

CSS-901: Building a College-Going Culture

Independent Study Online Course Syllabus

Instructor: Allen Carden, Ph.D.
Phone: (559) 903-0648
Email: allen.carden@fresno.edu

Number of Graduate Semester Units: 3 units
Target Audience: 5th – 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

The United States has fallen behind several other nations in the percentage of young people who are enrolling in and completing higher education. Despite the American ideal of equal opportunity, access to college can vary greatly depending on one's socio-economic background, ethnicity, quality of K-12 educational opportunities, and parental educational attainment. This researched-based course will explore college access issues and the roles educators can play in promoting an equitable college-going culture. The course is designed to provide educators with insights and proven strategies that can help motivate students and their families to prepare for, enroll in, and succeed in college.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Books:

- Thernstrom & Thernstrom. (2003). *No Excuses: Closing the Racial Gap in Learning*. Simon & Schuster. ISBN-13: 978-0743204460 <https://www.amazon.com/No-Excuses-Closing-Racial-Learning/dp/0743204468>
- Brenner & Schwartz. (2019). *How to College – What to Know Before You Go (and When You're There)* St. Martin's Press. ISBN-13: 978-1250225184 <https://www.amazon.com/How-College-Before-Youre-There/dp/1250225183>
- Kirp. (2019). *The College Dropout Scandal*. Oxford University Press. ISBN-13: 978-0190862213 <https://www.amazon.com/College-Dropout-Scandal-David-Kirp/dp/0190862213>

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards and This Course

National /Common Core Standards

This is not a course whose content is found in national or state curriculum standards. While such standards ideally could address the matter of creating a college-going culture, they generally do not. However, the American School Counselor Association does have a statement of ethical standards and a content framework that relate to this course. ***One of the premises of this course is that ALL K-12 educators, and not just guidance counselors, would serve the best interests of their students by being college-going advocates.***

The following statements are excerpted from “Ethical Standards for School Counselors” adopted by the American School Counselor Association in 1984 and last revised in 2004:

(from the Preamble)

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

(from Section A.1 “Responsibilities to Students”)

- The professional school counselor is concerned with the educational, academic, career, personal, and social needs and encourages the maximum development of every student.

(from Section A.3 “Counseling Plans”)

- The professional counselor advocates for counseling plans supporting students’ right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

The following statements are excerpted from the executive summary of the American School Counselor Association National Standards for Student Academic, Career, and Personal/Social Development:

Individual Student Planning:

- School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

Academic Development:

- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Career Development:

- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training and the world of work.

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Understand the importance of educators providing students and their parents with information and encouragement concerning post-secondary educational opportunities, for both personal and societal advancement.	1, 5	CE-SLO 2,4,6
C-SLO 2	Recognize inequities in college access in American society based on multiple factors including race, ethnicity, socioeconomic status, quality of K-12 education, and parental educational attainment.	1, 3, 5	CE-SLO 1,2,4,6
C-SLO 3	Explain the intellectual, social, civic, and financial advantages available to students who complete post-secondary educational opportunities.	1	CE-SLO 2,4,6
C-SLO 4	Understand reasons behind college access inequities as well as high drop-out rates and what can be done to correct these inequities.	1	CE-SLO 2,4,6
C-SLO 5	Improve one's understanding of what students and parents need to know about preparing for and succeeding in college	1, 3, 4	CE-SLO 2,4,6
C-SLO 6	Locate, gather, and utilize tools available to assist educators in building a college-going culture.	1, 3, 4, 5	CE-SLO 1,2,4,6
C-SO 7	Understand your local college-going situation.		CE-SLO 2,6
C-SLO 8	Demonstrate mastery of age-appropriate content by developing a lesson plan to encourage college-going for your students.	1, 2, 5	CE-SLO 2,3,4
C-SLO 9	Demonstrate mastery of material by developing a workshop for parents or teachers about building a college-going culture.	1, 2, 5	CE-SLO 2,4,6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	- Welcome Video - Course Syllabus - Introduce Yourself Forum	
Module 1 – Reflections and Lessons from My College-Going Journey	<u>Assignment 1.1</u> Write a 300-400 word essay describing your educational journey to and through college. <u>Assignment 1.2</u> Forum: Follow up your essay with a short list of 5-10 important things you learned about preparing for and succeeding in college.	25 pts 5 pts
Module 2 – College Access Issues	<u>Assignment 2.1</u> Read <i>No Excuses – Closing the Racial Gap in Learning</i> and summarize in either a 800-1000 word essay or a presentation of 8-10 slides key points and insights you have gleaned from this reading. Conclude with your brief critique of this book and how it has impacted your views on educational equity and college access. <u>Assignment 2.2</u> Forum: Would you recommend this book to other educators? Why or why not?	45 pts 5 pts
Module 3 – College Completion Issues	<u>Assignment 3.1</u> Read <i>The College Dropout Scandal</i>. In an essay of 800-1,000 words or a presentation of 8-10 slides summarize key points and insights you have gleaned from this reading about issues and solutions for reducing the high rate of students who drop out of college. End by offering any suggestions that high school teachers and counselors might use to prepare their students better for a post-secondary educational experience. <u>Assignment 3.2</u> Forum: In your own college experience, did you ever consider dropping out? If so, what issue(s) were involved and what kept you going or brought you back? If not, what factors kept you on track to graduation?	45 pts 5 pts
Module 4 – College-Going Resources and Access Programs	<u>Assignment 4.1</u> Read quickly through <i>How to College</i>. Focus on comparisons the authors make between high school and college experiences. Based on observations made in this book plus any other thoughts you may have, put together a paper of 300-400 words for high school students informing them of how college will likely differ from high school. Or you may choose to prepare a presentation of 8-10 slides with this information. <u>Assignment 4.2</u> Research two college access programs that are active in or near your area and get input from both givers and receivers of these services. Submit a report of 300-400 words or a presentation of 4-5 slides for each program.	30 pts 20 pts
Module 5 – Local College-	<u>Assignment 5.1</u> In a report of 500-600 words or a presentation of 5 -6 slides assess the college-going	40 pts

