

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HSDP 400

COURSE TITLE

ADULT ORIENTATION AND GUIDANCE

TYPE COURSE

NON-FEE

HSDP

CATALOG COURSE DESCRIPTION

Introduces the student to a continuing education center setting and provides an opportunity for individualized assessment and academic evaluation. The course will also enable the student to define career and personal goals and objectives through guidance activities. Students will also be given support in student persistence. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Students will understand their role as adult life-long learners as a result of guidance and evaluation strategies. The variety of programs and services available through continuing education will be also explored.

COURSE OBJECTIVES AND SCOPE

Student will show orally, in writing, or through demonstration that they are able to:

1. Explain the attitudes, responsibilities and concerns which affect the adult in functioning as a life-long learner.
2. Cite the programs and services of continuing education facilities and the requirements for the high school diploma.
3. Identify individual academic skills which contribute to successful career planning and development.
4. Evaluate how personal values, interests, abilities and goals may affect career decisions.
5. Utilize study skills to develop a positive attitude, a workable time schedule and a suitable environment for study.
6. Utilize common test taking techniques to the satisfaction of the instructor.
7. Demonstrate the ability to use the varied resources of the community such as obtaining financial, medical, social, and/or legal assistance.
8. Complete fundamental skills assessment, proficiency and vocational aptitude surveys.
9. Identify educational options and procedures available beyond the high school diploma.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction
 - 1.1. Identify basic requirements for earning a high school diploma
 - 1.2. Recognize local school personnel
 - 1.3. Understand the variety of programs and services available through the continuing education division of the community college district
 - 1.4. Complete fundamental skills assessment for placement purposes
 - 1.4.1. General orientation

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.4.1.1. To high school diplomas offered through continuing education
- 1.4.1.2. To other division programs
- 1.4.1.3. To the individual school site and personnel
- 1.4.1.4. G.E.D. Option
- 1.4.2. Initial placement assessment
 - 1.4.2.1. Reading
 - 1.4.2.2. Mathematics
 - 1.4.2.3. Language
- 2. Student Awareness of Self
 - 2.1. List short-term educational and/or vocational goals
 - 2.2. List long-term educational and/or vocational goals
 - 2.3. Evaluate educational history and experiences
 - 2.4. Identify basic values which affect life choices
 - 2.5. Relate educational potential to career opportunities
 - 2.5.1. Goal setting
 - 2.5.1.1. Short-term
 - 2.5.1.2. Long-term
 - 2.5.2. Education history
 - 2.5.2.1. Survey
 - 2.5.2.2. Evaluation
 - 2.5.3. Values clarification
 - 2.5.3.1. Attitudes
 - 2.5.3.2. Effect of values on decisions
- 3. Study Skills
 - 3.1. Utilize appropriate study habits as reflected in successful completion of this course
 - 3.2. Design a home study environment
 - 3.3. Develop a weekly study schedule
 - 3.4. Describe a positive study attitude
 - 3.5. List at least 3 test-taking techniques
 - 3.5.1. Study attitudes
 - 3.5.1.1. Awareness of need
 - 3.5.1.2. Desire to learn
 - 3.5.2. Study environment
 - 3.5.2.1. Location
 - 3.5.2.2. Concentration
 - 3.5.2.3. Lighting
 - 3.5.3. Study management
 - 3.5.3.1. Scheduling time
 - 3.5.3.2. Organization of materials
 - 3.5.3.3. Use of resources
 - 3.5.3.4. Study techniques
 - 3.5.4. Test-taking techniques
 - 3.5.4.1. Objective tests
 - 3.5.4.1.1. Budgeting of time
 - 3.5.4.1.2. Educated guessing
 - 3.5.4.1.3. Careful reading
 - 3.5.4.1.4. Careful marking of answers

