**COL 101: College and Career Success   
 (STEM Pathway Focus)**

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**Fall Quarter 2025 – Hybrid/Late Start section**

# **Course Details**

|  |  |
| --- | --- |
| **Instructor** | Dr. Crystal Hess - [chess@shoreline.edu](mailto:chess@shoreline.edu)   * I prefer messages to be sent via Canvas Inbox * Typical response time is <24 hours,  this excludes weekends and holidays |
| **Office Hours** | * Mondays 11 AM – Noon (campus, 6216) * Wednesdays 11 AM - Noon (campus, 6216) * Fridays Noon - 1:00 PM (campus, 6216) |
| **Class Hours** | * Online Material + * **Fridays 10:30am - 12:00pm** beginning 10/17 |
| **Finals Time Slot** | * **Tuesday, December 9, 9:30 AM in 6205** * [View your class schedule](https://www.shoreline.edu/ctclink/ctclink-tutorials.aspx) in your ctcLink Student Center for the date, time, and location of all your final exams. |

**COL 101 – College and Career Success (3 credits)**

In this first year course, students engage in self-discovery by identifying their personal, professional, and academic goals. Students collaborate with peers to explore how to make the most of the college resources available to them. By the end of the course, students will have developed skills that will help them in college and beyond, such as time management, goal-setting, and advocating for themselves. Student option grading. *Prerequisite: Placement into EAP 90 or ENGL 90, or instructor permission.*

## **Course Outcomes**

1. Choose an academic pathway by exploring individual strengths, values, interests, and personal and career goals.
2. Identify and use campus resources in support of student’s educational goals.
3. Collaborate with diverse peers and instructor(s) to foster interpersonal skills and a sense of belonging.
4. Identify and develop skills for professional and academic success, including specific practical and applicable strategies.

## **Topic Coverage**

|  |  |  |
| --- | --- | --- |
| **Week** | **Module** | ***Topics*** |
| 1 | The College Experience | *What is college success?, “Why?”, Accounts and access at Shoreline, Campus resources* |
| 2 | The STEM Pathway | *Interests and values, Personal strengths and preferences, Biases in STEM, Self-talk, STEM exploration, Using office hours* |
| 3 | Time and Stress | *Time management, procrastination, stress reduction, Counseling Center, Working in groups* |
| 4 | STEM Careers | *Career exploration, Career interview, career planning, Career Center* |
| 5 | Degree Exploration | *History of higher-ed, Degree exploration, Transcripts and placements, Academic Integrity* |
| 6 | Educational Planning | *Goal setting, Accountability, Connecting to the right resources, Making a plan* |
| 7 | Academic Success | *Preparing for lectures, Focusing in lectures, Study groups, Study strategies, Exam prep* |
| 8 | Professional Success | *Networking, Resumes, Letters of Recommendation, Asking questions, Effective listening* |
| Finals Week | Portfolio Presentation | *Summative portfolio and presentation* |

# **Required Materials**

|  |
| --- |
| **Text**  * [Online Textbook: College Success](https://openstax.org/books/college-success/pages/1-introduction) (available free, online) |

## **Computer & Technical**

* It is expected that when students enroll for this course, they will be able to use a computer, be able to upload and download files, and successfully navigate browsers and websites.
* Students will receive homework throughout the course that must be completed on a computer with Internet access. The school library computers can be used for these purposes, if necessary.
* **Need help?** Canvas support can be found [here](https://www.shoreline.edu/elearning-services/) or in Room 4228 (in Library). Technology support can be found [here](https://www.shoreline.edu/tss/) or in Room 4122 (Library, Lower Level).

# **Academic Integrity**

## **ShorelineCC’s Policy**

Academic integrity is a commitment, even in the face of adversity, to actively engage in the learning process by using appropriate resources, asking for help, and doing your best to learn and grow your skillset toward the course outcomes. This means that you should showcase your own learning throughout the course. Any student found guilty of cheating and/or plagiarism will receive a zero for the assignment. If it happens a second time, you may fail the course.

See: [Shoreline Student Conduct Policy (#5030)](https://www.shoreline.edu/about-shoreline/policies-procedures/documents/Policy5050Version_132G-121WAC.pdf)

## **Course Academic Integrity**

In this course, maintaining academic integrity is crucial for your success and the integrity of the learning environment. These guidelines outline expectations:

* **Learning Activities:** Collaboration with peers and mentors on these assignments is allowed and encouraged. You are encouraged to explore course materials collaboratively with peers and work together to enhance your learning.
* **Portfolio:** These culminating activities will be unique to your needs and future, so they will be completed mostly independently, though you receive support in class or in office hours as needed.
* *There are no exams in this course.*

By adhering to these principles, you contribute to a culture of honesty and academic excellence within our course. If you have any questions or concerns about Academic Integrity, please do not hesitate to seek clarification from your instructor.

