts regarding the Graduation Game we played in class? Do you think it's important to pace yourself while in college? Why or why not?
- In your journal discuss the True Colors assessment that you took in class today. Do you agree with your results? Why or why not?

### Outside-of-Class Assignments

- Final Paper
- Final Project

For example:

- Develop your "Story of Success." In an essay format discuss your short term and long-term goals and how you plan to achieve them. Your final project should be 3-5 pages and should cover the next 15 years.
- Research a student service on campus that you feel will help you achieve your educational goals. You will need to do an informational interview with someone from this student service. In a 3–5-page essay discuss how this service will help you and what you learned from the informational interview you did. Also, prepare a visual aid that you will use to present your findings to the class.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Other required materials/supplies

### Description

Other appropriate text.

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### Material Type

Open Educational Resource (OER)

### Author

Amy Baldwin, University of Central Arkansas

### Title

OpenStax College Success

### Publisher

Errata

### Year

2024

### ISBN #

978-1-951693-17-6

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**Material Type**

Manual

**Author**

Napa Valley College

**Title**

Napa Valley College Catalog 2025-2026

**Year**

2025-2026

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**SECTION G - Diversity, Equity and Inclusivity****How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

Our course integrates zero-cost textbooks and open educational resources (OER) as a core strategy to support and engage our diverse student population. Collaborative group work is emphasized throughout the course, where students work together to solve problems, discuss different function types, and share insights. This promotes an inclusive classroom environment where students learn to respect each other's contributions, value different problem-solving approaches, and engage in supportive peer relationships.

**Course Codes (Admin Only)****CB00 State ID**

CCC000340556

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Not Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No