Modesto Junior College
Course Outline of Record
GUIDE 116

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

GUIDE-116 Orientation for Re-Entry Adults 2 Units

Advisory: Before enrolling in this course, students are strongly advised to speak, write, and understand the English language.

Designed to help new or returning adult students be successful in college after having been out of school for a number of years. Acquaints students with college services, programs, and requirements, and numerous topics related to academic and career success. These topics include adult transitions, self exploration, educational planning, study skills, time management, learning styles, goal setting, career exploration, and other topics related to student success. Students must complete a conference with a counselor during the semester. An educational plan will be developed based on student's academic and career goals. Field trips are not required. Course is applicable to the associate degree.

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   • 1. SELF EXPLORATION
      a. Adult life transitions, life changes
      b. Influences on development of the self and self-esteem
      c. Social support, family support, relationship issues
      d. College experiences as part of the process of growth

   2. STUDENT SUCCESS SKILLS
      a. Motivation
      b. Study Skills
      c. Time Management
      d. College Resources and Student Services
      e. Learning Styles

   3. EDUCATIONAL PLANNING
      a. MJC policies and procedures
      b. MJC graduation requirements
      c. California college systems and degrees
      d. MJC degrees and certificate programs and requirements
      e. Transfer programs and requirements
      f. General education
      g. Majors and areas of emphasis
      h. Use of technology such as ASSIST

   4. LIFE PLANNING
      a. Life planning processes
      b. Values
      c. Goal setting
      d. Decision-making

   5. CAREER EXPLORATION
      a. Career assessment inventories
b. Importance of Interests, Values, Aptitudes, and Personality

c. Career resources

B. ENROLLMENT RESTRICTIONS

1. **Advisories**

Before enrolling in this course, students are strongly advised to speak, write, and understand the English language.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Speak, write, read and understand the English language

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>18.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>18.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture/discussion
2. Large and small group discussions
3. Media presentations
4. Structured problem-solving exercises
5. Guest speakers
6. Interactive exercises and games

E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Reading assignments will be given at least once a week. These will consist of chapters in a student success textbook or articles handed out by the instructor.

   Writing assignments will be given in which the students will develop their knowledge and skills in the areas of academic and life success. These assignments may include self-development topics such as influential life experiences, relationship issues, career and life goals, and self-esteem issues. Academic topics may include writing a practice essay, note-taking, or goal setting.
Other assignments may be given (if the instructor chooses) that allow the student to learn in more creative, hands-on, non-written ways, to accommodate a variety of learning styles. These assignments may include making a collage of your life goals, making a weekly time schedule, doing a Eureka career exploration online, or completing some math game worksheets to brush up on basic math skills.

Students will be required to complete at least 6 written or hands-on assignments during the semester.

Students will be required to complete one accurate Educational Plan by the end of the semester.

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking

   Examine and assess selected readings and explain how the ideas could be implemented in their own lives.

   Develop an Educational Plan based on their career and life goals.

   Discover the various learning resources and student support services available to them on the east and west campuses.

   Develop problem-solving skills when presented with a scenario in which they must evaluate various choices or propose alternative solutions.

   Students will demonstrate their ability to clarify their goals, evaluate their choices, realistically assess their skills and interests, and plan for their future, through written assignments and participation in structured class activities.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


   2. **Other:** Myers Briggs Type Indicator

   3. **Other:** Student Success textbook as selected by instructor.

III. **DESIRED LEARNING**

   A. **COURSE GOAL**

   As a result of satisfactory completion of this course, the student should be prepared to:

   Develop an accurate educational plan based on the student's educational goals. Develop, analyze, and specify their educational goals in the context of life goals, abilities, interests and values. Utilize the skills needed to be successful in college and their future life planning. Demonstrate knowledge of MJC regulations, procedures, and curricula requirements including certificate, vocational degree, and transfer degree programs.

   B. **STUDENT LEARNING GOALS**

   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. **Required Learning Goals**

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

   a. Develop, analyze, and specify their educational goals in the context of life goals, abilities, interests, and values.

   b. Demonstrate the skills needed to be successful in college and in their future life planning.
c. Demonstrate knowledge of MJC regulations, procedures, and curricula requirements including certificate, vocational degree, and transfer degree programs.

d. Create an accurate Educational Plan based on the student's educational goals.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Class activities and discussions
2. Problem-solving exercises
3. Written assignments
4. Educational planning worksheets

B. SUMMATIVE ASSESSMENT

1. Written assignments
2. Educational Plan
3. Conference with instructor