# **Grading and Assessment**

In this course, you will be assessed through weekly **Learning Activities** (inside and outside of in-person class time), two course surveys, and a **Summative Portfolio**.

I strive to grade daily and weekly assignments within 5 days of the due date.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Per Week** | **Total Possible** |
| Pre-Course Survey | - | 2 pts |
| Weekly out of class activities (8) | 3 | 24 pts |
| Weekly in class activities (8) | 3 | 24 pts |
| Weekly Portfolio Prep (8) | 3 | 24 pts |
| Summative Portfolio | - | 24 pts |
| Post-Course Survey | - | 2 pts |
| **TOTAL POSSIBLE** |  | **100 pts** |

## **GPA Calculation**

Students in this course have the option of being graded on either a numerical (grade point) system or Pass/0.0 and Pass/No Credit system.

* **Numerical System:** The table below shows how the grading percentage total that you will see in Canvas translates into the grade on the 4.0 scale that will appears on your transcript.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ≥95% = 4.0 | 93%-94% = 3.9  91%-92% = 3.8  89%-90% = 3.7  87%-88% = 3.6  85%-86% = 3.5  84% = 3.4  83% = 3.3  82% = 3.2  81% = 3.1  80% = 3.0 | 79% = 2.9  78% = 2.8  77% = 2.7  76% = 2.6  75% = 2.5  74% = 2.4  73% = 2.3  72% = 2.2  71% = 2.1  70% = 2.0 | 69% = 1.9  68% = 1.8  67% = 1.7  66% = 1.6  65% = 1.5  64% = 1.4  63% = 1.3  62% = 1.2  61% = 1.1  60% = 1.0 | ≤60% = 0.0 |

* **Pass/0.0 and Pass/No Credit System:** Students opting for the Pass/0.0 or Pass/NC system must obtain their instructor’s approval (via email) and forward the email to [enrollmentservices@shoreline.edu](mailto:enrollmentservices@shoreline.edu) no later than [**the “Option Grading” deadline**](https://www.shoreline.edu/calendars/academic.aspx)**.**

More information available here: [Shoreline's full Grades Policy (#6260)](https://www.shoreline.edu/about-shoreline/policies-procedures/documents/6260GradesProcedure.pdf)

# **Classroom Contract**

You are expected to uphold the classroom contract as follows:

* **Be Prepared**: You are expected to complete pre-work before class starts so that you are ready to be engaged in conversations and activities.
* **Participate**: You are expected to be actively engaged in your learning in class and online. This means both asking questions and helping others.
* **Create space for learning:** You are expected to create and cultivate a space where learning is conducive for all learners. This means that you participate in the class without dominating the learning space.

## **Diversity, Equity, Inclusion, and Accessibility (DEIA)**

It is my hope that our classroom is filled with a **diversity** of experience, backgrounds, and perspectives which we honor and celebrate. Having different lived experiences and different ways of thinking can make our interactions richer, our thinking more comprehensive, and—as a result—our products better.

Because every person has different needs and different ways of engaging, each student may need different resources and support on their learning journey. Acknowledging and honoring these differences means that we strive to provide an **equitable** learning experience (not necessarily an equal, standardized, experience) where each individual student gets the resources and support which they need.

Together, we must intentionally **include** our peers in our learning process by seeking their opinions, valuing divergent thinking, and finding ways to help each other feel a sense of belonging and success along the way. Sometimes this means stepping up to lead and sometimes this means stepping back to listen.

To make learning **accessible**, I strive to provide multiple ways of student engagement, a variety of representation in the material, and multiple ways of expressing learning. I also strive to honor accommodation needs (documented or undocumented) due to visible/invisible differences as well as temporary/ relapsing/remitting conditions, or long-term life situations.

We all play a role in the ongoing effort to create a diverse, equitable, inclusive, and accessible learning environment. I hope you will join me in making our learning space a place where all learners find joy and success in learning Computer Science.

# **Letter of Rec Requests**

Letters of recommendation are often needed for applications to transfer universities, jobs, and internships. Instructors take pride in the letters that they write for students and can only craft strong letters for students whom they know well. Part of your job as a college student is to become the kind of student that a professor can speak highly of—hardworking, capable, and intellectually inquisitive.

