

CSUP Graduate Education Course Syllabus

Dropout Dilemma

ED 501 CLDE

Catalog Description:

This course will examine the Definitions and term of At-Risk Students using research-based risk factors. Educators will examine the nationwide trends of family structures, poverty and other social issues affecting students. Statistical correlations between environmental conditions, dropout rates and social class relationships are analyzed. The Who and Why student's dropout will be examined as well as solutions and strategies for keeping students engaged in school. This course will encourage educator perspectives and experiences regarding these issues. Alternative schools, dropout programs and social adjustments that address the dropout dilemma will also be covered. They will research this topic via internet to see what other solutions and programs are happening nationwide. Educators will develop lessons or activates, a Final Essay pulling all their personal insights and course research experience together. 3 Credits

Credit Hours: ED 501: This three-credit ED 501 course uses a face-to-face/hybrid/synchronous online/asynchronous online, format and will require a total of 112.5 hours of student effort as shown in the Course requirements section as well.

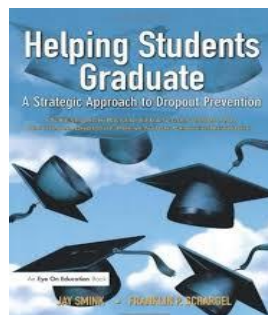
Course Format: Distance learning, independent Study Grad Course for working teacher license renewal.

Instructor: Joseph C'deBaca MAED teacherslearningcenter@gmail.com 727-273-4852

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Required Text: Dropout Dilemma: Helping Students Graduate: A Strategic approach to Dropout Prevention by Jay Smink & Franklin Schargel. New York. 2017 Pages 260. Large page book.



Course Objectives

1. Students will have a working knowledge of the statistical data, social demographic issues and the future consequences that students who drop out of school may encounter.
2. Educators will locate, analyze, and review published articles on the dropout problem and view videos that examine dropout issues for youth and the corresponding social issues involved.
3. Students will classify, understand and label the causes associated with dropping out of school into the areas of family dynamics, school systems, political considerations and areas of responsibility
4. Participants will understand the social and psychological dynamics involving family systems and the numerous familial, school systems and social issues that cause students to drop out of school.
5. Teachers will create and develop writings, activities and dropout interventions, solutions and prevention strategies that can reduce the probability of students dropping out of school.

Student Learning Outcomes: (SLOs):This course addresses the following student learning outcomes rated 1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Educator Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and application of content knowledge to classroom instruction & assessment.	3
2. Understand scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching, learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in schools, education, including models for change and current research and trends.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Assignments: Read the book: Helping Students Graduate: A Strategic approach to Dropout Prevention by Jay Smink and Frank Schargel. Write chapter Reviews/Reflections for each of the chapters in the book. Research the topic using the internet, journal articles or information and then write a Research Article Review regarding the various issues related to the course. Develop a project or activity that can be used in the classroom or educational setting. Then design and write a lesson or unit plan utilizing various concepts in the book. Write a three-page Final Application Essay summarizing key dynamics from the course. Focus your writings and activities on the content or strategies from the course experience and how you can apply them to your teaching methods, instruction and classroom or school environment. See Assignment Rubrics. Use SLO's in writings.

Chapter Review/Reflections: Write several paragraphs summarizing the main ideas or information you thought was significant from each chapter 16 book of your choosing. Paragraphs and bullet points of main issues are acceptable. See rubrics below for guidelines. Utilize above SLO's in your writings

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| 1. Coming to Terms with <i>At-Risk</i> label | 2. School Dropouts: A National Issue |
| 3. Who Drops out and Why | 4. Systematic Renewal: What Works? |
| 5. School Community Collaboration | 6. Creating Safe Learning Environments |
| 7. Family Engagement | 8. Early Childhood Education |
| 9. Early Literacy Development | 10. Mentoring for Youth Development |
| 11. Service-Learning Engagement | 12. Alternative Schools |
| 13. After School Programs | 14. Staff Professional Development |
| 15. Active Learning | 16. Educational Technology |
| 17. Individualized Instructions | 18. Career Technical Education |

Course Requirements:

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| 1. Chapter reviews/reflections | 2. Research Article Review | 3 Project /Activity |
| 4. Video Review | 5. Final Application Essay | |

Student contact Hours Course Work Time 3 credits.

