

Course: College Transition

PEIMS Code: N1290050

Abbreviation: CLGTRN

Number of credits that may be earned: .5 - 1

Brief description of the course (150 words or less):

College Transition is a high school course designed to equip students with the knowledge, skills and abilities necessary to be active and successful learners both in high school and in college.

Essential Knowledge and Skills of the course:

College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal-setting, effective time management, handling stress, note-taking, active reading, test-taking strategies, and conducting research to name just a few. The College Transition course provides the means and training for students to research financial scholarships and grant opportunities, complete applications, and explores technical schools, colleges and universities. With the increased emphasis on post-secondary education through the 4x4 requirement, and the development of the college readiness standards, students do not have a course that will provide them the opportunities to meet these post secondary educational opportunities in grades 10, 11 and 12, the traditional time for students to apply to various colleges, universities, and technical schools

Description of the specific student needs this course is designed to meet:

Study Skills

- (1) The student analyzes the characteristics of effective notes and applies selected note-taking styles to appropriate academic settings. The student is expected to:
 - (A) explain the importance of good notes;
 - (B) participate in a class discussion about the characteristics of effective note-taking;
 - (C) define the major characteristics of different methods of note-taking such as parallel, split-page, and discussion columns methods;
 - (D) demonstrate understanding of different methods of note-taking by applying each method to a selected lecture topic; and
 - (E) take notes in another academic class using one of the three note-taking methods taught in the

course.

(2) The student understands the skills of time management and the tools of organization. The student is expected to:

- (A) prioritize personal and academic goals;
- (B) complete a worksheet accounting for weekly activities to identify how much time is available to study;
- (C) identify methods for creating more time to study;
- (D) analyze and discuss current habits as it relates to time management and procrastination;
- (E) develop a personal time management system that includes creating and maintaining a weekly schedule and a to-do list;
- (F) identify characteristics of appropriate study environments;
- (G) identify and create a plan for minimizing time and energy zappers; and
- (H) work in groups to discuss the causes and effects of procrastination and ways to combat procrastination.

(3) The student explores and utilizes different approaches for college-level assessments. The student is expected to:

- (A) complete a survey detailing current approaches and attitudes toward objective exams;
- (B) complete an activity that emphasizes the importance of reading directions;
- (C) describe general guidelines for being successful on any college-level exam;
- (D) understand the concept of “distributed” versus “massed” practice and the advantages of distributing study sessions over time versus cramming for tests;
- (E) discover and utilize campus resources to aid in preparing for exams;
- (F) utilize rehearsal strategies such as reciprocal questioning, talk-throughs, concept cards, timelines, question and answer, and charting when preparing for exams;
- (G) create a system for organizing and synthesizing course materials such as a jot list to prepare for objective and essay exams;
- (H) contrast memorization versus higher-level thinking in relation to exam preparation; and
- (I) describe various hints for successfully completing a test such as eliminating answers and using information from other questions.

Memory and Cognition

- (4) The student understands the role of memory in learning. The student is expected to:
- (A) participate in a class exercise that illustrates the concept of divided attention;
 - (B) describe the process of memory acquisition using the terms sensory memory, short-term memory, and long-term memory;
 - (C) distinguish between shallow and deep processing in long-term memory;
 - (D) participate in small group activities to illustrate the importance of chunking material;
 - (E) utilize specific memorization strategies such as mnemonics, chunking, deep processing, cues, and prior knowledge; and
 - (F) discuss how health relates to memory.
- (5) The student analyzes the characteristics of rehearsal strategies and applies selected rehearsal strategies to appropriate academic settings. The student is expected to:
- (A) discuss the importance of rehearsal strategies for deep processing of course material;
 - (B) distinguish between oral and written rehearsal strategies;
 - (C) participate in a class activity demonstrating selected rehearsal strategies;
 - (D) develop examples of concept cards using material from a different course; and
 - (E) describe how to use rehearsal strategies when studying.

