Statewide Healthcare Curriculum:

Introduction to Post-Secondary Education Module

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*Supplemental materials can be located in flash drive file labeled: HC Post-Sec Resource File

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FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for healthcare professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and healthcare professionals, engage in collaborative and individual projects involving authentic materials and resources, visit healthcare and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with program coordinator as well as academic and employment professionals.
- ✓ Site visits to healthcare and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules may adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's own target population and adult learners of lower and higher academic levels.
- ✓ Referenced resources, relevant internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.

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- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

Module Description: The Post-Secondary Education Module is for the adult learner who will enter post-secondary education in the very near future. The curriculum will guide students in the exploration of continuing their education in the world of higher education and/or vocational training. Prospective post-secondary students will examine available programs of study and their entrance requirements, costs, and admission procedures. Students will examine their personal and academic needs and the opportunities and systems available to them in order to ensure future success. The module is divided into two units of study: **Unit I: Pre-Admission and Identification of Barriers to Program Entrance, Unit II: Application for Admission and Entrance Preparation.**

Suggested Prerequisite: Career Awareness Module, Unit I

i-Pathways Alignment with the Statewide Healthcare Curriculum: The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the Statewide Healthcare Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

Module Objectives:

Students will:

- Create, review, and/or revise short-term and long-term educational goals in the pursuit of profession or career
- Demonstrate an understanding of the requirements and procedures for admission into a selected program of study
- Identify personal criteria for post-secondary program of study

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- Explore and evaluate a variety of programs of study which will meet previously discerned personal criteria
- Demonstrate knowledge of barriers to achieving personal goals for success in post-secondary education
- Demonstrate awareness of and access to a variety of support resources to manage or overcome barriers to success
- Demonstrate beginning understanding of knowledge, habits, support, and resources inherent to success in post-secondary education

Learning Outcomes

Students will:

- Create, with the help of an academic professional, a list of evaluative criteria to meet students' needs for program of study
- Access and complete online test preparation activities for entrance tests and exams
- Participate in informational interview with bridge coordinator or academic advisor in order to learn of support and/or financial resources available for students' success
- Attend and summarize crucial knowledge of post-secondary education acquired from a college fair
- Identify barriers to achieving academic goals
- Participate in financial aid informational session or workshop offered by learning institution
- Demonstrate working knowledge of, and/or complete the FAFSA form
- Conduct an informational interview with at least one admissions representative from selected learning institution or program of study
- Complete an independent research project utilizing a variety of online sources, authentic reading materials and informational interviews
- Demonstrate working knowledge of requirements, costs, and licensing requirements for a specific profession or program of study
- Complete an application for admission to a selected program of study with the guidance of bridge coordinator, course instructor, or academic advisor
- Demonstrate proficiency in note-taking as a form of focused listening
- Advance critical thinking skills in research, problem-solving, and inquiry
- Identify and practice a variety of useful strategies and habits of self-advocacy in the pursuit of information and resources to meet specific personal needs

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Methods of Instruction

- Lecture
- Small and large group discussions
- Role playing
- Guest speakers/consultants
- Participation in college fairs and learning institution events
- Reflective writing
- Hands-on activities and demonstrations
- Online activities and research
- Collaboration for investigation, problem-solving, projects
- Informational interviews

Methods for Evaluating Student Performance

- Self-assessments
- Teacher designed checklists

Module Overview

Unit I: Pre-Admission

A. Review and examination of educational training requirements
B. Exploration of options for programs of study
C. Identification of barriers to program entrance
D. Identification of available resources

Unit II: Application for Admission and Entrance Preparation

A. The application process
B. Interview, application essay, entrance exams
C. Entrance preparation
D. Placement procedures and testing
E. Registration procedures
F. Student services and resources
G. Participation in student life
H. Succeeding in the transition

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Module Outline

Unit I: Pre-Admission Process

1. Examine educational and training requirements for chosen healthcare profession
    a. Check online resources
    b. Examine college catalogs
    c. Guest speakers from local programs
    d. Representatives of healthcare professions
    e. Refer to Career Path Portfolio and information from Career Awareness Module

2. Explore programs of study
    a. List of criteria for choosing a program of study
    b. Discussion of elements to consider when choosing a program of study
        i. Cost, location, transportation
        ii. Family and work obligations
        iii. Program quality and reputation
        iv. Job placement services
        v. Special services
        vi. Financial aid opportunities
    c. Prioritize list according to student's individual needs and goals

3. Explore learning institutions
    a. Research various learning institutions
    b. Compile and compare information on:
        i. Location and schedules for college fairs
        ii. Community colleges
        iii. Training and licensing agencies
        iv. Vocational-technical training institutions
        v. Online degrees and training
        vi. Internships, apprenticeships, on-the-job training

4. Indentify program costs
    a. Compare costs of various programs

5. Apply for financial aid
    a. FAFSA
    b. Institutional resources
    c. Scholarships
    d. Grants

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6. Identify individual needs for program entrance and available resources
   a. Child care
   b. Transportation
   c. Academic proficiency
   d. Language proficiency
   e. Legal status

Unit II: Application for Admission and Entrance Preparation

1. Application for Admission
   a. Admissions requirements
      i. Application guidelines
      ii. Application deadlines
   b. Complete applications for admission

2. College application essays
   a. Steps for writing an essay
   b. Practice writing college application essays
   c. Refer to: Contextualized Writing Module, Unit II

3. College Entrance and Placement Exams
   a. Discuss test-taking strategies
   b. PowerPoint: Taking a Test
   c. College entrance and placement practice tests

4. Entrance Preparation
   a. Registration procedures
   b. Counseling appointments
   c. Obtaining ID's, permits, textbooks
   d. Use of technology and electronic communication
   e. Tour of local community college
   f. Student support services
   g. Participation in student life

5. Succeeding in the Transition
   a. Student success in college
   b. Qualities and habits of a successful student
   c. Questions and concerns
   d. Future plans