



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HDEV
Course Number:	101
Descriptive Title:	Orientation to College and Educational Planning
Division:	Behavioral and Social Sciences
Department:	Human Development
Course Disciplines:	Education, Psychology, Counseling
Catalog Description:	This course provides students with the information, skills, and resources necessary for successful educational experiences. Students will become aware of their responsibilities as students in a diverse college setting, develop an understanding of their individual learning styles, create realistic and obtainable educational and career goals, develop skills in managing time to achieve goals, and learn how to create a support network using college resources and services.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Concurrent enrollment in English 1 or eligibility for English 1A or qualification by appropriate assessment or English as a Second Language 52B and English as a Second Language 53C
Enrollment Limitation:	
Hours Lecture (per week):	1
Hours Laboratory (per week):	0
Outside Study Hours:	2
Total Course Hours:	18
Course Units:	1
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	

Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Educational Planning</p> <p>Students will identify and apply resources, tools and procedures to create educational goals and an educational plan.</p> <p>SLO #2 Qualities of Successful Students</p> <p>Students will analyze personal qualities and skills necessary for success in college and demonstrate how to apply these to achieving academic goals.</p> <p>SLO #3 Campus Resources and Support Networks</p> <p>Students will be able to identify resources and apply strategies for cultivating an effective support network on a college campus.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Analyze the personal qualities and skills associated with success in a diverse college setting. 2. Examine individual learning styles and personality types and determine how they apply to student success in college. 3. Identify and implement the components of successful goal setting. 4. Assess and develop personal, educational, and professional goals. 5. Identify strategies for effective time management and develop a time management plan. 6. Evaluate the components necessary to create an individual educational plan. 7. Identify and access available resources and support services.
Major Topics:	<p>I. Course Overview (2 hours, lecture)</p> <ol style="list-style-type: none"> A. Qualities of Successful Students B. Introduction to Higher Education <p>II. Transitioning to College (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Accepting Personal Responsibility B. The Power of Choice C. Value of Higher Education D. Mission of El Camino College E. Student Rights and Responsibilities F. College Culture and Customs G. Registration Procedures <p>III. Increasing Self-Awareness (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Assessing Personality Styles B. Recognizing Strengths, Limitations, and Learning Styles C. Understanding Diversity

	<p>D. Developing Tolerance</p> <p>IV. Decision-Making and Goal-Setting (3 hours, lecture)</p> <p>A. Discovering Self-Motivation B. Qualities of Successful Goals C. Goal Setting Tools D. Options and Choices at College</p> <p>1. Certificate(s) 2. Associate in Arts Degree 3. Associate in Science Degree 4. Transfer 5. Major Requirements</p> <p>E. Developing an Educational Plan</p> <p>V. Mastering Self-Management (3 hours, lecture)</p> <p>A. Time Management Tools and Systems B. Schedules and Planners C. Developing Self-Discipline</p> <p>VI. Developing Interdependence (4 hours, lecture)</p> <p>A. Creating a Support Network B. Academic Support Services C. Student Support Services</p>
Total Lecture Hours:	18
Total Laboratory Hours:	0
Total Hours:	18
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Identify and list the courses needed to graduate with an Associate in Arts or an Associate in Science degree, and/or transfer in a particular major. Develop an educational plan to meet this goal.
Critical Thinking Assignment 1:	In a two- to three-page typed essay, analyze each of the four colors in the True Colors Personality System and then describe your color spectrum, beginning with your primary color. This description must include examples of typical perceptions, beliefs, and behaviors consistent with your primary color and an explanation of how these characteristics generate esteem or stress for someone with this color spectrum.
Critical Thinking Assignment 2:	Create a plan which includes short-term and long-term educational and career goals. Assess these goals to determine whether they meet the DAPPS Rule: Dated, Achievable,

	Personal, Positive, and Specific. Make any necessary revisions to your plan based upon your assessment.
Other Evaluation Methods:	Essay Exams, Journal kept throughout course, Objective Exam, Term or Other Papers, Written Homework
Instructional Methods:	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	S. Downing and J. Brennan, <u>On Course: Strategies for Creating Success in College and in Life</u> , 9th edition, Cengage, 2020.
Alternative Textbooks:	
Required Supplementary Readings:	Current El Camino College Catalog
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	Concurrent enrollment in English 1 or or English as a Second Language 52B and English as a Second Language 53C
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and assignments.</p> <p>ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> <p>Employ strategies to interpret college-level reading related to cognitive, psychological, social and physical factors influencing success in college and in life.</p>

	<p>ESL 52B - Apply basic reading skills such as skimming, scanning, reading for comprehension, and critical reading in academic, personal, and professional situations.</p> <p>Apply critical thinking skills and appropriate strategies in the writing process in order to compose, revise and edit journals, written homework, essay exams and papers.</p> <p>ESL 53C - Apply critical thinking skills to college-level expository prose for the purpose of writing and discussion.</p>
Requisite Skill:	eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>This course involves reading college level textbooks, written assignments and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	C. Hardy, A. Flores, C. Phillips
Date:	01/08/1992
Last Reviewed and/or Revised by:	Kristie Daniel DiGregorio
Date:	11/16/2021
Last Board Approval Date:	1/18/2022