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.5.5. Subjective tests
 - 3.5.5.1. Budgeting of time
 - 3.5.5.2. Organization of ideas
 - 3.5.5.3. Clarity of expression
- 4. Adult Learner
 - 4.1. List characteristics of adult learners
 - 4.2. Identify personal learning needs and concerns
 - 4.3. Identify stressful situations
 - 4.4. Design a weekly schedule providing time for job, home, and school activities
 - 4.5. Evaluate the benefits of life-long learning
 - 4.5.1. Characteristics
 - 4.5.1.1. Life experience
 - 4.5.1.2. Maturity
 - 4.5.1.3. Familial responsibilities
 - 4.5.1.4. Occupational responsibilities
 - 4.5.1.5. Previous educational experiences
 - 4.5.1.6. Attitude
 - 4.5.2. Learning needs
 - 4.5.2.1. Improvement of fundamental skills
 - 4.5.2.2. Application of classroom knowledge to life
 - 4.5.3. Possible fears
 - 4.5.3.1. Of change
 - 4.5.3.2. Of traditional school procedures
 - 4.5.3.3. Of authority figures
 - 4.5.4. Possible stressful situations
 - 4.5.4.1. Returning to school
 - 4.5.4.2. Test taking
 - 4.5.4.3. Home/work conflicts
 - 4.5.4.4. Student/student conflicts
 - 4.5.5. Time management
 - 4.5.5.1. Home
 - 4.5.5.2. Work
 - 4.5.5.3. School
 - 4.5.5.4. Leisure
 - 4.5.6. Life-long learning
 - 4.5.6.1. The learning process: a positive experience
 - 4.5.6.2. Benefits of learning as an adult
- 5. Career Knowledge
 - 5.1. Clarify personal work value system
 - 5.2. Develop motivation to explore a variety of career role activities
 - 5.3. Identify career training programs
 - 5.4. Demonstrate an understanding of skills needed for job search
 - 5.4.1. Work values
 - 5.4.1.1. Relating basic skills as a foundation for job preparation
 - 5.4.1.2. Personal worth of paid and non-paid work activities
 - 5.4.1.3. Choosing a work activity/career pattern that includes both a personal and social benefits

COURSE CONTENT AND SCOPE (CONTINUED)

- 5.4.1.4. Awareness of the changing meanings of work over a period of time as individual needs, values and life changes occur
- 5.4.1.5. Life long learning as a means of preparing for changes in the job market
- 5.4.2. Career roles
 - 5.4.2.1. Awareness of choices, alternatives, and consequences
 - 5.4.2.2. Traditional non-traditional
 - 5.4.2.3. Equal employment opportunity
 - 5.4.2.4. Develop five possible career options
 - 5.4.2.5. Understand reasons for career change and/or advancement
 - 5.4.2.6. Current employment trends
- 5.4.3. Career training opportunities and assistance
 - 5.4.3.1. Public institutions
 - 5.4.3.2. Private institutions
 - 5.4.3.3. Government sponsored programs
 - 5.4.3.4. Financial assistance
- 5.4.4. Job search
 - 5.4.4.1. Applying for a job
 - 5.4.4.1.1. Information employee needs to have before application
 - 5.4.4.1.2. Letter of application
 - 5.4.4.1.3. Application forms
 - 5.4.4.1.4. Personal resume/data sheet
 - 5.4.4.1.5. Personal portfolio
 - 5.4.4.2. Employment interviews
 - 5.4.4.2.1. Appropriate behavior
 - 5.4.4.2.2. Manner of responding to questions
 - 5.4.4.2.3. Personal grooming and proper attire
- 6. Community Resources
 - 6.1. Use local transportation schedules
 - 6.2. Plan a trip from on given location to another given location
 - 6.3. List options available for legal aid
 - 6.4. List local health agencies including emergency, general health, mental health, and dental health.
 - 6.5. Identify three forms of social service assistance
 - 6.6. Compile information from three community agencies which provide free recreation
 - 6.6.1. Transportation
 - 6.6.1.1. Bus schedules
 - 6.6.1.2. Bus passes
 - 6.6.1.3. Car pooling
 - 6.6.1.4. Using freeways
 - 6.6.2. Legal aid
 - 6.6.2.1. Clinics
 - 6.6.2.2. Societies
 - 6.6.2.3. Group law firms
 - 6.6.2.4. Immigration
 - 6.6.2.5. Public defender's office

