# Resource Description

**Published:** February 2022

**Audience:** First-year diploma-level college students

**Resource Type:** Common Cartridge Course and supplementary materials

**Complementary OER Textbook:** University of Minnesota. (2015). [*College Success*](https://dx.doi.org/10.24926/8668.0301)*.* [University of Minnesota Libraries](https://www.lib.umn.edu/publishing/works/textbooks). Licensed under [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/).

This Common Cartridge shell is an adaptation of Conestoga College’s long running *Student Success for Higher Learning* (LIBS1540) course. The course is offered in multiple delivery modalities (in-person, hybrid, and fully asynchronous) to a wide range of diploma level students across the college as a mandatory component of their program or as an elective choice. In its standard form, the course runs in a 7-1-7 format, with 7 weeks of content on either side of a Student Success Week break, although the course is designed to be adaptable for condensed 7-week deliveries or modular 4-week deliveries. The Common Cartridge course includes everything required for a stand-alone course: lecture content, evaluations with rubrics, videos, stock images, formative assessments, custom animations and graphics, links to textbook activities and readings. A course outline and Instructional Plan (i.e., weekly schedule/syllabus) can be found in the Course Information Module of the Common Cartridge.

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## Course Topics

The course is designed to expose students to the culture and expectations of post-secondary education in Canada and can generally be described as a ‘study and life skills’ experience that provides a foundation for students’ careers as college students. As the course is designed for Conestoga College, Conestoga specific resources are integrated and discussed throughout the course (e.g. Module 1 learners complete a College Resource Internet Scavenger Hunt to learn more about services offered by Conestoga; Module 4 guides students through the academic integrity and APA information available from the College’s Library). We invite you to replace Conestoga specific information with information about your own institution if applicable.

See the table below for a Quick Guide of the modules found in the resource:

| **Module # / Title** | **Description / Key Topics** |
| --- | --- |
| 1: Welcome to Student Success | This module introduces learners to the course and post-secondary education in general. Select topics include:* Course delivery formats and modalities
* Course outlines and Instructional Plans
* eConestoga and Learning Management Systems (LMS)
* Introduction to textbook and Open Educational Resources (OERs)
* College services and resources for success
* Defining success and values
 |
| 2: Time Management | This module introduces the concept of critical thinking (which is woven throughout the remaining modules) and time management strategies. Select topics include:* Critical thinking, biases, fallacies
* Time management strategies
* Prioritization
* Procrastination
* multitasking
 |
| 3: Goal Setting | This module introduces decision making (which is woven throughout the remaining modules) and goal setting. Select topics include:* Decision making process
* Attitudes for success
* Varying lengths of goal setting
* SMART goals
 |
| 4: Academic Integrity | This module takes a unique approach to introducing academic integrity through the use of structured activities with associated practice. Custom graphics, animations, and callouts reflect a learner perspective as ‘Alex’ works through the module with you. Select topics include:* Academic integrity
* Values associated with academic integrity
* Examples of academic dishonesty and offences
* APA @ Conestoga referencing and citation format
* Quoting, Paraphrasing, and Summarizing
 |
| 5: Student Learning Strategies | This module introduces the Learning Cycle and discusses listening, reading, and note taking strategies. Select topics include:* The Learning Cycle
* Active listening
* Asking thoughtful questions
* Reading strategies
* Note taking strategies
 |
| 6: Memory and Test Taking, Quiz 1 | This module is timed to align with most midterm exam weeks. It introduces memory and test-taking information. Select topics include:* Memory
* Memory strategies
* Studying strategies
* Types of test and questions
* During-test strategies
* Managing test anxiety
* Critical thinking midterm check in
 |
| 7: Teaching and Learning | This module encourages learners to explore their own learning preferences and skills, so they are able to adapt to teaching styles. Select topics include:* Learning styles (VARK, Felder-Silverman Model)
* Self-regulated learning
* Emotional intelligence
* Introduction to groupwork
 |
| 8: Student Success Week | N/A |
| 9: Successful Communication in Diverse Settings | This module forms the basis for communication through a discussion of diversity and biases from a psychological perspective. Select topics include:* Diversity
* Gender
* Culture
* Cultural competence
* Biases and attribution error
* Barriers to effective communication
* Communication in groups
 |
| 10: Successful Communication in Diverse Settings | Continuing the discussion from the previous module, this module focuses more on feedback and presentation skills. Select topics include:* Communication styles
* Effective communication
* Conflict
* Giving and receiving feedback
* Planning for presentations
* Presentation tips
* Performance anxiety
 |
| 11: Mental Health and Wellness | This module focuses on mental health and stress. Select topics include:* Mental health and stigma
* Stress and stressors
* Stress management
* Depression
* Therapies
 |
| 12: Mental Health and Wellness | This module discusses physical health and wellness. Select topics include:* Barriers to wellness
* Physical activity
* Nutrition
* Sleep hygiene
* The psychology of behaviour change
 |
| 13: Personal Success and Money Management | This module provides a high-level overview of financial health and money management. Select topics include:* Student loans, bursaries, and scholarships
* Working while being a student
* Budgeting
* Spending risks and saving opportunities
* Credit cards
* Setting financial goals
 |
| 14: Beyond Student Success | As the final content module in the course, ‘Beyond Student Success’ acts as a bridge between the course and whatever comes next for students. Select topics include:* A course review
* Jobs and careers
* Career exploration
* Networking
* Resumes and job interviews
 |
| 15: Quiz 2 | The final module of the course is reserved for Quiz 2.  |

## Evaluations

Evaluations are intended to provide students with as wide a range of experiences possible to prepare them for what they might encounter in their other courses. Evaluations include instructions, rubrics and marking schemes, and downloadable templates as appropriate.

