



**CITY COLLEGES OF CHICAGO**

**CCC Adult Education Program**  
***College Transition***  
***Course***

## ***Background***

To meet the demands of the 21<sup>st</sup> century workforce, today's adult learner must be prepared to pursue one of a range of postsecondary educational opportunities. These opportunities might include working toward a training program certificate in one of the Career Bridge Programs, an associate's or a bachelor's degree. While the majority of adults who take the General Educational Development (GED) tests do so in order to continue their education, few go on to enter postsecondary education, but those that decide to enroll in postsecondary courses, realize that they are not adequately prepared to transition into college-level courses. Adult Education administrators and educators understand that if given the opportunity to continue their education, these same adult learners stand to make substantial economic and personal gains when they use their adult secondary credential to move from the ranks of high school dropout to postsecondary graduate, with the possibility of going from low-wage jobs to careers with a livable wage with benefits.

## ***Goals of College Transition***

The College Transition Course Goals and Student Learning Outcomes were developed:

- To help adult learners avoid cycles of remediation at the beginning of their college careers;
- To ease the transition from ABE/GED courses to help adult learners succeed in their postsecondary courses;
- To prepare students to use oral and written communication as a tool in study, work, and life;
- To prepare students to use the appropriate skills to attain and maintain a job; and
- To prepare students to use critical thinking skills.

## ***Acknowledgements***

The City Colleges of Chicago, District Office of Adult Education acknowledges the contributors who were instrumental in the development of the College Transition Course Frameworks. Key contributors to the development of this curriculum include: Kathleen Blackburn, Marcia Medema, Sharon Bryant, and Dr. Akemi Haynie. In addition, the following sources were used in the development of this curriculum project:

- City Colleges of Chicago: Testing and Placement Guidelines, FY' 2008.
- City Colleges of Chicago, Adult Education Program ABE/GED Curriculum.
- New England Literacy Resource Center, New England ABE-to-College Transition Project.
- North Central Regional Ed. Laboratory: Improving Transition Programs for Postsecondary Ed.
- [www.greenriver.edu](http://www.greenriver.edu).
- [www.ode.state.edu](http://www.ode.state.edu).

## ***College Transition Course***

The College Transition Course is designed for students who want to accelerate their GED test preparation and develop the necessary skills to enroll in a postsecondary program. Students must score at the 10.0 level on the TABE test in both reading and mathematics as well as successfully complete the written test requirement, for eligibility. Upon completion of the College Transition Course, students will take the COMPASS tests in reading, mathematics and writing to measure levels of academic achievement and college "readiness."

### ***College Transition Course (continues)***

The City Colleges of Chicago requires new students, transfer students, or Occupational students to complete placement tests to determine appropriate placement to encourage academic success. The COMPASS test is approved for placement by the City Colleges of Chicago. The COMPASS is a computerized assessment and the purpose of COMPASS is to ensure that every student is placed in English and Math classes that are appropriate for his or her academic skill level.

### ***Test Preparation***

In order to adequately prepare for the specific test portions of the GED tests, students enrolled in the College Transition course should spend approximately two hours per week reviewing material and completing exercises in test areas in which they need specific practice. The student and teacher should identify these test areas. Using [www.gedforfree.com](http://www.gedforfree.com) and [www.gedillinois.org](http://www.gedillinois.org) as well as any teacher-provided materials, students should review the math, language arts reading, language arts writing, social studies, and science components of the GED tests. [www.gedforfree.com](http://www.gedforfree.com) is an excellent site for students, who need brief, yet thorough, review and practice of the GED-test components. Students struggling in specific areas such as math, reading or writing should be provided a tutor in that area.

## **College Transition Course Student Learning Outcomes**

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

### **Transition**

- Face challenges of academic demands and administrative systems by demonstrating knowledge of the college system, meeting with an advisor and creating an academic pathway to meet their goals.
- Transition to the norms of the academic community by demonstrating understanding of the grading system, concepts of due dates, late work, homework, and group work.

### **Critical Thinking and Reading**

- Use critical thinking skills such as synthesis, analysis, and evaluation to interpret academic reading material and present ideas in writing.
- Analyze cause and effect, make inferences from written material, compare and contrast ideas, distinguish fact from opinion, and identify implications from both fiction and non-fiction written material.
- Begin to use paraphrasing and quoting to demonstrate an understanding of main ideas, supporting details, and conclusions in reading and writing.
- Apply advanced reading strategies to interpret the meaning from whole text material such as novels, textbook chapters, autobiographies, and advanced vocabulary from context.
- Interpret information presented in charts, tables, maps, and diagrams.
- Formulate solutions to problems using critical thinking skills while working independently and/or in teams.

### **Written Communication**

- Demonstrate ability to produce accurate sentence structure by writing complete sentences, using appropriate punctuation, and revision of run-on sentences (e.g. commas, hyphens, and semi-colons, etc.)
- Apply the writing process (brainstorming, prewriting, revision, editing) to develop well-written essays, minimum 250 words, with well-focused main points, clear organization, specific development of ideas, refined sentence structure, clear and appropriate word choice, and grammatical accuracy.
- Demonstrate the ability to evaluate compositions for organization, clarity, cohesiveness, conciseness, and grammatical accuracy.

### **Mathematics**

- Apply the four basic math operations to signed-number word problems (e.g. addition, subtraction, multiplication, and division).
- Perform conversions for units of measure, decimals, fractions, proportions, and percents.
- Identify and apply numbers expressed in exponential, logarithmic and scientific notation using contemporary technology.
- Calculate the square root of a given number with and without the aid of the calculator.
- Solve and graph linear inequalities, linear equations, and quadratic equations using the quadratic formula in word problems and contextual situations.
- Determine domain and range from the graph of a function.

- Solve rational equations; perform operations on and simplify radicals and rational expressions, and simplify expressions containing rational exponents.
- Define, identify, and label: angles, triangles, perpendicular, and parallel lines (e.g. scalene, right, alternate interior and alternate exterior angles, etc.)
- Apply formulas and calculate the Pythagorean Theorem, perimeter, area, and volume of two and three dimensional figures in word problems and contextual situations.
- Define the properties of a circle; calculate circumference, diameter, area, and radius in single and multi-step word problems.

### **Career and Life Skills**

- Work cooperatively in a team environment to produce a desired outcome.
- Interpret verbal and nonverbal behaviors to enhance communication with classmates, teachers, co-workers, and employers.
- Apply active listening skills to obtain and clarify information.
- Interpret and use information in tables, charts, and figures to support written and oral communication.
- Complete applications to further educational and employment goals including personal statements.
- Produce a well-developed, well-organized resume and a cover letter for a particular employment position of interest.
- Participate actively and appropriately in mock interviews for particular employment positions of interest.
- Produce a career and educational plan including finance and budget information.
- Use word processing, email, and Internet applications.

- ^Alignment of TABE (Forms 9 & 10, Levels D & A) Student Learning Objectives with Curriculum Framework Objectives.

- \*English 100 and Math 099 are integrated in the instruction of reading/writing/grammar/listening and speaking strands.

- **The COMPASS Student Learning Objectives have been aligned to the Curriculum Frameworks' College Transition Math and Reading Sections.**

Student Learning Outcomes	Performance Element/Student Learning Objectives
<b>Transition</b>	
Face challenges of academic demands and administrative systems.	<ol style="list-style-type: none"> <li>1. Orientate students to the college environment; meet college transition instructors, students, etc.</li> <li>2. Meet with a college advisor.</li> <li>3. Create an academic pathway for future academic and employment goals in chosen fields.</li> </ol>
Transition to the norms of the academic community.	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of the U.S. grading system.</li> <li>2. Follow concepts of due dates, late work, homework, and group work.</li> </ol>
<b>Critical Thinking and Reading</b>	
<p><b>^Use critical thinking skills such as synthesis, analysis, and evaluation to interpret academic reading material</b></p> <p>Present ideas in writing.</p>	<ol style="list-style-type: none"> <li>1. Summarize ideas presented in various articles related to college and other relevant topics; analyze the ideas for applicability in real-life situations.</li> <li>2. <b>Evaluate facts versus opinions presented in related material.</b></li> </ol>
<p><b>^Analyze cause and effect, make inferences, compare and contrast ideas, distinguish fact from opinion, and identify implications from both fiction and non-fiction written material.</b></p>	<ol style="list-style-type: none"> <li>1. Infer and identify the causes and effects of real-life living and working situations using content area fiction and non-fiction written material.</li> <li>2. Students will utilize postsecondary-related websites to compare in writing two college programs. They will present this information to their classmates to create a list of reputable postsecondary-related URLs.</li> <li>3. Students will use gedforfree.com and www.gedillinois.org to analyze non-fiction reading material as it pertains to the GED tests.</li> </ol>
<p><b>*^Begin to use paraphrasing and quoting to demonstrate an understanding of main ideas, supporting details, and conclusions in reading and writing.</b></p>	<ol style="list-style-type: none"> <li>1. In writing summaries of articles, students will use paraphrasing and quoting techniques.</li> <li>2. <b>Identify and locate main ideas, supporting details, and conclusions using content area reading material.</b></li> </ol>
<p><b>Apply advanced reading strategies to interpret the meaning from whole text material such as novels, textbook chapters, autobiographies, and advanced vocabulary from context.</b></p>	<ol style="list-style-type: none"> <li>1. <b>Students will interpret new or recently learned content area vocabulary presented in class reading material.</b></li> <li>2. Demonstrate advanced reading strategies, as it pertains to the GED tests, by interpreting the meaning from various text materials (e.g. novels, textbook chapters, GED websites, and autobiographies, etc.)</li> </ol>
<p><b>^Interpret information presented in charts, tables, maps, and diagrams.</b></p>	<ol style="list-style-type: none"> <li>1. Using teacher provided materials on postsecondary themes; students will analyze and interpret material presented in charts.</li> </ol>
<p>Formulate solutions to problems using critical thinking skills while working independently and/or in teams.</p>	<ol style="list-style-type: none"> <li>1. Groups of students are presented with potential school or work scenarios. Each group must work together, conceptualizing final solutions to various issues using what they have learned in class and/or individual research.</li> </ol>

<b>Written Communication</b>	
*^Demonstrate ability to produce accurate sentence structure by writing complete sentences, using appropriate punctuation and revision of run-on sentences (e.g. commas, hyphens, semi-colons, etc.)	<ol style="list-style-type: none"> <li>1. Students will use <a href="http://www.gedforfree.com">www.gedforfree.com</a> and <a href="http://www.gedillinois.org">www.gedillinois.org</a> to practice their sentence structure as it pertains to the GED test.</li> <li>2. Students will demonstrate their ability to produce accurate sentence structure through focused writing activities that maintain a postsecondary theme.</li> </ol>
*^Apply the writing process (brainstorming, prewriting, revision, editing) to produce well-written essays, minimum 250 words, with well-focused main points, clear organization, specific development of ideas, refined sentence structure, clear and appropriate word choice, and grammatical accuracy.	<ol style="list-style-type: none"> <li>1. Students will use <a href="http://www.gedforfree.com">www.gedforfree.com</a> and <a href="http://www.gedillinois.org">www.gedillinois.org</a> to review essay development as it pertains to the GED test. The teacher will guide the students through this process.</li> <li>2. Using teacher-provided prompts, students will use the writing process to develop well-written essays, minimum 250 words. The essays will be completed in the same time allotted for the GED Essay portion of the test.</li> <li>3. Students' essays will be reviewed according to the GED 4-point Essay Scoring Rubric.</li> </ol>
^Demonstrate ability to evaluate compositions for organization, clarity, cohesiveness, conciseness, and grammatical accuracy.	<ol style="list-style-type: none"> <li>1. Students will review pertinent grammatical constructs as the teacher determines necessary through reviewing student-produced work.</li> <li>2. Students will peer review the essays they produce using the writing process. The teacher will provide peer review instructions to guide the students through the process. The teacher will evaluate the peer reviews.</li> </ol>
<b>Mathematics</b>	
<b>^Apply the four basic math operations to signed-number multi-step word problems (e.g. addition, subtraction, multiplication, and division).</b>	<ol style="list-style-type: none"> <li>1. Students will use the four basic math operations to calculate BMI, complete temperature conversions from Fahrenheit to Celsius, calculate caloric intake, employee overtime, and calculate outside temperature changes, including wind-chill temperature, etc.</li> </ol>
<b>^Perform conversions for units of measure, decimals, fractions, proportions, and percents.</b>	<ol style="list-style-type: none"> <li>1. Students will solve contextualized word problems that require units of measure, decimals, fractions, proportions and percents conversions.</li> <li>2. Students will write contextualized word problems that require units of measure, decimals, fractions, proportions, and percents conversions; their classmates will solve these problems.</li> </ol>
<b>^Identify and apply numbers expressed in exponential, logarithmic and scientific notation using contemporary technology.</b>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to convert between the U.S. Customary Systems and the Metric System.</li> <li>2. Students will review and calculate problems using positive and negative exponents in scientific and standard forms</li> <li>3. <b>Students will solve contextualized word problems that require conversions of numbers expressed in exponential, logarithmic, and scientific notation.</b></li> </ol>
Solve and graph the results of linear inequalities and linear equations.  <b>Solve quadratic equations using the quadratic formula in words problems and contextual</b>	<ol style="list-style-type: none"> <li>1. Using prior knowledge, find the value of <math>x</math> and the equation represented by the line on a graph, using the steps involved in both the equation and graphic methods.</li> <li>2. <b>Students will demonstrate knowledge of the quadratic formula to solve linear inequalities, linear and quadratic equations in word problems within contextual situations.</b></li> </ol>

situations.	
<b>Solve rational equations, perform operations on and simplify radicals and rational expressions, simplify expressions containing rational exponents.</b>	1. Demonstrate knowledge of equations using drawings to solve word problems. Students will write contextualized word problems that require Algebraic expressions and expressions containing rational exponents (e.g. students should be able to simplify expressions); these problems will be solved by their classmates.
Determine domain and range from the graph of a function.	1. Plot results on a graph applying knowledge of Measures of Central Tendency. 2. Students will review the coordinate plane grid and plot coordinates on the grid.
<b>^Define, identify, and label: angles, triangles, perpendicular and parallel lines (e.g. scalene, right, reflex, transversal, corresponding, alternate interior and alternate exterior angles, etc.)</b>	1. <b>Demonstrate knowledge and relationship between angles, triangles, and similar figures; demonstrate the relationship between perpendicular and parallel lines.</b> 2. <b>Students will solve single and multi-step word problems that require finding the measure of similar figures, triangles, and angles.</b>
<b>^Define the properties of a circle; calculate circumference, diameter, area, and radius in word problems and contextual situations.</b>	1. <b>After review and practice, students will complete contextualized word problems that require circumference, diameter, area, and radius calculations.</b> 2. Students will write contextualized word problems that require circumference, diameter, area and radius calculations; these problems will be solved by their classmates.
<b>^Apply formulas and calculate the Pythagorean Theorem, perimeter, area, and volume to two and three-dimensional figures in word problems and contextual situations.</b>	1. <b>Students will work individually and in groups to solve contextualized word problems that require the Pythagorean Theorem, perimeter, area, and volume calculations.</b> 2. Students will write contextualized word problems that require use of the Pythagorean Theorem, perimeter, area and volume calculations; these problems will be solved by their classmates.
<b>Career and Life Skills</b>	
Work cooperatively in a team environment to produce an outcome.	1. Students will complete a postsecondary themed project and present their outcome to the class. Examples may include: 1) Students may write newsletters, each group will cover a specific postsecondary or career program topic. 2) Students may complete presentations on postsecondary program topics; each student will have a specific task to contribute to the group presentation. 3) Students may hold a poster session in which each group presents material on a specific postsecondary program topic. 4) Students may hold a class "college fair" in which they invite other AE classes to participate.
Interpret verbal and nonverbal behaviors to enhance communication with classmates, teachers, co-workers, and employers.	1. Students will review and practice suitable verbal and non-verbal behaviors for the workplace.
Apply active listening skills to obtain and clarify information.	1. Students will view videos and/or lectures. They will respond to specific questions related to what they heard (e.g. students could visit a postsecondary classroom as a guest, take notes, and report back their experiences to the class).
Use word processing, email, and Internet applications.	1. Students will use email to communicate with their teacher and/or other students in the class. 2. Students will complete one email assignment in which they email a postsecondary or career program Professional/agency/etc. for information. 3. Students will type essays for the class using the word processor.

Complete applications to further educational and employment goals including personal statements.	1. Students will complete any required applications for admittance into their desired postsecondary program.
Produce a well-developed, well-organized resume and cover letter for a particular employment position.	1. Students will complete a cover letter and resume for a future desired position upon completion of the College Transition Course.
Participate actively and appropriately in mock interviews for particular employment positions of interest.	2. Students will complete mock interviews for potential future employment opportunities. 3. Students identify potential future employment scenarios that they will encounter. They will role play these potential scenarios.

- ^Alignment of TABE (Forms 9 & 10, Levels D & A) Student Learning Objectives with Curriculum Framework Objectives.
- \*English 100 and Math 099 are integrated in the instruction of reading/writing/grammar/listening and speaking strands.
- **The COMPASS Student Learning Objectives have been aligned to the Curriculum Frameworks' College Transition Math & Reading Sections.**

**Workforce Related  
Suggested Course Materials**

The following suggested course materials can be used, but not limited, to facilitate learning of the various student learning outcomes for the College Transition Course:

<u>Source</u>	<u>Title</u>	<u>Abbreviation</u>
SER Central States Jobs for Progress, Inc.	Healthcare Career Prep Level I Curriculum	SER LVL I
SER Central States Jobs for Progress, Inc.	Healthcare Career Prep Level III Curriculum	SER LVL III
City Colleges of Chicago	Adult Education Program ABE/GED Curriculum	CCC ABC/GED
City Colleges of Chicago	Bridges to Careers Career Prep Level II Curriculum	CCC Prep LVL II
Truman College	Healthcare Innovation Pilot Project Curriculum	TR HLTH
Olive Harvey College	Workforce Healthcare Bridge Program Curriculum	OHC HLTH
<a href="http://www.gedforfree.com">www.gedforfree.com</a>		
<a href="http://www.gedillinois.org">www.gedillinois.org</a>		