



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**ACADEMIC SUCCESS  
PSY6721 1 Credit Hour**

**Student Level:**

This course is open to students on the college level in either the Freshman or Sophomore year.

**Catalog Description:**

**PSY6721 ACADEMIC SUCCESS (1 Hr.)**

Brief Course Description: This course provides strategies for students to become more successful in their personal, professional and educational life.

**Prerequisites:**

None

**Controlling Purpose:**

This course is designed to help students learn strategies for creating greater academic, professional, and personal success.

**Learner Outcomes:**

Upon completion of the course, the student will increase his or her knowledge concerning academic, professional and personal success strategies. Specifically, On Course, the foundation of this course invites students to learn how to do the following:

- Accept great personal responsibility
- Discover self-motivation
- Master self-management
- Employ interdependence
- Gain self-awareness
- Adopt lifelong learning
- Develop emotional intelligence
- Believe in themselves
- Learn effective study strategies
- Develop critical and creative thinking skills

**Units Outcomes and Clock Hours of Instruction for Core Curriculum:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

**Evaluation Key:**

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT 1: Success</b>						
Outcomes: Student will assess their present strengths and weaknesses, empowering them with the understanding of what is essential to their personal, professional, and educational success.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define success and list the choices of successful versus struggling students.
						Identify individual strengths and weaknesses by completing the self-assessment.
						Compare and contrast surface culture and deep culture of higher education.

<b>UNIT 2: Personal Responsibility</b>						
Outcomes: Student will recognize characteristics of accepting greater personal responsibility.						
A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Adopt a creator mindset by learning to accept personal responsibility rather

							than blaming others.
							Describe what Language of Responsibility is and the difference between victim language and creator language.
							Apply the steps in the Wise Choice Process to their current life situations and be able to consciously recognize important decision points with awareness of future consequences.
							Compare and contrast their Inner Defender versus Inner Critic.

### UNIT 3: Self-Motivation

Outcomes: Student will determine meaningful outcomes that they would like to achieve in college or in life and learn ways to create internal motivation.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Identify behaviors that create inner motivation
						Design a life plan involving their individual dreams, life roles, short-term and long-term goals.
						Identify behaviors to help them commit to personal, professional and educational goals and dreams.
						Create a personal affirmation statement and identify qualities that will help them to achieve educational goals or dreams.

### UNIT 4: Self-Management

Outcomes: Student will have an understanding of the purpose and factors associated self-management skills.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Describe the four Quadrants of the Time Management System from Stephen Covey's book The 7 Habits of Highly Effective People.
						Describe four time management tools to create a leak-proof self-management system.
						Identify self-discipline tools to improve academic success.
						Identify and apply ways to develop self-confidence.
						Identify seven strategies to help stop procrastination.

**UNIT 5: Interdependence**

Outcomes: Student will develop interdependence by learning the skills needed to build and nurture mutually supportive relationships.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Develop interdependence, reinforcing mutual cooperation rather than competition.
						Identify valuable resources that can assist them in creating a support system to help reach their goals.
						Describe the four steps to strengthening relationships with active listening.
						List methods on how to show respect for differences and develop cultural intelligence.
						Define ways to be assertive that strengthen relationships and build self-esteem.

**UNIT 6: Self-Awareness**

Outcomes: Student will become aware of their unconscious self-defeating habit patterns and limiting beliefs.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Identify self-defeating habit patterns of thought, behavior, and emotion.
						Define what a psychological script is and discuss the four parts of a psychological script.
						Revise their individual outdated psychological scripts.
						Discuss individual rules for success in college and in life.

**UNIT 7: Lifelong Learning**

Outcomes: Student will replace a fixed mindset with a growth mindset, helping them to make choices that improve their learning and academic success.

A	B	C	D	F	N	Specific Competencies:
						Demonstrate the ability to:
						Identify by self-assessment preferred learning experiences using the learning

							preferences inventory.
							Discuss the four ways to develop a growth mindset.
							Identify the seven qualities and the good habits associated with critical thinking.
							Describe how to develop self-respect through integrity and keeping commitments.
<b>UNIT 8: Emotional Intelligence</b>							
Outcomes: Student will have an understanding on how to develop greater emotional intelligence.							
A	B	C	D	F	N		Specific Competencies: Demonstrate the ability to:
							Discuss the four components of emotional intelligence.
							Define stress and identify healthy ways to reduce stress.
							Improve relationships through empathy and an understanding of the emotions of others.

<b>UNIT 9: Staying On Course with Success</b>							
Outcomes: Student will reflect on the course and plan their next steps for their personal, professional, and educational goals.							
A	B	C	D	F	N		Specific Competencies: Demonstrate the ability to:
							Compare and contrast what they have learned about themselves in this course by repeating the self-assessment they took in Lesson 1.
							Identify additional changes they wish to make in both the near and distant future.
							Plan their next steps toward personal, professional and educational success.
							Evaluate what they have learned in this course regarding personal, professional, and educational success.

**Projects Required:**

As assigned in class

**Textbook:**

Please Contact Bookstore for current digital Textbook.

**Materials/Equipment Required:**

**Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.