

# Academic Innovations

## **CAREER CHOICES:**

**Initiating a Freshman Transition Course as a Key  
Dropout Prevention Strategy**

## **FOLLOW-UP PRACTICUM**

**For Chapman University Credit**



**1 SEMESTER UNIT**

**NOTE: Practicum assignments should be sent directly to the  
address listed on the bottom of the following Title Page**

## Title Page

This *Title Page* must be included with all course material to receive credit.

### Contact Information

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Grade Level/Content Area: \_\_\_\_\_

School: \_\_\_\_\_

Course Title: Initiating a Freshman Transition Course as a Key Dropout Prevention Strategy

Course Number: EDUC 9363D

Number of Units: 1

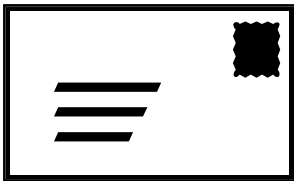
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### Materials Checklist

All items listed below must be included. **Be sure each item is clearly labeled.** Please check off each completed item:

- \_\_\_\_\_ Title Page
  - \_\_\_\_\_ Institute Attendance Verification
  - \_\_\_\_\_ Online Module Assessments (12 modules)
  - \_\_\_\_\_ Plan for Getting Buy-in for a Freshman Transition Course
  - \_\_\_\_\_ Annotated Time Log
  - \_\_\_\_\_ Course Rubric (As a guide for participant; to be completed by course evaluator)
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### Mailing Instructions



Send completed coursework to:

**Chris Merino**  
**P.O. Box 3570**  
**Tustin, CA. 92781**

**Please read carefully before beginning practicum assignments**

The purpose of this course is to allow educators to earn university credits by developing practical standards-based activities based on the Safe and Civil Schools Conference. Chapman University will award 2 or 3 semester units of graduate level elective credit based upon satisfactory completion of course requirements.

*These credits are professional development units not part of a degree program but used primarily for professional advancement (such as salary increment steps and recertification). Students should seek approval from appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. State licensing departments vary regarding their criteria for credit acceptance and some states may not accept credit from universities that are located outside the state.*

Please note that you must complete a minimum of 15 hours of combined seminar time plus practicum time for each semester unit as follows:

- 1 unit = 15 hours
- 2 units = 30 hours
- 3 units = 45 hours

### **Evaluation**

*Included in this syllabus is a rubric that matches the requirements for each assignment. Your assignments will be evaluated based on that rubric. Use this rubric as you evaluate your own assignments to ensure that you are meeting all requirements.*

- **Assignment # 1: Institute Attendance Verification**

In order to document your time at the 3-day institute and to verify 20 hours of in-class time, please attach the verification form provided to you by Academic Innovations.

- **Assignment # 2: Online Module Assessment Forms (12 modules)**

Please attach the assessment forms from the 12 online modules. **\*Please note time for viewing on the Annotated Time Log**

- **Assignment # 3: Plan for Getting Buy-in for a Freshman Transition Course**

**\*Please note time for completion on the Annotated Time Log**

- **Assignment # 4: Annotated Time Log**

To document your online and practicum time, create an Annotated Time Log using the form included in this syllabus or a similar one of your own. **You may not include time spent on regular classroom activities for which you are already compensated.**

**Please total the number of hours.**

The easiest way to create a TABLE is to use the Microsoft Word “Table” option. Choose “Table” at the top of your screen, then choose “Insert.” Choose “4” for the number of columns. You can start with “4” for the rows also, but will add/delete rows as you go. To add/delete rows go to “Table”, then “Insert” or “Delete” and choose the appropriate action. If you want to add another row, put your curser in the last row of your table and choose “Rows Below.”

The sections will expand as you type. The columns can be made wider by using the curser to drag the lines. Here is an example of the required categories and how the table will look when completed.

### Example

<b>DATE</b>	<b>TIME</b>	<b>ACTIVITY</b>	<b>REFLECTION</b>
5/12/08	4 hrs.	Viewed 6 Modules and complete assessments	The modules were full of great information I can use immediately in my classroom.
5/15/08	4 hrs	Worked on my Buy-in Plan	I can't believe how much I am learning! This Buy-in Plan will be so helpful for the new freshmen at my school.
<b>Total:</b>	<b>8 hours</b>		

### Confirmation, Grades, and Transcripts

We will process your registration as soon as possible. Turnaround time depends upon volume. You may request official transcripts from the website:  
[www.chapman.edu/k12](http://www.chapman.edu/k12)

## **Academic Innovations Initiating a Freshman Transition Course as a Key Dropout Prevention Strategy Practicum Rubric**

The course evaluator who reviews your work will use the rubric below to assign points that will determine whether you receive credit or not.

Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Course Title: \_\_\_\_\_ Course Number: \_\_\_\_\_

### \_\_\_\_ **TITLE PAGE**

2—Includes all requested information

### \_\_\_\_ **INSTITUTE ATTENDANCE VERIFICATION**

2—Includes all information needed for verification of hours at the institute

0—Information not included or inappropriate

### \_\_\_\_ **ONLINE MODULE ASSESSMENT FORMS (12 modules)**

6—Assessment forms demonstrate understanding of the online modules; all assessments are organized and properly labeled.

4—Assessment forms reflect adequate effort towards completing coursework and show an effort to follow guidelines as outlined in the syllabus

0—Product/activities are inappropriate to course goals; do not follow course syllabus guidelines

### \_\_\_\_ **PLAN FOR GETTING BUY-IN FOR A FRESHMAN TRANSITION COURSE**

6—Products/activities address all assignments effectively and completely as outlined in the course syllabus

4—Products/activities reflect adequate effort towards completing coursework and show an effort to follow guidelines as outlined in the syllabus

0—Product/activities are inappropriate to course goals; do not follow course syllabus guidelines

### \_\_\_\_ **TIME LOG (INCLUDING TIME LOG REFLECTIONS)**

6—Log contains required number of hours, is typed or neatly written and organized. Reflections are thoughtful and relevant to course topic. Number of hours is reflected in quality of products/activities.

4—Log contains most of the recommended hours, is readable and shows effort towards effective reflection

0—Log not included, incomplete, or unreadable

### \_\_\_\_ **OVERALL QUALITY OF COMPLETED WORK**

2—Participant follows the syllabus and presents materials professionally using correct grammar, punctuation, and spelling

1—Presentation of materials is adequate but needs more attention to grammar, punctuation, spelling and/or organization

0—Materials are difficult to read or poorly organized

### \_\_\_\_ **TOTAL**

#### **Instructor Comments**

PASS/NO PASS: 18 points or higher. (Letter grades issued when required by school district.)  
Letter Grade: A= 24-22 pts. B=21-19 pts. C=18-17 pts. D=16-14 pts.