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.6.3. Health agencies
 - 6.6.3.1. General hospital
 - 6.6.3.2. Public health department
 - 6.6.3.3. Free clinics
 - 6.6.3.4. University medical centers
 - 6.6.3.5. Mental health clinics
- 6.6.4. Social services
 - 6.6.4.1. Local government offices
 - 6.6.4.2. Religious affiliated agencies
- 6.6.5. Recreational resources
 - 6.6.5.1. Department of parks and recreation
 - 6.6.5.2. Libraries
 - 6.6.5.3. Recreational portions of newspapers and/or magazines
- 7. Further Education
 - 7.1. Describe educational options available beyond the high school diploma
 - 7.2. List possible resources of financial aid for further education. Complete an application for admission to a post secondary institution
 - 7.2.1. Educational options
 - 7.2.1.1. Trade schools
 - 7.2.1.1.1. Occupational centers
 - 7.2.1.1.2. Trade technical schools
 - 7.2.1.1.3. Cosmetology and other like schools
 - 7.2.1.2. Community colleges
 - 7.2.1.3. Four-year colleges and universities
 - 7.2.1.4. Special courses
 - 7.2.1.4.1. Real estate
 - 7.2.1.4.2. Medical assistant
 - 7.2.1.4.3. Airline personnel
 - 7.2.1.4.4. Computer technology
 - 7.2.2. Financial aid
 - 7.2.2.1. Federal government
 - 7.2.2.1.1. Grants
 - 7.2.2.1.2. Guaranteed loans
 - 7.2.2.1.3. Work study programs
 - 7.2.2.2. State governments
 - 7.2.2.2.1. Grants
 - 7.2.2.2.2. Loans
 - 7.2.2.2.3. Scholarships
 - 7.2.2.3. Local organizations
 - 7.2.2.3.1. Fraternal
 - 7.2.2.3.2. Religious
 - 7.2.2.3.3. Business
 - 7.2.2.4. School sponsored
 - 7.2.2.4.1. Work study
 - 7.2.2.4.2. Grants
 - 7.2.2.4.3. Scholarships
 - 7.2.2.4.4. Loans

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.2.3. Possible qualifications for admissions
 - 7.2.3.1. Previous education and need for transcripts
 - 7.2.3.2. Grade point average
 - 7.2.3.3. Test scores (SAT, ACT)
 - 7.2.3.4. Police and/or military records
 - 7.2.3.5. References
- 8. Student Assessment
 - 8.1. Take fundamental skills placement assessments
 - 8.2. Pursue testing for credit where applicable
 - 8.2.1. Fundamental skills placements
 - 8.2.1.1. Reading
 - 8.2.1.2. Mathematics
 - 8.2.1.3. Language
 - 8.2.2. Proficiency examinations
 - 8.2.2.1. TABE or equivalent
 - 8.2.2.2. Alternative assessment instruments as indicated
 - 8.2.2.3. CASAS testing
 - 8.2.3. Test for credit
 - 8.2.3.1. Foreign language
 - 8.2.3.2. Life skills
 - 8.2.3.3. Achievement tests
 - 8.2.3.3.1. Mathematics
 - 8.2.3.3.2. English
 - 8.2.3.4. Pre-G.E.D. screening
 - 8.2.3.5. Career planning inventory of equivalent

APPROPRIATE READINGS

Instructor generated material

WRITING ASSIGNMENTS

Instructor generated material

OUTSIDE ASSIGNMENTS

NONE

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Related to course content

EVALUATION

Student growth in meeting course objectives will be evaluated by: Teacher/counselor-conferences, interpretation of test results, student's education plan, and teacher observation.

METHOD OF INSTRUCTION

Individualized and group instruction, guest speakers, multi-media presentations, group discussion/demonstration, group and individual field trips.

TEXTS AND SUPPLIES

The instructor and counselor may choose texts and assessment in students as appropriate. Below are listed some suggestions for classroom use:

California Career Planning Guide 2003-5, Compiled and edited by Victoria King & Charlse
Carwright, California Career Resource Network
Knowdell Career Values Deck, Career Trainer, 3629 W. MacArthur Blvd., Santa Ana, CA
College & Career Success, 2nd Edition, Marsha Flalick, Kendall/Hunt Publishing Co
Becoming a Master Student 11th Edition, Dave Ellis, Houghton, Mifflin Co.
Basic Study Skills for Academic Success, H. Prashker, Linmore, 1991
Career Planning and Development, L. Masters, South-Western, 1992
Study Skills for Adults, Steck-Vaughn, 1994

PREPARED BY Raymond Ramirez DATE: 4/85

REVISED BY Esther Matthew/Gary Gleckman DATE: 2/14/07

REVISED BY Instructional Services, SLOs added DATE: 03/03/17

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog