

College Readiness for Adults: Beyond Academic Preparation!

Course Overview and Schedule

The overall objective of this course is to assist educators, counselors, administrators and postsecondary partners to better prepare their students for postsecondary education. Together, we will identify, organize, and reflect on the broad array of readiness skills and abilities that adults need to be successful in postsecondary education and training. Then, each of us will consider how to change our practice to incorporate what we have learned.

The course was developed and written by Cynthia Zafft, Senior Advisor for the National College Transition Network, World Education.

Course instructor

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ProfessionalStudiesAE.org help

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Course registrar

Leah Peterson, leah_peterson@worlded.org

(Please add these e-mail addresses to your e-mail client's accepted sender/recipient lists to insure you receive important course announcements.)

Technical assistance

1-800-434-0899, call back within two hours

Course dates

February 9–March 28, 2012

Time

Approx. 3–4 hours per week; 24 hours total

You will need...

...to locate a “student success” course syllabus from a local college, preferably the one where you expect the majority of your students to go. Some syllabi are on the college’s website or can sometimes be found by conducting an Internet search. If not, you will need to call the Office of Academic Affairs or other college contact to request it. We will be using the syllabus to inform us about what skills the college considers important for student success.

Course Objectives

By the end of the course, you will be able to:

- summarize the findings of a small body of research related to adult readiness for college
- identify, organize, reflect on, and share your current thinking on the process of assessing learners for college readiness
- apply a four-part model of adult readiness
- identify, organize, share, and reflect on the process of assessing learners for college readiness
- choose at least two activities/assessments to use with your students to improve their readiness for college

Course Topics

Course Introduction

- Welcome
- You Will Need
- What’s in a Word?
- Your Thoughts

College Readiness: What Can It Mean?

- Readiness Defined
- College Readiness in Your State
- Expanding the Definition
- Our Model: True Readiness
- Some Caution Is in Order

Career Readiness

- 21st Century Work
- ICA Curriculum
- Informational Interviewing
- Additional Career Readiness Assessment Resources

College Readiness

- What Is “College Knowledge”?
- High School vs. College
- College Perspective on Success
- Are You Ready for College Computing?
- College Graduate Interview
- Additional College Readiness Assessment Resources

Academic Readiness

- Defining Academic Readiness
- Assessing Academic Readiness
- Authentic Experiences
- Academic Advising Interview
- Additional Academic Readiness Assessment Resources

Personal Readiness

- Personal Experience in College
- Student Success Skills
- Noncognitive Assessment
- Force Field Analysis
- Additional Personal Readiness Resources

Course Summary

- Putting It All Together

Course Schedule

Lesson 1: Course Introduction

Available:
Thur., February 9

Complete by:
Wed., February 15

Readings

- How to Write a Compare and Contrast Essay*
- Venn Diagram*
- Compare/Contrast Worksheet*
- Compare/Contrast Rubric*

Lesson Activities

- Update computer software
- Become familiar with online tools
- Become familiar with course features
- Review course objectives, schedule, and requirements
- Journal: Online learning plan
- U.S. Education Quiz

Discussion Posts

- Course Goals
 - My Experience
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**Lesson 2: College Readiness:
What Can It Mean?**

Available:
Thur., February 16

Complete by:
Wed., February 22

Readings

- Inside Higher Ed* (optional)
- Framework for Action in *College Readiness for All Toolbox*
- Why a Short Quiz*
- Rethinking College Readiness*
- Redefining College Readiness* (optional)
- Pathways to College*
- Nontraditional Undergraduates* (optional)
- Rigor on Trial*

Lesson Activity

- Short Quiz

Discussion Posts

- Defining Readiness
- State Standards
- Using Our Model

Lesson 3: Career Readiness

Available:
Thur., February 23

Complete by:
Wed., February 29

Readings

- Sandy's Interview*
 - Possible Selves and Informational Interviewing*
 - Pages 81–86 of the *ICA Curriculum Guide* (optional)
 - Wisconsin Job Center's *Informational Interviewing* (optional)
 - College for Adults* (optional)
 - ONet, America's Career Center's *Career Tools* (optional)
 - MindTools* (optional)
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Podcast

- Need for Postsecondary Education*

Lesson Activity

- Quick Survey

Discussion Post

- 21st Century Skills

Worksheet

- Career Readiness

Lesson 4: College Readiness

Available:
Thur., March 1

Complete by:
Wed., March 7

Readings

- College Terms*
- College Vocabulary 101*
- Non-Academic Challenges Faced by GED Scholars: A Report of the GED Scholars Initiative*
- Computer Skill*
- Information Networks* (optional)
- Bandura's Website* (optional)
- Interview with LPN Program Student*
- Pages 110–122 of the *ICA Curriculum Guide* (optional)
- Teamwork Scenario* (optional)
- Grade Point Average* (optional)

 Lesson Activities

- Game: High School vs. College
- Scavenger Hunt

Discussion Posts

- Postsecondary Terrain
- College Success Course

Program Worksheet

- College Readiness

Lesson 5: Academic Readiness

Available:
Thur., March 8

Complete by:
Wed., March 14

Readings

- Framework of *Key Cognitive Strategies* (a review)
- The Open Door Policy*
- Ability to Benefit Tests*
- Placement section of *North Shore Community College Website*
- COMPASS* sample questions
- ACCUPLACER* sample questions
- Challenges in Assessing for Postsecondary Readiness* (optional)
- Syllabi on *Maine College Transition Website*
- Transitioning Skills*
- Academic Word List*
- Directions for Using SQ3R
- Reading Speed*
- Preparing Students for College-Level Math*
- UNESCO's Definition of Academic Advising
- Roles and Responsibilities on *Lakehead University Website*
- Online Interview on *North Shore Community College Website*
- Academic Advising Worksheet*
- VARK Inventory* (optional)
- Learning Styles Lesson Plan in *the ICA Curriculum* (optional)
- Six Hats* (optional)

Lesson Activities

- Poll: Academic Readiness
- Sample Test Questions
- SQ3R Worksheet
- Case Study: Advisement and Responsibility

Discussion Post

- Placement or Admission Tests

Program Worksheet

- Academic Readiness

Lesson 6: Personal Readiness

Available:
Thur., March 15

Complete by:
Wed., March 21

Readings

- What Is College Really Like for Adult Learners?*
- Student Success Strategies Website*
- Noncognitive Questionnaire*
- Focus on Teaching Supports and Hindrances: A Force-Field Analysis*
- Interview with Student Support Services*
- Stress Assessment and Management (optional)*
- Keirseley Temperament Sorter (optional)*

Lesson Activities

- Self-Assessment
- Tutoring Session

Discussion Post

- Brookfield Reading

Program Worksheet

- Personal Readiness

Lesson 7: Course Summary

Available:
Thur., March 22

Complete by:
Wed., March 28

Activities

- Course Evaluation
- E-mail course facilitator when all course activities are complete and ready for evaluation.
- Contact Priyanka Sharma at psharma@worlded.org for a Certificate of Completion

Program Worksheet

- Bringing It All Together

Course Completion

To successfully complete this course, your work will be assessed on whether and to what extent you have done the following:

1. Participated in asynchronous discussions: 50%
2. Completed the program worksheets: total of 40%
 - Lesson 3: Career Readiness (10%)
 - Lesson 4: College Readiness (10%)
 - Lesson 5: Academic Readiness (10%)
 - Lesson 6: Personal Readiness (10%)
3. Completed the final worksheet:
 - Lesson 7: Putting It All Together: 10%

If you score an 80% or above, you will successfully complete the course and earn a Certificate of Completion.

Course materials are available through Wednesday, April 11, 2012.

Online Course Policies

For courses hosted by ProLiteracy and World Education, Inc.

Online Course Enrollment and Payment

1. Course registration remains open until two days before the course start date or until maximum enrollment is reached, whichever is first.
2. Courses may be canceled within one week of the course start date due to insufficient enrollment. Refunds will be processed for all registrants
3. Courses may be rescheduled within one week of the course start date due to insufficient enrollment. A course registrant may request a refund of the full course fee in lieu of enrollment in the rescheduled course. ProLiteracy or World Education will process refunds for requests made within 4 weeks (20 business days) of the host organization’s notification of the course date change.
4. ProLiteracy and World Education staff will make a reasonable attempt to insure that the course registrants are able to access the online course system by sending confirmation emails, and through telephone contact if necessary, using the contact information provided upon course registration.
5. Full refunds or credit may be given for requests made **no later than 5 business days** prior to the course start date.
6. Registrants requesting withdrawal from the course **within 5 business days** before or after the course start date may receive a 50% refund or a 75% credit toward another online course offered by the same host organization.
7. No refunds or credit will be given for requests made **after 5 business days** of the course start date. (See chart below.)

← Full Refund or credit		50% refund or 75% credit											No refund or credit→	
Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon Course Start Date	Tues	Wed	Thurs	Fri	Mon	Tues	Wed

8. Refunds will not be provided for registrants who cannot meet the minimum technical requirements for course participation. See Minimal Technical Requirements on pages 3–4.
9. Full refunds or credit will be given to registrants who meet the minimum technical requirements and have technical problems that significantly impact the delivery of the course content and for which ProLiteracy’s technical support is not able to resolve.
10. Although there may be occasions where the course ending dates and final assignment deadlines are extended to accommodate either the participants’ or instructor’s schedules, ProLiteracy and World Education reserve the right to limit course extensions to two weeks. See Online Course Completion Policies on page 2.

