

Course: College Transition  
PEIMS Code: N1290050  
Abbreviation: CLGTRN  
Grade Level(s): 9-12  
Number of Credits: 1.0

*Course description:*

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. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to meet these post-secondary opportunities in grades 9-12.

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

Students entering both high school and college need specific instruction in time management, organization, 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. It is essential that students have the format and guidance early in their high school careers that enable them to identify their own skill sets and interests to establish their individual goals.

*Essential knowledge and skills:*

- (1) Study skills. 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) Study skills. 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 they relate 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) Study skills. The student explores and applies 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 use campus resources to aid in preparing for exams;
  - (F) use 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.
- (4) Memory and cognition. The student understands the role of memory in learning. The student is expected to:

- (A) describe the process of memory acquisition using the terms sensory memory, short-term memory, and long-term memory and distinguish between shallow and deep processing in long-term memory;
  - (B) participate in small group activities to illustrate the importance of chunking material;
  - (C) use specific memorization strategies such as mnemonics, chunking, deep processing, cues, and prior knowledge; and
  - (D) discuss how health relates to memory.
- (5) Memory and cognition. 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.
- (6) Career exploration, motivation, and goal setting. 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 based on one's lifestyle, health, and budget;
  - (B) determine one's own(?) 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 certain career clusters, exploring internships or volunteer work, and interviewing experts in a chosen career field.
- (7) Career exploration, motivation, and goal setting. 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-term 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) Career exploration, motivation, and goal setting. The student understands the role of motivation in learning. The student is expected to:
- (A) participate in a group discussion about what motivates students 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.
- (9) Understanding campus resources and college culture. The student explores the differences between high-school and college and analyzes a variety of campus resources and how to use 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.
- (10) Research and writing. 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 instructional materials 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) Research and writing. 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) discuss the definitions and purposes of both primary and secondary sources;
  - (C) analyze the various types of plagiarism and the consequences for academic theft; and
  - (D) write an academic paper incorporating scholarly references and interviews of three classmates.
- (12) Personal Wellness. 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.
- (13) Learning styles and active learning. 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) Learning styles and active learning. 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.
- (15) Intellectual curiosity. The student engages in inquiry and dialogue to determine related field of interests. The student is expect 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) research one field of study thoroughly; and
  - (D) investigate continuing educational opportunities for the selected field of study.
- (16) Intellectual curiosity. The student illustrates and presents findings about fields of interest and continuing education. The student is expected to:
- (A) create a presentation illustrating findings; and
  - (B) present findings.
- (17) Intellectual curiosity. After presentations, the student engages in constructive feedback and discussions regarding the identified fields of study. The student is expected to:
- (A) present a point of view and provide valid evidence to support findings;
  - (B) recognize conflicting information; and
  - (C) discuss differing viewpoints while remaining neutral.
- (18) Reasoning. The student considers surveys and information gathered to continue study in field of interest. The student is expected to:
- (A) interview and observe professionals in selected fields of interest;
  - (B) interview college professors in selected fields of interest; and
  - (C) narrow continuing education choices to schools that address the selected fields of interest.
- (19) Reasoning. The student gathers data regarding various continuing educational opportunities. The student is expected to:

- (A) contact admissions directors to obtain information concerning departments or schools that address selected fields of interest; and
  - (B) evaluate information gathered to further narrow continuing educational choices to selection of final school choice(s).
- (20) Problem Solving. The student researches 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, including requesting letters of recommendation if required; planning essays required for admission applications; and creating a degree plan.
- (21) Problem Solving. The student will explore various avenues for paying expected tuition. The student is expected to:
- (A) demonstrate skills necessary to apply for various forms financial aid such as FASFA, scholarships, grants, student loans, and work study programs.
  - (B) apply for financial aid using applications selected.
- (22) Problem Solving. The student will investigate options for student housing and the application process. The student is expected to:
- (A) investigate institution guidelines for student housing, including deadlines, deposits/refunds, and roommates and other responsibilities; and
  - (B) complete a housing application.
- (23) Problem Solving. The student will gather information about other fees associated with attending college. The student is expected to:
- (A) investigate meal plans; and
  - (B) investigate campus fees such as school fees, labs, organizational fees, and parking.
- (24) Academic behaviors. The student works independently to understand the correct processes and procedures that are necessary to complete appropriate tasks that can help benefit their post-secondary goals. The student is expected to:
- (A) fill out college and scholarship applications; and
  - (B) meet appropriate college and scholarship deadlines.
- (25) Academic behaviors. The student works collaboratively with fellow classmates to explore and understand what postsecondary education entails. 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, such as retention rates, social life, time management, study habits, self-monitoring, and orientation programs within colleges.
- (26) Academic integrity. The student participates 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) Academic integrity. The student follows and adheres to ethical codes of conduct. The student is expected to:
  - (A) follow copyright laws and restrictions; and
  - (B) use technology responsibly, including avoiding malice, misrepresentation, and misleading use of information.
- (28) Use of technology and data. 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 defining page layouts and using drawing tools; and
  - (C) produce a research-based persuasive document, including
    - (i) completing online research on personality traits
    - (ii) demonstrating proficiency in spelling, and proofreading; and
    - (iii) applying correct format for documentation.
- (29) Use of technology and data. The student prepares complex documents designed to complete the admissions process. The student is expected to:
  - (A) use a mail merge feature to create letters, envelopes, and labels;
  - (B) create a resume using word processing templates; and
  - (C) create letters of application.
- (30) Use of technology and data. The student uses spreadsheet skills to produce a cost analysis to determine scholarship and financial aid possibilities. The student is expected to:
  - (A) create comparisons of costs;
  - (B) create projected costs;
  - (C) create what-if assumptions; and
  - (D) produce a financial spreadsheet based on research, including
    - (i) using complex scenarios to analyze data;



- (ii) applying formatting; and
  - (iii) applying borders and shading.
- (31) Use of technology and data. The student uses database skills to manage data of college selections. The student is expected to:
- (A) design a database to manage contacts; and
  - (B) prioritize fields and report results.
- (32) Use of technology and data. The student researches the college registration process, college majors, and degrees of study via telecommunications software with supervision.

*Major resources and materials:*

Nist-Olejnik, Sherrie and and Jodi Patrick Holschuh (2016). *College Rules* (4<sup>th</sup> ed.). Berkley: Ten Speed.  
Gladwell, Malcom (2008). *Outliers: The Story of Success*. New York: Little, Brown and Co.

*Suggested course activities:*

- Note taking
- Career Exploration and Research
- Time management strategies
- Research and annotation
- Critical reading strategies
- Improve writing and editing skills
- Collaborative projects and presentations
- Stress relief and strategies for self-care
- Goal setting
- Learning style inventories
- College searches
- Complete financial aid and scholarship applications
- Use technology to create products of learning
- Appropriate communication for college and career success

*Suggested methods for evaluating student outcomes:*

- When taught as a high-school course, 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 real-life situations. In addition, students will be evaluated through traditional methods, utilizing both formative and summative periodic assessment. Evaluation will include: Class Participation and Discussion (Active Learning), Research papers, Collaborative projects and presentations, Exams, Journaling and reflection, and Consistent attendance.

- When taught as a college course, the final grade consists of two exams, journaling, participation, Quizzes, Attendance, reflection paper, annotated bibliography.

*Teacher qualifications:*

*An assignment for College Transition is allowed with a valid Texas secondary classroom teaching certificate.*

Additionally, it is recommended that the teacher of assignment hold any one of the following certificates:

- Counselor (Grades PK-12)
- School Counselor (Early Childhood-Grade 12)

*Additional information:*