| **Evaluation** | **Weight** | **Description** |
| --- | --- | --- |
| Assignment 1 - Email and Semester Plan | 20% | Students create their own weekly and monthly schedules for the term, then submit their assignment via email along with an email signature and professional message. |
| Assignment 2 - Academic Integrity | 20% | Students write descriptions and examples to show their understanding of types of academic offences and practice referencing/citing in APA @ Conestoga format. |
| Quiz 1 | 10% | Multiple-choice (15 marks), short answer (choose 1 out of 3 questions, 5 marks), and true/false (10 marks) questions covering topics from Modules 1-5. Quiz draws from a larger question bank for objective questions. Option to include Respondus Lockdown Browser to provide the experience of this proctoring software. |
| Midterm Reflection | 10% | Students submit individual answers to reflection questions about self-regulated learning and course content. Option to submit in written or video format. |
| Group Project | 25% | A multi-phase groupwork presentation:* Part 1: Contract and Plan (5%) - students agree to ground rules and submit a proposal/outline to address a topic from a list.
* Part 2: Final Presentation (15%) – students work as a group to record a video presentation.
* Part 3: Individual Reflection – students evaluate themselves and their team members
 |
| Quiz 2 | 15% | Multiple-choice (20 marks), short answer (choose 1 out of 3 questions, 5 marks), and true/false (15 marks) questions from modules 6-14. Quiz draws from a larger question bank for objective questions. Option to include Respondus Lockdown Browser to provide the experience of this proctoring software. |

## Formative Assessments and Learning Activities

The original version of this course has been modified to be platform agnostic while maintaining accessibility. While the Common Cartridge version of the course still includes frequent interaction for students, there is room to increase engagement depending on the functionality of your LMS (e.g., by turning static reflection activities into ungraded discussion boards or translating ‘select to reveal’ knowledge checks into in-line quizzes). Examples of interactives include flip cards, select to reveal knowledge checks, select to reveal tooltips, accordions and tabs, timed experience activities with text alternatives, discussion boards, case studies, and reflection questions. Most modules at least one multiple choice style knowledge check that helps students review the key terms from the unit and prepare for the quizzes. Some automatic feedback is provided for these knowledge checks.

## Custom Graphics, Videos, and Animations

A number of custom graphics have been created to complement the course content. Custom animations highlight the Learning Cycle, Time Management, and Academic Integrity concepts. Student testimonials about their experiences in post-secondary are featured in Module 7 as a way to reflect the diversity of learner demographics in the course. The whole course is wrapped in a custom CSS style to provide a consistent look and feel.

## Accessibility Statement

This is an accessibility statement from Conestoga College. This statement was created on February 2022 using the [W3C Accessibility Statement Generator Tool](https://www.w3.org/WAI/planning/statements/).

### Measures to support accessibility

Conestoga College takes the following measures to ensure accessibility of Student Success for Higher Learning (LIBS1540):

* Include accessibility as part of our mission statement.
* Include accessibility throughout our internal policies.
* Integrate accessibility into our procurement practices.
* Appoint an accessibility officer and/or ombudsperson.
* Provide continual accessibility training for our staff.
* Assign clear accessibility goals and responsibilities.
* Employ formal accessibility quality assurance methods.

### Conformance status

The [Web Content Accessibility Guidelines (WCAG)](https://www.w3.org/WAI/standards-guidelines/wcag/) defines requirements for designers and developers to improve accessibility for people with disabilities. It defines three levels of conformance: Level A, Level AA, and Level AAA. Student Success for Higher Learning (LIBS1540) is partially conformant with WCAG 2.0 level AA. Partially conformant means that some parts of the content do not fully conform to the accessibility standard.

### Additional accessibility considerations

For some activities that may not be accessible for all learners, plain-text alternatives have been provided.

Courses conform to Quality Matters Higher Education Rubric.

All images with text have accompanying alt text.

All videos include closed captions.

All interactive tools include standardized instructions for completion.

Tooltips are included and are accessible to keyboard users and screen reader users, and highlight low-frequency words for English-language learners.

For two assignments, learners have the option of submitting either a written or video assignment.

### Compatibility with browsers and assistive technology

Student Success for Higher Learning (LIBS1540) is designed to be compatible with the following assistive technologies:

Course was originally designed to function in Brightspace and Canvas. It was tested in Chrome, Edge, and Firefox. JAWS and NVDA were used to test compatibility with screen readers.

### Technical specifications

Accessibility of Student Success for Higher Learning (LIBS1540) relies on the following technologies to work with the particular combination of web browser and any assistive technologies or plugins installed on your computer:

* HTML
* WAI-ARIA
* CSS
* JavaScript

These technologies are relied upon for conformance with the accessibility standards used.

### Limitations and alternatives

Despite our best efforts to ensure accessibility of Student Success for Higher Learning (LIBS1540) , there may be some limitations. Below is a description of known limitations, and potential solutions. Please contact us if you observe an issue not listed below.

Known limitations for Student Success for Higher Learning (LIBS1540):

* Images: Images with text cannot be enlarged because The ability to zoom images was removed to ensure they were platform agnostic. Ensure that alt text is included or that images are otherwise marked as decorative. Use alternative methods of zooming.

### Assessment approach

Conestoga College assessed the accessibility of Student Success for Higher Learning (LIBS1540) by the following approaches:

* Self-evaluation
* Conestoga College employs a quality assurance framework that informs the entire course development process.

### Formal approval of this accessibility statement

This Accessibility Statement is approved by:

Conestoga College
Kaitlyn Bois
Quality Assurance Support Specialist, Conestoga College Online Learning Centre