Online Course Completion Policies

1. Upon satisfactory completion of all course requirements, course participants may print a Certificate of Completion by going to their Grade Book in the learning management system (LMS) or a certificate will be supplied via e-mail. (ProLiteracy and World Education do not mail hard copies of the course completion certificate.) Completion certificates are available anytime after the course has ended.
2. The Certificate of Completion documents the professional development hours associated with the course, as listed in the course description; it does not document the actual hours the course participant spent doing coursework. Participants may take more or less time, depending on their depth of participation and comfort with technology. Completion time is the estimated time participants should expect to spend with a course; however, the actual number of hours each participant spends on coursework may vary greatly.
3. Course completion requirements are published in the Course Outline and Schedule, available as a document within the course on the LMS. In order to receive a Certificate of Completion, the participant must meet the course completion requirements listed on the Course Outline and Schedule by the final deadline posted.
4. The course instructor has the sole authority to determine if the participant has met the minimum requirements for course completion.
5. The instructor will post the date on which participants may download their Certificate of Completion.
6. Participants may negotiate revision and re-submission of their work with the course instructor; however, the participant must submit revised work by a mutually agreed upon deadline in order to receive the Certificate of Completion.
7. Participants may negotiate a one-time extension for final course completion at the sole discretion of the course instructor. If the participant fails to meet the extended deadline, no further extensions will be allowed.
8. Course content is only available for the duration of the course: After the course has closed, course content and any documents participants have uploaded to the LMS will not be available.

Course Communications Policies

1. Course communications include group e-mails, discussion posts, chats, Webinars, Webinar archives, team discussions, and instructor/participant correspondence.
2. Course instructors and facilitators will use e-mail, either within or outside of the LMS, as the primary source of communication with course participants. Electronic communications will be directed to the e-mail addresses located in the participants' profile within the LMS.
3. Only course participants, instructors, facilitators, and ProLiteracy or World Education staff may access and use LMS course communication tools.
4. Upon request of the individual participant, ProLiteracy and World Education staff, instructors, and facilitators may provide a course participant's sponsor (i.e., one who purchases the course on behalf of the course participant), with the Course Outline and Schedule and the participant's LMS Grade Book information. ProLiteracy and World Education staff, instructors, and facilitators will not provide sponsors access to or records of any course communications.

Minimum Technical Requirements

ProLiteracy's online courses are offered via the IntraLearn learning management system and WebEx Internet conferencing system. To participate in courses, you must have access to a reliable computer with an Internet connection. We recommend a high speed Internet connection. For courses that include Webinar sessions, you must have the ability to be on an Internet-connected computer and a telephone at the same time. We recommend a screen resolution 800x600 or higher.

System Requirements

System requirements for operating the course management software, plug-ins and minimum client requirements (e.g., workstation and browser) are listed below.

<p>PC: Windows XP Windows 2000 Internet Explorer 5.5+ Netscape 7.0</p>	<p>Macintosh: Macintosh OS X Internet Explorer 5.2 Macintosh Edition Netscape 7.1 Macintosh Edition Mozilla Firefox</p>
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Note: IntraLearn has been shown to work under Windows 95/98/ME. However, since Microsoft has discontinued support for these operating systems, we will not be able to address any issues related specifically to those operating systems. IntraLearn has not been tested with Microsoft Vista, and ProLiteracy cannot guarantee support for that operating system.

General Requirements for HTML-compliant Browsers

- Accepts cookies
- Supports JavaScript 1.0 and Java 1.0.2.
- Supports XML
- Supports style sheets

Note: The AOL browser is not compatible with the course management software. If you use AOL to connect to the Internet, you should also install a compatible browser to use for these courses. You can connect to the Internet via AOL, then open a second browser window to access your courses.

Accepting Cookies

To access course material, your Internet browser must be set to accept cookies.

- *If you are using a Firefox browser, go into the browser settings under the Tools menu, and select Options → Privacy. Check the boxes beside "Accept cookies from sites" and "Accept Third Party Cookies".*
- *If you are using Internet Explorer (IE7), go into Tools → Internet Options → Privacy, and pull the slider all the way down to "Accept All Cookies."*

Additional Plug-ins

Some courses require additional plug-ins to access media and course resources (e.g., Shockwave, Windows Media Player, Adobe Acrobat, WebEx media players). You should have the ability to download and install these plug-ins on your computer, or have access to a technical support staff person who can do this for you.