Requirement	Points	Student (hours)
Reading Textbook 260 Pages Large size book	25	26.5
Writing Chapter Reviews/Reflections	30	31.0
Locate a Video or clips on the Dropout Issue	10	15
Locate and Write Research Article Reviews	10	20
Design Lesson/Unit Plans Project/Activity	15	15
Final Application Essay	10	5
Total	100	112.5

Attendance/Participation:

Educators will choose and order their course/s at the CSUP website or www.teacherslarning.com and enroll and pay. They will receive their Course Startup documents via email and the course books will be sent by mail by Amazon or the post office. Teachers will study their syllabus and start reading and writing their assignments. They will be in contact with their TLC Instructor for guidance and support. The Independent Study and Self-Paced format allow working teachers flexibility and freedom to learn.

Term Dates:

Enrollment periods will appear on the students' transcripts. Thus, enroll in the term that you wish to See on your transcript. **Spring** – January 2nd to May 15th Summer – May 16th September 15th

Fall – September 16th – December 31st

Grading: Grades automatically revert to an "F" if the course is not completed within a year.

<i>Percentage</i>	<i>Grade Level</i>	<i>GPA</i>
<i>100% to 90%</i>	<i>A</i>	<i>4.0</i>
<i>89% to 80%</i>	<i>B</i>	<i>3.0</i>
<i>Not Allowed</i>	<i>No "C" grades</i>	
<i>Assignment</i>	<i>One Redo</i>	

Writing Format Use size 12 font size and 1.5-line spacing, **Bolded** headers and titles. Feel free to use your own styling format or an APA/MA writing style format.

Email Assignments to: teacherslearningcenter@gmail.com in 1 or 2 Word docs. all together when they are all completed. Not individually. Instructor: Joseph C'de Baca 727-273-4852

Grading

Chapter Reviews & Reflections	50	90 - 100 = A
Research Article Review	20	80 - 89 = B
Video Review	10	70 - 79 = C
Lesson of Activity	10	60 - 69 = D
Application Essay	<u>10</u>	0 - 59 = F
Total 100		Grade B or better required

Course Assignment Rubrics Chapter Reviews/Reflections

Chapter Reviews	Basic (30 pts.)	Proficient (40 pts.)	Advanced (50 pts.)
Read the book and write chapter review-reflections for each chapter in the book.	Writes a basic narrative of the chapters' contents.	Writes a general narrative of the chapters' contents with limited personal reflection.	Writes a complete narrative of the main points of each chapter. Writes personal reflections that include

<p>Write 3 to 4 paragraphs summarizing the ideas, knowledge, and information that you thought was significant from each chapter.</p> <p>Write your own personal experiences and reflections about concepts that were enlightening and applicable to teaching.</p> <p>Expanded bullet points of main issues are also acceptable.</p> <p>Include your personal experiences, ideas, and critical analysis.</p>	<p>Includes major points expressed by the author.</p> <p>Includes at least one book citation or example.</p>	<p>Expresses major points of each chapter.</p> <p>Writing includes any state, district, or national academic standards that apply.</p> <p>Includes experiential examples.</p> <p>Error Free</p>	<p>the student's experiences with these issues as they relate to their personal classroom experience.</p> <p>Expresses major points of each chapter and provides in-depth elaboration.</p> <p>Includes any state, district, or national academic standards that apply.</p> <p>Includes critical analysis of the course's positive and/or limiting content and offers solutions as they apply to instructional applications in schools.</p>
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Research Article Review Assignments Rubric

