



College Transition

PEIMS Code: N1290050

Abbreviation: CLGTRN

Grade Level(s): 9-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

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 (such as goal setting, effective time management, stress management, note taking, active reading, test-taking strategies, and research methods) that are proven to lead to academic success. 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 postsecondary education, students need opportunities to learn how to excel in a postsecondary environment while in grades 9–12.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 9–12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) *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 (such as goal setting, effective time management, stress management, note taking, active reading, test-taking strategies, and research methods) that are proven to lead to academic success. 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 postsecondary education, students need opportunities to learn how to excel in a postsecondary environment while in grades 9–12.
 - (2) *College Transition* is a forward-looking course designed to equip students with explicit skills and experiences useful in postsecondary coursework whether in dual credit or after graduation. The

College Transition

strands in this course are designed to provide students entering both high school and college with instruction in time management, organizational skills, study skills, and maintaining motivation. The course also provides an introduction to the importance of a postsecondary education and options available to students after high school along with guidance early in their high school careers to identify their skill sets, interests and individual goals.

- (3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

- (1) Study skills—note taking. The student analyzes the characteristics of effective notes and applies selected note-taking styles to the academic settings. The student is expected to:

- (A) explain the importance of note-taking to academic success;
- (B) describe characteristics of effective note-taking;
- (C) compare various methods of note-taking, including parallel, split-page, and discussion columns methods; and
- (D) apply note-taking methods, including parallel, split-page, and discussion columns methods, to a selected lecture topic and evaluate each method for effectiveness and personal preference.

- (2) Study skills—time management. The student evaluates time management strategies and organization tools used to maximize learning. The student is expected to:

- (A) analyze a week in the life of a student to identify time spent in school and extracurriculars and studying, participating in leisure activities, engaging in personal hygiene, and sleeping;
- (B) analyze a weekly schedule to identify how to maximize time allotted for studying;
- (C) analyze and discuss personal habits as they relate to time management and procrastination;
- (D) develop a personal time management system that includes creating and maintaining a weekly schedule and a to-do list;
- (E) identify characteristics of appropriate study environments;
- (F) research and identify how to establish healthy time management habits;
- (G) create a plan for minimizing activities and influences that negatively impact time and energy; and
- (H) explain causes and effects of procrastination and ways to combat procrastination.

- (3) Study skills—test-taking strategies. The student explores test-taking strategies for college-level assessments. The student is expected to:

- (A) research and describe general strategies for being successful on college-level exams;
- (B) compare the concepts of “distributed practice” and “massed practice” and the advantages of distributing study sessions over time versus cramming for tests;
- (C) identify and demonstrate the use of resources, including study groups, review sessions, campus tutoring supports, and study spaces, to prepare for exams;

College Transition

- (D) create a system for organizing and synthesizing course materials such as a jot list to prepare for objective and essay exams; and
 - (E) describe various test-taking strategies, including elimination of answer choices, using information from other questions, surveying the exam, careful reading, and reviewing answers before final submission.
- (4) Memory and cognition. The student understands the role of memory in learning. The student is expected to:
- (A) research and describe sensory memory, short-term memory, long-term memory, and the process of memory acquisition;
 - (B) distinguish between shallow and deep processing in long-term memory;
 - (C) research and compare how memorization and critical thinking strategies while interacting with newly learned content impact short-term and long-term retention;
 - (D) identify and explain how to apply specific memorization strategies, such as mnemonics, chunking, deep processing, cues, and prior knowledge, to studying for a test; and
 - (E) explain how physical 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) describe rehearsal strategies such as reciprocal questioning, talk-throughs, concept cards, timelines, question and answer, and charting used to study or prepare for exams;
 - (B) identify and select rehearsal strategies appropriate for a variety of academic settings;
 - (C) explain the importance of rehearsal strategies for deep processing of academic content;
 - (D) compare oral and written rehearsal strategies used to learn academic content; and
 - (E) analyze selected rehearsal strategies during class activities.
- (6) Career exploration, goal setting, and motivation. The student investigates and analyzes a variety of career options. The student is expected to:
- (A) evaluate and describe the importance of making a career decision based on one's lifestyle, health, and values;
 - (B) determine and describe individual skills, interests, and values;
 - (C) describe how factors such as individual skills, interests, and values may predict how well individuals fit in specific careers; and
 - (D) analyze online career interest and aptitude assessment results to match interests, skills, and values with career options.
- (7) Career exploration, goal setting, and motivation. 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;