**Before requesting a letter of recommendation, ask yourself:**

* Have I discussed my academic or career goals with this instructor?
* Have I demonstrated an excellent work ethic or produced quality work in this course?
* Have I demonstrated responsibility for my learning and active participation in class (good attendance, thoughtful communication with the instructor and my peers)?
* Have I shown or communicated a passion for the subject or concepts that were taught?
* Will this instructor be able to incorporate personal and specific details about my academic growth or trajectory?

It is not necessary that the person writing your recommendation be able to speak to every bullet point above, but they should be able to address at least one.

Sometimes you are asked if you would like to **waive your rights** to read the letter. One advantage to waiving your rights is that the people reading the letter will know it was written candidly, which could make the letter more influential.  The disadvantage is that you won’t get to see what was written. Thus, it is important to ask your potential recommender if they can provide a *positive* letter.  If they can’t say “yes” or suggest you ask another person, then ask someone else.

**Requests may be declined for a variety of reasons**, including, but not limited to: insufficient time to write the letter, not knowing the student well enough to provide specific character observations, or too much time has elapsed since working with the student.

**Requests for recommendations should come well in advance of the deadline for submission** (i.e., at least 14 days in advance of the deadline)

# **Student Services**

## **Campus Closures / Cancelled Class**

There are two types of suspended operations possible: campus is closed or classes are cancelled.  In the event of campus closure or cancelled class, students will be notified via Canvas of their expectations in relation to school work.

For more information: [Suspended Operations Procedures (#4010)](https://www.shoreline.edu/about-shoreline/policies-procedures/documents/6030SuspendedOperationsProcedure.pdf)

## **Access and Accommodations**

Shoreline Community College is committed to providing educational programs without regard to disabling conditions as defined by Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be made and no otherwise qualified individual with disabling conditions shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program, activity or service administered by the college.

For more information: [Shoreline Student Accessibility Services](http://www.shoreline.edu/oss/students-with-disabilities/default.aspx)

## **Tutoring Services**

The Shoreline Student Learning Center (SLC) provides students with free one-on-one tutoring support for any Shoreline Community College classes. Students can receive 2 hours of free tutoring a week per class they are registered for in a quarter.

For more information: [Shoreline Student Learning Center (SLC)](https://www.shoreline.edu/student-learning-center/default.aspx)

## **Counseling Center**

The [Counseling Center](https://www.shoreline.edu/counseling-center/default.aspx) provides free, confidential and professional counseling services, resources, and referral to support the academic and personal success, health, and well-being of our students and campus community.

Students often visit the Counseling Center to discuss a wide variety of topics: depression, anxiety, relationship concerns, and stress management; indecision about major or career path; and academic concerns such as failing grades, struggling with a subject, or managing a learning disability. The Center also supports students who may be feeling suicidal or in crisis.

* FOSS – 5245, 206-546-4594, [www.shoreline.edu/counseling-center](http://www.shoreline.edu/counseling-center)

Need support when they are not available? For 24/7 emergency counseling, referral, or assistance please contact:

* King County: 24-Hour Crisis Line | 866-427-4747
* Snohomish County: 24-Hour Crisis Line | 800-584-3578
* Live Chat: [crisischat.org](http://crisischat.org/)
* Crisis Text Line: Text 741741
* 911 (for immediate health-related emergency)

## **Additional Campus Resources**

Check out the [Current Students page](https://www.shoreline.edu/currentstudents/) for more information about Academic Support, Student Services, Campus Life, and much more.

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# **Privacy Policies**

To learn about the practices regarding personal information that may be collected from users in this course, check the privacy policies below:

* [Canvas](https://www.canvaslms.com/policies/privacy)
* [Panopto](https://www.panopto.com/privacy/)
* [Shoreline Privacy Policies](https://www.shoreline.edu/currentstudents/privacyandnondiscrimination.aspx)
* [Student Policies](https://www.shoreline.edu/currentstudents/student-policies.aspx)
* [Microsoft 365](http://www.microsoft.com/online/legal/v2/?docid=22&langid=en-us)
* [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/)

# **Accessibility Policies**

Below are links to accessibility policies for sites used within this course:

* [Canvas](https://www.canvaslms.com/accessibility)
* [Panopto Accessibility Features](https://support.panopto.com/articles/Documentation/accessibility-features)
* [Shoreline Community College](http://intranet.shoreline.edu/policies/documents/5000/5114.pdf) [(Audio Version)](http://intranet.shoreline.edu/policies/documents/5000/5114.pdf)
* [Microsoft Office 365](https://support.office.com/en-US/article/Accessibility-in-Office-365-ACA7ACCF-58A0-4467-BE5C-24A7E7933A9D?ui=en-US&rs=en-US&ad=US)
* [Google (covers YouTube)](https://www.google.com/accessibility/products-features.html)