safe
schools
academy

Course Syllabus: Future Ready: Getting All Students Prepared for College and Careers

Number of Credits: 1*

Course Instructors: Miriam Woods, Jordan Mix

Course Description: By the end of high school, every student should be prepared for their futures, whether that includes a two- or four-year college education, job training program, or successful career plan. In order to be successful in these paths, students need to be proficient in a foundational knowledge base, a set of transitional skills to shift from K12 to postsecondary education, and a source of cognitive strategies to self-advocate and learn. However, unique barriers exist for specific groups of students to attain these knowledge and skills, leading to a significant population of graduates unsuccessfully completing their career goals and postsecondary education paths.

The purpose of this class is to address the barriers preventing groups of students from being college and career ready. More specifically, this course will analyze the challenges that face low-income students, first-generation students, students of color, LGBTQ students, students with disabilities, and undocumented students. Participants in this course will reflect on existing resources and policies which act to increase student success, including Affirmative Action and Title IX. At the end of this course, participants will reflect on what they can do to increase the college and career readiness in their students, and they will develop an implementation plan to increase the college and career readiness of their marginalized students.

Learning Objectives: Upon completion of this course, students will be able to:

- Demonstrate basic knowledge of current secondary and postsecondary graduation trends, career attainment, and college and career readiness initiatives.
- Analyze the unique barriers affecting how low-income and first-generation students experience as they navigate through their postsecondary institutions.
- Describe how Affirmative Action and Title XI provide protections for students of color and LGBTQ students, respectively.
- Analyze the unique college and career readiness barriers affecting student of color, LGBTQ students, students with disabilities, and undocumented students.
- Create a classroom lesson plan or school action plan to be implemented in an attempt to advocate for the college and career readiness of marginalized student groups.

Resources: No texts are required for purchase to complete this course.

The Iowa Safe Schools staff provides key insight and awareness in the subject, as their work is financially support by the Iowa Local College Access Network (LCAN).

Achieve. (n.d.). Retrieved January 30, 2019, from http://www.achieve.org/

> *The Achieve website provides a comprehensive guide for college and career readiness. This resource includes a repository of research and information to highlighting important data, assessments, trainings, and graduation requirements to ensure every student achieves their postsecondary goals.*

Course Requirements: To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- You may work collaboratively and submit similar responses on all assignments except final projects, which must be individually authored.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

Check the Iowa Teaching Standards that are addressed in this course:

X	1. Enhance Student Achievement		5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

Topic/Activity	In Class	Out of Class
Getting to Know the Class; Additional Readings: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hours
Week 1 – What is CCR?		
Discussion: Introductions – Participants will introduce themselves to the class and talk about what they hope to gain from the course.	1 hour	1 hour
Discussion: College and Career Readiness 101 – Participants will reflect on what it means to make all students "college and career ready." Current articles, research, and data will be analyzed to see what postsecondary paths lead to a successful future. Participants will share their thoughts in a discussion post.	1 hour	2 hours
Discussion: Low-Income Students – Participants will reflect on the current barriers preventing low-income students from succeeding after high school. Financial aid, homeless, food security, and navigating FAFSA will be discussed. Participants will analyze these issues in a discussion post.	1 hour	3 hours
Discussion: First-Generation Students – Participants will analyze the difficulties of succeeding in postsecondary programs for students who are the first in their families to do so. They will learn about the foundational knowledge first-generation students need to thrive in their postsecondary programs, and participants will reflect on these findings in a discussion post.	1 hour	3 hours
Week 2 - CCR for Marginalized Populations		
Discussion: Barriers for Students of Color - Participants will analyze college and career readiness barriers affecting students of color. They will learn about what Affirmative Action is, debunk any myths surrounding the policy, and analyze the current attempts to remove practice from postsecondary institutions. Participants will share their thoughts in a discussion post.	2 hours	3 hours
Discussion: Barriers for LGBTQ Students – Participants examine resources that address how LGBTQ students navigate through their postsecondary institutions. They will learn about the protections for LGBTQ students under Title IX and how institutions attempt to exempt themselves from this policy. Participants will share their thoughts in a discussion post.	2 hours	3 hours
Discussion: Barriers for Students with Disabilities – Participants will analyze the specific barriers affecting students with disabilities from succeeding in their postsecondary programs. Participants will reflect on the resources analyzed through a discussion post.	2 hours	3 hours
Discussion: Barriers for Undocumented Students – Participants will examine the specific college and career readiness needs of undocumented students. Resources will be provided to analyze how DREAMers can achieve in their postsecondary institutions. In a discussion post, participants will share their reflections.	2 hours	3 hours
Week 3 – CCR in Your Schools		
Discussion: Preparing for College – Participants will be provided resources to assist teachers, counselors, administrators, and other education professionals to help all students be college and career ready. In a discussion post, participants will discuss the strengths of these resources and the unique challenges in their own schools.	1 hour	3 hours
Implementation Plan – Participants will design on lesson that can be used to help all students be college and career ready.	2 hours	3 hours
Total Time	15 hours	30 hours

Coursework: Participants can earn up to 70 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
9 Discussions (5 points each)	45
Final Implementation Plan/Paper	25
Total	**70**

Grading Scale – Graduate Credit

100-90% (70-63 points)	A
89-80% (62-56 points)	B
79-70% (55-49 points)	C
69-60% (48-42 points)	D
59%-Below (<42 points)	F

Grading Scale - License Renewal Credit

100-80% (70-56 points)	P
79%-Below (<56 points)	NP

Student Requirements: Students are required to:
- Participate in all discussion forums
- Complete a final implementation plan

Statement of Plagiarism: Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

Grading Rubrics for Individual Activities

Discussion Forums (45 points possible): Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real=life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Implementation Plan (25 points possible): The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25