Independent Study Course Syllabus

Course Number: EDUC 901
Course Title: Building a College-Going Culture

☐ Online X Distance Learning

Instructor: Allen Carden, Ph.D.
Phone number: (559) 438-8430
Email: ACarden@aol.com

Units: 3
Grade Level: 7-12

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 varies greatly, depending on one’s socio-economic background, ethnicity, and gender. This eye-opening, research-based course will explore college access issues and the role of educators in promoting an equitable college-going culture. The course will provide educators with insights and proven strategies that can help motivate students and their families to prepare for, enroll in, and succeed in college.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Reprints of research reports and additional materials are provided in the Student Workbook. It is your responsibility to obtain a copy of the book: No Excuses: Closing the Racial Gap in Learning, by Abigail Thernstrom (member of the U.S. Commission on Civil Rights and the Massachusetts State Board of Education) and Stephan Thernstrom (professor of history at Harvard University).
**Course Requirements**

Students will demonstrate mastery of stated learning objectives for this course by successful completion of a series of required assignments aligned with those learning objectives. The following assignments are all required, and contain the maximum point values indicated below:

(Complete assignment details will be provided to students registered for the course.)

1. Essay describing your own educational journey: **5 points.**
2. Essay on the college-access crisis based on the readings in the Student Workbook: **20 points.**
3. Read *No Excuses – Closing the Racial Gap in Learning* and respond to the material in each chapter as assigned: **30 points.**
4. Interviews: **15 points.**
5. Review of two college-access programs in your area: **10 points.**
6. Annotated on-line guide to college-going: **10 points.**
7. “High-achieving school” research report: **10 points.**
8. Analysis of local college-going situation: **10 points.**
9. Student lesson: **15 points.**
10. Parent or teacher workshop: **20 points.**
11. Summary and application response to the course: **5 points.**

**National/Common Core Standards**

This is not a course whose content is found in national or state curriculum standards. While such standards ideally should 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:
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>CE 1.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 2.</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td>CE 3.</td>
<td>Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.</td>
</tr>
</tbody>
</table>

Course Number and Title: EDUC 901 Building a College-Going Culture
Instructor: Allen Carden, Ph.D.
Date of Revision 4/6/16

To register for courses go to http://ce.fresno.edu/cpd and log in
CE 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 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 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.

Schedule of Topics and Assignments
See “Course Requirements” section above. Assignment details will be given after course registration is completed.

Evidence of Learning
In evaluating your work, the instructor will look for
- evidence of mastery of learning objectives through students’ reflective writing assignments
- evidence of thoughtful analysis of learning objectives through ability to make practical application of the material in a lesson plan
- evidence of the ability to synthesize large amounts of material in written and video forms and distill the essence of the material using critical thinking skills demonstrated in written assignments
- evidence of understanding of the importance and interdisciplinary nature of tackling the problem of low college-going rates
- evidence of appreciation for and understanding of the importance of treating every student as a valuable individual with college-going potential, regardless of background

Grading Policies and Rubrics
It is possible to earn a maximum of 150 points by completing these assignments. The final course grade will be determined as follows:

135-150 points = A
120 -134 points = B

Below 120 points is not considered acceptable passing work. Students requesting a letter grade must earn a grade of “A” or “B” to receive credit for the course. Students selecting a “Credit / No Credit” option must earn at least 120 points to receive “Credit.” A more detailed grading rubric follows the assignment details below.

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted when judged against the rubric (see below).
• Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
• All assignments must be completed in order to receive a grade. In addition, all assignments 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.

A detailed rubric for each assignment will be included in the syllabus received after registration is completed.

Grading Options
Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed.

Instructor/Student Contact
A minimum of three contacts between the instructor and student is required as part of the course assignments. Email (see instructor contact information above) is the preferred means of contact. Contact #1 should be made when the student receives and has looked over the course materials. Instructor prompt for contact #1: Have you received all of the course materials, and do you understand what is expected for successful completion of the course? Contact #2 should be made when the student is approximately half-way through the assignments. Instructor prompt for contact #2: Are there any questions or concerns you have about the course material and assignments so far? What has been of most benefit to you in the course to this point? Contact #3 should be made when the student has completed all assignments and is ready to send them to the instructor for grading. Instructor prompt for contact #3: Have you completed all assignments, and requested online grading? Are there any questions or concerns you have at this point?

References/ Resource
Select Bibliography of books, reports, and articles related to college-going, college access issues, and related public policy (does not include readings provided in this workbook)


Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

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 according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

| Student Learning Outcomes Oral Communication: | Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components. |
| Written Communication: | Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others. |
| Content Knowledge: | Students will demonstrate comprehension of content-specific knowledge |

Course Number and Title: EDUC 901 Building a College-Going Culture
Instructor: Allen Carden, Ph.D.
Date of Revision 4/6/16

To register for courses go to http://ce.fresno.edu/cpd and log in
and the ability to apply it in theoretical, personal, professional, or societal contexts.

<table>
<thead>
<tr>
<th>Reflection: Students will <strong>reflect</strong> on their personal and professional growth and <strong>provide evidence</strong> of how such reflection is utilized to manage personal and vocational improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking:</strong> Students will <strong>apply</strong> critical thinking competencies by <strong>generating</strong> probing questions, <strong>recognizing</strong> underlying assumptions, <strong>interpreting</strong> and <strong>evaluating</strong> relevant information, and <strong>applying</strong> their understandings to new situations.</td>
</tr>
<tr>
<td><strong>Moral Reasoning:</strong> Students will <strong>identify</strong> and <strong>apply</strong> moral reasoning and ethical decision-making skills, and <strong>articulate</strong> the norms and principles underlying a Christian world-view.</td>
</tr>
<tr>
<td><strong>Service:</strong> Students will <strong>demonstrate</strong> service and reconciliation as a way of leadership.</td>
</tr>
<tr>
<td><strong>Cultural and Global Perspective:</strong> Students will <strong>identify</strong> personal, cultural, and global perspectives and will employ these perspectives to <strong>evaluate</strong> complex systems.</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning:</strong> Students will accurately <strong>compute</strong> calculations and symbolic operations and <strong>explain</strong> their use in a field of study.</td>
</tr>
<tr>
<td><strong>Information Literacy:</strong> Students will <strong>identify</strong> information needed in order to fully understand a topic or task, <strong>explain</strong> how that information is organized, <strong>identify</strong> the best sources of information for a given enquiry, <strong>locate</strong> and critically <strong>evaluate</strong> sources, and accurately and effectively <strong>share</strong> that information.</td>
</tr>
</tbody>
</table>