Career Exploration, Motivation, and Goal-Setting

- (6) The student explores and analyzes a variety of career options as a function of interests, skills, and values. The student is expected to:
- (A) participate in a class activity illustrating the importance of making a career decision on one's lifestyle, health, and budget;
 - (B) determine individual skills, interests, and values;
 - (C) describe how individual differences such as interests, skills, and values predict how well individuals fit in specific careers;
 - (D) complete an online career interest and aptitude assessment that matches interests, skills, and values to career clusters; and
 - (E) create a career portfolio by exploring majors required for career clusters, exploring internships or volunteer work, and interviewing experts in a chosen career field.



(7) The student analyzes the characteristics of effective goals and develops personal goals for education, career, and recreation. The student is expected to:

- (A) describe the importance of goals for accomplishing academic tasks;
- (B) define the characteristics of effective short-term and long-term goals;
- (C) set short- and long-term goals for education, career, and recreation;
- (D) participate in a group activity discussing barriers to goals;
- (E) describe the difference between mastery- and performance-goal orientation; and
- (F) complete a project to change a habit using short-term goals.

(8) The student understands the role of motivation in learning. The student is expected to:

- (A) participate in a group discussion about what motivates them to do well in college;
- (B) describe how to develop positive self-efficacy beliefs;
- (C) define attributions and describe how both internal and external locus of control play a role in academic success;
- (D) apply the constructs of self-efficacy and attributions to personal motivation; and
- (E) develop methods to increase the value components of academic success in their lives through the use of rewards and other reinforcers.

Understanding Campus Resources and College Culture

(9) The student explores the differences between high-school and college and analyzes a variety of campus resources and how to utilize them in appropriate situations. The student is expected to:

- (A) participate in both small group and class discussions about the ways in which college is different from high-school;
- (B) participate in a class activity identifying the characteristics of successful students;
- (C) describe the importance of communicating with faculty members outside of class;
- (D) conduct an interview of a faculty member;
- (E) send an email message to course instructors utilizing the characteristics of an appropriate email message;
- (F) describe the functions of the college's online management system;
- (G) participate in a group activity outlining the appropriate steps to take when a course issue arises;

(H) discuss how college services can be utilized to support academic success in a variety of situations; and

(I) participate in class discussions about the long-term social and economic benefits of obtaining college degrees and how access to education varies around the world.

Research and Writing

(10) The student evaluates and applies strategies to improve reading comprehension. The student is expected to:

- (A) discuss the importance of warming-up before reading;
- (B) survey sample textbooks in-class for features such as graphs, maps, and bold-faced terms;
- (C) preview reading assignments before actually starting to examine subtitles and other features;
- (D) discuss the advantages of annotating versus highlighting;
- (E) discuss the potential pitfalls of annotations;
- (F) analyze and create sample annotations in groups; and
- (G) annotate five pages of text from a selected course textbook.

(11) The student analyzes the characteristics of college-level writing and the process of conducting research to write college papers. The student is expected to:

- (A) participate in a class discussion about the four major characteristics of high school writing and the five major characteristics of college writing;
- (B) understand the definitions and purposes of both primary and secondary sources;
- (C) understand the various types of plagiarism and the consequences for academic theft; and
- (D) write an academic paper utilizing scholarly references and interviews of three classmates.

Personal Wellness

(12) The student evaluates the consequences of stress and develops positive coping strategies to address a variety of stressors. The student is expected to:

- (A) complete a survey that evaluates the level of current stress in the student's life;
- (B) describe the major sources and consequences of stress;
- (C) participate in relaxation exercises;
- (D) participate in small group discussions regarding academic stressors such as public speaking

anxiety, math anxiety, and test anxiety; and

- (E) develop a personal plan for overcoming stressors.

Learning Styles and Active Learning

(13) The student studies various styles of learning to better understand the learning process in academic environments. The student is expected to:

- (A) complete online learning inventories;
- (B) participate in classroom activities illustrating the differences between visual, auditory, and kinesthetic learners;
- (C) define the major characteristics of visual, auditory, and kinesthetic learners; and
- (D) evaluate and implement strategies to adapt to any learning environment.

(14) The student analyzes specific characteristics of active and passive learners to improve study environments. The student is expected to:

- (A) compare and contrast passive and active learning;
- (B) illustrate assigned characteristics of active (and passive) learning in a skit; and
- (C) discuss and analyze the eight characteristics of active learners and the benefits of active learning.