Module Title	Module Assignments and Activities	Points Possible
Going Situation	situation in your local community, county, or region of your state. Research the college-going and college-completion rates, factors that impact the situation, and suggest ways the college-going and college-completion rates might be improved. • <u>Assignment 5.2 Forum</u>: How different do you believe your life would be today if you had not graduated from college? Is this something you might consider discussing with your students?	5 pts
Module 6 – High Achieving High Schools in Low Income Areas	• <u>Assignment 6.1</u> Locate and research a high-achieving high school (public or private) in your state, with a majority of students from low-income situations, that defies the norm of low graduation and college-going rates. In an essay of 500 words describe the school and strategies they use that lead to successful graduation and college attainment rates. • <u>Assignment 6.2 Forum</u>: Select one important thing done at the school above that you believe could be very effective and widely replicated in other similar settings.	40 pts 5 pts
Module 7 – High School Counselor, College Counselor, and 11 th or 12 grade Student Interviews	• <u>Assignment 7.1</u> Interview a high school guidance counselor about their work of providing college guidance. Do they feel adequately prepared and supported to do this work? What are their perceptions of obstacles to college-going faced by their students? Summarize your interview in about 250 words. • <u>Assignment 7.2</u> Interview a college admissions counselor/administrator about what they look for in incoming students and what obstacles they see facing students contemplating college application and enrollment. Summarize your interview in about 250 words. • <u>Assignment 7.3</u> Interview an 11th or 12th grade student about their college-going plans. How well do they seem to understand the requirements and process for being admitted and how motivated do they appear? What more would they like to know? Summarize your interview in about 250 words.	20 pts 20 pts 20 pts
Module 8 – Student lesson to encourage post- secondary learning	• <u>Assignment 8.1</u> Develop and submit an age-appropriate 30-minute lesson plan for your students to encourage them to consider and prepare for college or other post-secondary educational experiences. If possible, teach this lesson and discuss in about 150 words how effective you believe the lesson was. If you cannot teach it, also prepare and submit a one-page age-appropriate story you could tell students about why you are glad you went to college. • <u>Assignment 8.2 Forum</u>: What do you see as an optimum age to begin encouraging students to consider	25 pts 5 pts

Module Title	Module Assignments and Activities	Points Possible
	college in their future and why?	
Module 9 Parent or Teacher Workshop to Encourage a College-Going Culture	<u>Assignment 9.1</u> Develop a 30-minute workshop for teachers or parents of your students on being college-going advocates and preparing students for college. It is not required that you actually present this workshop, but if you have the opportunity, go for it!	30 pts
Course Wrap-up Reflection and Evaluation	<u>Assignment 10.1</u> Reflect on and evaluate the course, including how this course has impacted your views about college access and what (if anything) you plan to do differently to help more students move toward college.	10 pts
	TOTAL POINTS	400 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per

semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrar-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.