

Tennessee Student Success Course

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Course Code(s):	TBD
Prerequisite(s):	None
Credit:	0.5, Elective
Grade Level:	10-12
Graduation Requirements:	This course is intended to support preparation for the transition from secondary to postsecondary education. The course does not fulfill any graduation requirements on its own but provides students with elective credit.
Dual Credit or Dual Enrollment Opportunities:	There are no dual credit/dual enrollment opportunities for this course.
Teacher Endorsement(s):	001, 004, 006, 007, 009, 009, 010, 011, 012, 013, 014, 015, 016, 017, 018, 019, 020, 021, 022, 023, 024, 025, 026, 027, 027, 028, 029, 030, 031, 032, 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, 046, 047, 048, 049, 050, 051, 052, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 077, 078, 079, 080, 081, 082, 099, 100, 101, 102, 103, 105, 108, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 146, 125, 126, 127, 128, 129, 130, 131, 132, 133, 147, 150, 151, 152, 153, 154, 155, 156, 157, 158, 201, 202, 203, 204, 210, 211, 212, 213, 214, 220, 221, 230, 231, 240, 241, 250, 301, 310, 311, 400, 401, 402, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 434, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 439, 445, 448, 449, 450, 451, 452, 453, 458, 460, 461, 462, 463, 464, 465, 466, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 484, 485, 486, 490, 491, 492, 493, 494, 495, 496, 498, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 700, 701, 702, 703, 705, 706, 707, 710, 711, 720, 721, 722, 730, 740, 742, 750, 751, 760, 770, 771, 772, 773, 774, 775, 776, 780, 781
Required Teacher Certification s/ Training:	None

**Teacher
Resources:**

[https://www.tn.gov/assets/entities/gearuptn/attachments/TennesseeStudentSuccessCourseResourceGuide\(1\).pdf](https://www.tn.gov/assets/entities/gearuptn/attachments/TennesseeStudentSuccessCourseResourceGuide(1).pdf)
https://tn.gov/assets/entities/education/attachments/ccte_sr_a_path_of_choice.pdf

Course Description

The *Tennessee Student Success Course* was developed through collaboration with the Tennessee Higher Education Commission (THEC) and the Tennessee College Access and Success Network. The Tennessee Student Success Course will provide students the opportunity to anticipate, plan, and prepare for a pathway of their choice and the associated challenges of successfully adapting to the academic, social, and financial demands of postsecondary education and/or training.

This course is intended to codify key knowledge, research, planning, and skill development that students in Tennessee need in order to successfully transition from high school to postsecondary education and training.

This course is designed as a 0.5 credit course.

Course Standards

Types of Postsecondary Education and Degrees

- 1) Define the concept of college and understand that “college” is not just a four-year residential university, but also includes technical and two-year colleges. Explain the correlation of postsecondary education to personal health, employment opportunities, and job satisfaction.
- 2) Demonstrate advanced navigation skills of CollegeforTN.org by utilizing its tools to identify postsecondary institutions that have specific characteristics including location, two-year or four-year school, public or private institution, on or off campus housing, and cost per credit hour.
- 3) Identify the types of colleges available in Tennessee (community college, private non-profit, public four-year, etc.) and describe the types of programs and degrees available at each school.
- 4) Demonstrate understanding of the concept of academic, financial, and social “fit” in postsecondary education by analyzing admissions requirements, costs, financial aid, course and major offerings, and/or support services for a variety of different types of schools.

Postsecondary Admissions and Financial Aid Application Processes

- 5) Outline a timeline of the college admissions and financial aid application process that highlights admissions requirements and target deadlines for college applications and FAFSA completion.
- 6) Analyze a financial aid award letter and identify what type(s) of financial aid the student is awarded. Differentiate between an institution’s “sticker price” and “net price” for sample students with different academic and socioeconomic backgrounds. Calculate the cost of attendance (Net Price), total awarded loans, total gift aid, and other forms of financial assistance (e.g. work-study, stipends). Identify any contingencies of the award letter such as if the aid is recurring, must be earned (i.e. work study), and/or is dependent on academic progress (e.g. full-time enrollment, maintaining a specific GPA, submitting volunteer hours).
- 7) Differentiate the multiple types of financial aid available for postsecondary education including state and federal loans and grants and programs specific to Tennessee such as Lottery Scholarship and TN



Promise. Summarize the academic, socioeconomic, and selection criteria requirements as well as the application processes for students to be awarded each type of financial aid.

- 8) Describe, evaluate, and compare to national averages and/or standards the quality of the student outcomes of specific postsecondary institutions through analysis of publicly available data including but not limited to: graduation rate, retention rate, job placement rate, average salary after attending, percent of students paying down student debt, etc. using tools such as the U.S. Department of Education's College Scorecard (<https://collegescorecard.ed.gov/>).

Postsecondary Success

- 9) Investigate one or multiple postsecondary pathways of personal (student) choice determining specific postsecondary training required, relevant early postsecondary opportunities or industry certifications, variety of careers available for candidates with intended postsecondary training, and job outlook for related industries and careers based on labor market data. Describe the enrollment process, procedure for declaring a major/concentration/certification, campus housing and meal plan options, campus resources, and student support services for the different types of institutions including Tennessee College of Applied Technology, community college, or four-year college.
- 10) Demonstrate fluency of associated higher education vocabulary terms including but not limited to bursar's office, deans, academic chairs, registrar, office hours, academic standing, credit hours, classification, colleges of study (e.g. liberal arts), etc.
- 11) Differentiate and model the procedural norms of a high school and postsecondary institution, for example, how to communicate with instructors/professors, register for classes, request tutoring or academic support, request classroom accommodations based on specific learning need, create and select courses in consultation with an advisor, and plan for large assignments.
- 12) Consider the personal responsibilities required for postsecondary academic success including academic honesty, time management, organization, and effective communication. Develop strategies to fulfill each type of responsibility, citing advice from college students, professors, and additional content experts.
- 13) Distinguish between a growth and fixed mindset, and the attributed characteristics of each type of mindset of intelligence. Devise strategies to foster a growth mindset.

Aligned Tennessee Academic Standards

Tennessee Academic Standards for English Language Arts

Student assignments, projects, papers, presentations, assessments, and other course deliverables should be aligned to appropriate, rigorous grade-level standards including but not limited to the following academic standards for English Language Arts.

Language

- 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.



- 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
- 11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading

- 11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

Speaking & Listening

- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th–12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
- 11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
- 11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

- 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
- 11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards for Mathematics

Wherever possible, the course should include and support practice using the following eight standards for mathematical practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

A full description of the standards for mathematical practice can be found here: https://www.tn.gov/content/dam/tn/education/standards/math/stds_math.pdf.