Article Review	Basic (10 pts)	Proficient (15 pts)	Advanced (20 pts)
<p>Research course topic and locate a relevant article that relates to the course content.</p> <p>We want to see what is happening in schools nationwide regarding this topic. Write an article review/personal reflection connecting article with course content and schools.</p>	<p>Writes review of articles with basic citation information and briefly shows connection between course and article content.</p> <p>*Must Include a copy of the article utilized in this assignment.</p>	<p>Writes review of article with a few references of information.</p> <p>Some critical analysis and solutions.</p> <p>Explores the connection between course and article content, showing full understanding of both interrelationships for teaching considerations.</p>	<p>Writes review of article with several informative references and thoroughly demonstrates the connection between article and course content.</p> <p>Reflection incorporates abstract and critical analysis and alternatives or solutions.</p> <p>Personal experiences and perspectives are included.</p> <p>Review applies information learned to potential classroom situations.</p>

Required Lesson/Unit Plan or Activity Rubric

Activity, Lesson	Basic (5 pts.)	Proficient (10 pts.)	Advanced (20 pts.)
<p>Write a unit and a lesson plan, project or activities that demonstrate the course concepts in a school classroom or instructional environment.</p> <p>Other activities include: staff development,</p> <p>State academic standards, parent outreach, department or committee work, curriculum development, presentations, and school events.</p>	<p>Creates a minimal activity and lesson plan that briefly demonstrates a simple application of a course concept or strategy that can be utilized in classrooms for instructional and/or evaluative applications.</p>	<p>Creates a general activity and lesson plan and unit plan that demonstrates two or more course applications of the various topics or concepts.</p> <p>Includes any state, district, or national academic standards that apply.</p> <p>Contains a variety of teaching or learning styles and concrete or abstract practical applications of a concept from the course materials.</p> <p>Error free</p>	<p>Creates a detailed activity and lesson plan or unit plan that includes a variety of teaching and learning styles.</p> <p>Contains concrete and abstract activities for practical classroom applications of several concepts from the course content.</p> <p>Addresses any state, district, or national academic standards in the activity.</p> <p>Creates a lesson plan or activity that helps students utilize course content to apply the knowledge or skills to school curriculum for their affective needs and improving academic achievement.</p>

Video Review Rubric

<p>Locate the Video: Dropout Nation or similar video on the Dropout issue. Use youtube.com for the course and watch it for the 1st time for entertainment. Then watch the movie the 2nd</p>	<p>Writes a basic review of the video with one or two citations of information. Review only includes a minimal connection between course</p>	<p>Writes an expanded review of the video with several citations of information and explores the connection between course and movie content.</p>	<p>Writes complete review of video with numerous citations and examples that thoroughly explore the connection between course and movie content.</p> <p>Personal examples, critical analysis, solutions and reflections are relevant to</p>
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time pausing and taking notes. Then write a movie review -reflection connecting movie content, information and learning with the book or research article or other course material.	materials and movie content	Writing has some critical analysis, solutions, personal reflection and school applications.	teaching and classroom applications in schools and personal development.
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Final-Application Essay Rubric Assignment

Application Essay	Basic (5 pts.)	Proficient (7 pts.)	Advanced (10 pts.)
Write a 3 page essay combining all the course content or assignments and show how they can be applied to teaching students, schools settings and staff and personal development.	Writes an essay addressing how the course content can be applied to classroom instruction, student achievement, and the overall school environment.	Writes an essay with one or two examples of how various course concepts can be developed and implemented in the classroom and school environments. Writing addresses any state, district, or national academic standards. Addresses instructional methods, teaching strategies and effective lessons as well as students' affective needs and academic achievement.	Thorough essay with multiple examples of how various course concepts can be developed and implemented in classroom and schools. Includes student's personal and experiential reflections with any state, district, or national academic standards that apply. Writing offers solutions as they apply to instructional applications in class and schools. Addresses instructional methods, teaching strategies and effective lessons as well as the affective needs of students along with academic achievement.

Late Work: Assignments are late if they are not completed within 6 months. Late assignments will receive a 20% reduction. An “F” grade will be posted if the course work is not completed on time.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with question regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic Misconduct is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Institutional Equity Statement

CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Institutional Equity and Title IX Coordinator via email at nicole.ferguson@csupueblo.edu, phone 719-549- 2210, or in person at LARC 187.