Intellectual Curiosity

(15) The student will engage in inquiry and dialogue to determine related field of interests. The student is expected to:

- (A) participate in a personality profile survey and interest inventory;
- (B) use the internet to research fields of study related to the results from profile and interests surveys;
- (C) choose one field of study to research more thoroughly; and
- (D) investigate continuing educational opportunities for their narrowed field of study.

(16) The student will illustrate and present findings about field of interest and continuing education. The student is expected to:

- (A) create a presentation illustrating findings; and
- (B) present findings.

(17) After presentations, the student will engage in constructive feedback and discussions regarding fields of study. The student is expected to:

- (A) present point of view and provide valid evidence to support findings;
- (B) recognize conflicting information; and
- (C) discuss differing viewpoints while remaining neutral.

Reasoning

(18) The student will consider surveys and information gathered to continue study in field of interest. The student is expected to:

- (A) interview and observe professionals in field of interest;
- (B) interview college professors in field of interest; and
- (C) narrow continuing education choices to schools that address field of interest.

(19) The student will gather data regarding various continuing educational opportunities. The student is expected to:

- (A) contact admissions directors to obtain information concerning departments or schools that address field of interest; and
- (B) evaluate information gathered to further narrow continuing educational choices to selection of final school choice(s).

Problem Solving

(20) The student will research the admissions process and guidelines for final school choices. The student is expected to:

- (A) gather necessary documentation for admission applications; and
- (B) investigate requirements from each institution:
 - (i) request letters of recommendation if required;
 - (ii) plan essays required for admission applications; and
 - (iii) create a degree plan.

(21) The student will explore various avenues for paying expected tuition. The student is expected to:

- (A) participate in demonstrations on applying for financial aid:
 - (i) FASFA;
 - (ii) scholarships;



- (iii) grants;
 - (iv) student loans;
 - (v) work study programs; and
 - (B) apply for financial aid using applications selected.
- (22) The student will investigate the application process and options for student housing. The student is expected to:
- (A) investigate institution guidelines for student housing:
 - (i) deadlines;
 - (ii) deposits/refunds;
 - (iii) roommates and other responsibilities; and
 - (B) complete housing applications.
- (23) The student will gather information about other fees. The student is expected to:
- (A) investigate meal plans; and
 - (B) investigate campus fees such as
 - (i) school fees;
 - (ii) labs;
 - (iii) organizational fees; and
 - (iv) parking.

Academic Behaviors

- (24) The student will work independently. The student is expected to:
- (A) fill out applications; and
 - (B) meet deadlines.
- (25) The student will work collaboratively. The student is expected to:
- (A) collaborate with other students with common interests;
 - (B) participate in campus tours;
 - (C) gather views from students with various cultural and ethnic backgrounds; and

(D) discuss work habits effecting student success:

- (i) retention rates;
- (ii) social life;
- (iii) time management;
- (iv) study habits;
- (v) self monitoring; and
- (vi) orientation programs.

Academic Integrity

(26) The student will participate in collaborative groups to share information. The student is expected to:

- (A) document the work of others, and never claim credit for other's work; and
- (B) define plagiarism and discuss the consequences of academic dishonesty.

(27) The student will follow and adhere to ethical codes of conduct. The student is expected to:

- (A) follow copyright laws and restrictions; and
- (B) use technology responsibly:
 - (i) avoid malice;
 - (ii) avoid misrepresentation; and
 - (iii) avoid misleading use of information.