College Transition

- (C) establish and prioritize short-term and long-term goals for education, career, and recreation; and
 - (D) identify and evaluate potential barriers to goals and develop strategies to overcome those barriers.
- (8) Career exploration, goal setting, and motivation. The student understands the role of motivation in learning. The student is expected to:
- (A) identify and determine personal motivations for academic performance;
 - (B) describe how to develop positive self-efficacy beliefs;
 - (C) define the attribution theory of control;
 - (D) describe how both internal and external locus of control play a role in academic success;
 - (E) apply the constructs of self-efficacy and attributions to personal motivation; and
 - (F) develop and discuss methods, including intrinsic motivation and extrinsic motivation such as rewards and other external reinforcers, to increase the value of academic success.
- (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 the resources appropriately. The student is expected to:
- (A) compare characteristics of high school and college such as the availability of tutoring, mental health supports, and extracurricular activities;
 - (B) research and identify characteristics and behaviors of students demonstrating academic success in college;
 - (C) describe the importance of communicating with faculty members outside of class;
 - (D) describe the functions of a high school's and college's online student information system and learning management system;
 - (E) develop action plans for various course issues such as failing a first test, being sick on exam day, or having multiple final exams scheduled on one day;
 - (F) research and describe various college services and resources that are available to support student academic success; and
 - (G) evaluate and explain the long-term social and economic benefits of obtaining a college degree.
- (10) Research comprehension strategies. The student evaluates and applies strategies to improve reading comprehension. The student is expected to:
- (A) describe how warming-up can improve reading comprehension;
 - (B) identify text features such as graphs, maps, bold-faced terms, and other graphics in sample instructional materials;
 - (C) explain the benefits of previewing reading assignments before examining subtitles and other features;
 - (D) compare annotating versus highlighting text;
 - (E) explain the potential benefits and pitfalls of annotations; and
 - (F) analyze and create sample annotations.

College Transition

- (11) Research and writing. The student analyzes characteristics of college-level writing and the process of conducting research to write college papers. The student is expected to:
- (A) identify and compare the major characteristics of high school writing and college writing;
 - (B) explain the purposes of both primary and secondary sources; and
 - (C) compose a college-level academic essay citing academic research and data.
- (12) Personal Wellness. The student evaluates the consequences of stress and identifies positive coping strategies to address a variety of stressors. The student is expected to:
- (A) identify and discuss academic stressors such as public speaking anxiety, math anxiety, and test anxiety;
 - (B) research and describe the major sources and consequences of stress;
 - (C) evaluate and describe the current level of personal stress;
 - (D) identify ways to reduce stress, including exercise, healthy diets and sleep habits, breathing exercises, and good organization; and
 - (E) develop a personal plan for reducing stressors.
- (13) Learning styles and active learning. The student studies different learning styles to better understand the learning process in academic environments. The student is expected to:
- (A) define visual, auditory, and kinesthetic learning styles;
 - (B) describe and compare major characteristics of visual, auditory, and kinesthetic learners; and
 - (C) evaluate and implement strategies to adapt to various learning environments.
- (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) define passive and active learning;
 - (B) describe and compare the characteristics of passive and active learning; and
 - (C) describe and analyze characteristics of active learners and the benefits of active learning.
- (15) Intellectual curiosity. The student engages in exploration of differing points of view. The student is expected to:
- (A) develop and deliver a presentation representing a particular point of view on an issue and provide valid evidence to support findings;
 - (B) identify conflicting or biased information; and
 - (C) describe differing viewpoints on an issue while remaining neutral.
- (16) Reasoning. The student gathers data regarding various continuing educational opportunities. The student is expected to:
- (A) research and describe continuing educational opportunities for a selected field of study by viewing or conducting interviews with experts or professors; and
 - (B) describe and compare continuing education pathways and justify the best option for the student.
- (17) Reasoning. The student analyzes and discusses requirements of postsecondary education. The student is expected to:

College Transition

- (A) analyze and evaluate postsecondary education options in collaboration with peers with common interests;
 - (B) explore and describe college and university campuses by participating in in-person or virtual campus tours;
 - (C) research and identify key factors that contribute to a positive college experience; and
 - (D) discuss and prioritize factors that affect student success in college such as social life, time management, study habits, family obligations, and self-discipline.
- (18) Problem Solving. The student researches the admissions process and guidelines for prospective postsecondary institutions. The student is expected to:
- (A) identify and gather necessary documentation for admission applications such as transcripts and exam scores;
 - (B) research and describe requirements from a selection of institutions, including letters of recommendation, essays, and a degree plan; and
 - (C) demonstrate skills necessary to complete the college admissions process by completing a real or simulated application.
- (19) Planning. The student investigates the full expense of higher education, including tuition, fees, and room and board. The student is expected to:
- (A) compare the cost of tuition at public and private universities;
 - (B) research and explain institution guidelines for student housing, including deadlines, deposits/refunds, roommates, and other responsibilities;
 - (C) compare meal plan options and associated costs;
 - (D) research and describe campus fees such as school fees, labs, organizational fees, and parking;
 - (E) identify timelines and steps necessary to apply for various forms of financial aid such as FASFA, scholarships, grants, student loans, and work study programs;
 - (F) describe financial aid application requirements and how to submit a financial aid application; and
 - (G) create a detailed monthly personal budget for one year of college expenses and projected revenues.
- (20) Academic integrity. The student follows and adheres to ethical codes of conduct. The student is expected to:
- (A) define plagiarism and explain the consequences of academic dishonesty;
 - (B) document and cite the work of others appropriately; and
 - (C) describe copyright laws and restrictions.
- (21) Use of technology and data. The student develops a college profile and researches and produces admissions materials. The student is expected to:
- (A) research and collect relevant data on a variety of colleges, universities, or technical schools;
 - (B) compare two or more colleges, universities or technical schools using presentation tools;

College Transition

- (C) construct a research-based argument for selecting a postsecondary institution in writing, using standard English conventions with accuracy;
- (D) prepare documents such as forms using mail merges, resumes, and letters of application designed to complete a college admissions process;
- (E) produce a cost analysis using spreadsheets to analyze and determine scholarship and financial aid options; and
- (F) design a database to manage contacts, including programs of interest, key individuals, application deadlines, potential financial aid/scholarship opportunities; and
- (G) describe characteristics of responsible technology use, including respectful communication, correct representation of others, and ethical use of information.

Recommended Resources and Materials:

Nist-Olejnik, Sherrie, and Jodi Holschuh. *College Rules!: How to Study, Survive, and Succeed in College*. Berkeley, CA: Ten Speed Press, 2016.

Gladwell, Malcolm. *Outliers: The Story of Success*. New York, NY: Back Bay Books, Little, Brown and Company, 2019.

Downing, Skip, and Jonathan Brennan. *On Course: Strategies for Creating Success in College, Career, and Life*. Boston, MA: Cengage, 2020.

“College for All Texans.” College For All Texans: Home. Accessed April 24, 2024.
<http://www.collegeforalltexas.com/>.

“Plan for Life after Graduation in 11th and 12th Grade.” Texas OnCourse. Accessed April 24, 2024. <https://texasoncourse.org/students-and-families/grade/grade-late-high-school/>.

KnowHow2GO. Accessed April 24, 2024. <https://knowhow2go.acenet.edu/>.

Recommended Course Activities:

- The course will be focused on improving efficacy in learning and will include activities in:
 - note-taking;
 - research and annotation;
 - critical reading exercises; and
 - revising and editing various documents.
- The course will be focused on improving efficacy in general academic success and will include activities in:
 - personal goal setting;
 - communication through a variety of means (e-mails, phone calls, interviews, etc.);
 - stress relief;
 - self-care exercises; and
 - collaboration in teams on group projects.

College Transition

- This course will be focused on successful postsecondary entry and will include activities in:
 - application completion for financial aid/scholarships;
 - identification of colleges of interest;
 - college visits; and
 - interviews of students/faculty at a postsecondary institution.

Suggested methods for evaluating student outcomes:

Evaluation of student learning will be integrated into the learning experience through application and real-world 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 situations. In addition, students will be evaluated through traditional methods, using 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.

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:

N/A