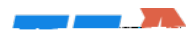




College Transition

strands in this course are designed to provide students entering both high school and college with instruction in time management, organizational skills, study skills, and maintaining motivation. The course also provides an introduction to the importance of a postsecondary



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- (C) establish and prioritize short-term and long-term goals for education, career, and recreation; and
 - (D) identify and evaluate potential barriers to goals and develop strategies to overcome those barriers.
- (8) Career exploration, goal setting, and motivation. The student understands the role of motivation in learning. The student is expected to:
- (A) identify and determine personal motivations for academic performance;
 - (B) describe how to develop positive self-efficacy beliefs;
 - (C) define the attribution theory of control;
 - (D) describe how both internal and external locus of control play a role in academic success;
 - (E) apply the constructs of self-efficacy and attributions to personal motivation; and
 - (F) develop and discuss methods, including intrinsic motivation and extrinsic motivation such as rewards and other external reinforcers, to increase the value of academic success.
- (9) Understanding campus resources and college culture. The student explores the differences between high-school and college and analyzes a variety of campus resources and how to use the resources appropriately. The student is expected to:
- (A) compare characteristics of high school and college such as the availability of tutoring, mental health supports, and extracurricular activities;
 - (B) research and identify characteristics and behaviors of students demonstrating academic success in college;
 - (C) describe the importance of communicating with faculty members outside of class;
 - (D) describe the functions of a high school's and college's online student information system and learning management system;
 - (E)

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