Use of Technology and Data

(28) The student researches and develops a college profile. The student is expected to:

- (A) research college/universities/technical schools;
- (B) design and make a visual presentation, including:
 - (i) define page layouts;
 - (ii) utilizing drawing tools; and
- (C) produce a persuasive document based on research:
 - (i) complete online research on personality traits;

- (ii) demonstrate proficiency in spelling, and proofreading; and
 - (iii) apply correct format for documentation.
- (29) The student prepares complex documents designed to complete the admissions process. The student is expected to:
- (A) utilize mail merge to:
 - (i) create letters;
 - (ii) create envelopes;
 - (iii) create labels; and
 - (B) create resumes using word processing templates; and
 - (C) create letters of application.
- (30) The student uses spreadsheet skills to produce cost analysis to determine scholarship and financial aid possibilities. The student is expected to:
- (A) create comparisons of cost;
 - (B) create projected cost;
 - (C) create what-if assumptions; and
 - (D) produce a document based on research:
 - (1) use complex scenarios to analyze data;
 - (2) apply formatting; and
 - (3) apply borders and shading.
- (31) The student uses database skills to produce data management of college selections. The student is expected to:
- (A) design a database to manage contacts; and
 - (B) prioritize fields and report results.
- (32) The student researches the college registration process, college majors, and degrees of study information via telecommunications software with supervision. The student is expected to:
- (A) demonstrate constructive work habits;
 - (B) prioritize request to meet deadlines;



(C) exhibit characteristics for continued relationships:

- (1) demonstrate corrective criticism; and
- (2) exercise self-control.

The proposal for this course is a direct result of a needs assessment and research. Quantitative data indicate increasingly large numbers of unprepared students, rising numbers of developmental education participation, and decreased persistence to college-level coursework. Focus groups of students and staff underscore the need for a course that focuses on providing students with the tools they need to succeed in college.

Students entering both high school and college need specific instruction in time management, organization and study skills, and motivation. They also need a structured introduction to the importance of a college education as well as the options available in high school and beyond. This need will become greater as the changes in the 4x4 requirement and end-of-course exams are enforced. It is essential that students have the format and guidance early in their high school careers that enables them to identify their own skill sets and interests and to establish their individual goals.

Major resources and materials to be used in the course:

The course contains numerous comprehensive lesson plans covering learning styles, time management, active learning, memory, test preparation, goal-setting, career exploration, handling stress, annotations, rehearsal strategies, college writing, the college admissions process, research, and campus culture.

The major resources and materials may include the following:

- (1) Textbook: Holschuh, J. P., & Nist, S. L. (2007). *Effective College Learning* (ISBN 0-321-39543-3). Pearson Longman Publishers or other texts meeting the student expectations.
- (2) Discover Career Exploration Program online
- (3) *Achieve College Success...Learn How in 20 Hours or Less* by Raymond Gerson
- (4) Other applicable Career Exploration programs
- (5) College faculty and staff
- (6) College library

The College Board's nationally recognized college and career planning site will provide instructional material for this course. The ACT, SAT, Kuder software, the Federal Student Aid web site including the Free Application for Student Aide form and other web sites and software programs will provide additional instructional, and research material. Current technology such as data projectors, computers, and smart board will be used extensively. There will be an effort of seeking advice from the high school counselor, and members of other professional associations.

Required activities and sample optional activities to be used:

- (1) Interview of a local college faculty or staff member
- (2) Use of Career Program to explore career choices
- (3) College campus tour, with emphasis on the library and research skills
- (4) Campus resources assignment
- (5) Research paper
- (6) Personal Time Management Analysis
- (7) Note-taking project
- (8) Annotation of selected text
- (9) Rehearsal strategies project
- (10) Goal-setting project
- (11) Development of concept cards
- (12) Online learning styles and personality inventories
- (13) Guest speaker

Optional activities include:

- (1) College Profile
- (2) Admissions essays
- (3) Scholarship applications
- (4) Cost comparisons/financial aid
- (5) Freshman schedule and degree plan
- (6) Resumes/reference Letters
- (7) Roommates/Housing selection

Methods for evaluating student outcomes:

Evaluation of student outcomes, knowledge, and content will be integrated into the learning experience through application and laboratory experiences. The best assessment of that learning will be the student's ability to evaluate the problem and apply appropriate methods, solutions, and techniques to simulated and real-life situations. In addition, students will be evaluated through traditional methods, utilizing both formative and summative periodic assessment.

Required qualifications of teachers:

Instructors will hold a valid Texas Teacher Certification. The teacher would be able to receive additional training from national and state educational associations such as the Texas Education Agency, Education Service Centers, Texas Career Education, and the Texas Counseling Association by attending a variety of workshops and training sessions.

Additional information (optional):