

# Statewide Transportation, Distribution, and Logistics (TDL) Curriculum:

Introduction to  
Postsecondary Education  
Module

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# Statewide Transportation, Distribution, and Logistics Curriculum: Introduction to Postsecondary Education Module

<b>Introduction</b>	iii
<b>Module Outline</b>	vi
<b>Introduction to Postsecondary Education Module</b>	1
<b>Activities/Resources for Outcome 1</b>	7
Transition Contract	8
Goal Setting	9
<b>Activities/Resources for Outcome 3</b>	15
Learning Modalities Self-Assessment	16
Suggested Aids for Learning Modalities	19
Characteristics of Learning Modalities	20
Which Type of Learner Are You?	21
What's Your Learning Style	22
Three Different Learning Styles	25
Roadblocks to Blockbusters	27
Changing Obstacles into Opportunities	30
<b>References</b>	32
<b>Standards for Outcomes</b>	34

# Statewide Transportation, Distribution, and Logistics Curriculum: Introduction to Postsecondary Education Module

## FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for transportation, distribution, & logistics (TDL) professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and TDL professionals, engage in collaborative and individual projects involving authentic materials and resources, visit TDL and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with the program coordinator as well as academic and employment professionals.
- ✓ Site visits to TDL and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

## ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules or this program will adapt instructional strategies, content level of difficulty, learning activities, and projects to meet the needs of the program's target population and adult learners of lower and higher academic levels.

# Statewide Transportation, Distribution, and Logistics Curriculum: Introduction to Postsecondary Education Module

- ✓ Referenced resources, relevant Internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.
- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

**Rationale:** As adult education students prepare to enter a post-secondary educational experience, they may not have the knowledge and/or skills necessary to make this transition successfully. Many of these skills need to be introduced and learned to facilitate the students' entry into college.

**Module Description:** The introduction to post-secondary skills module offers the adult learner the opportunity to be introduced to college services, policies, and culture and to the skills necessary to navigate college life. This module identifies students' responsibilities and presents methods to achieve success. It assists students' transition to college and provides guidance in making individual decisions.

**i-Pathways Alignment with the Statewide TDL Curriculum:** The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the Statewide TDL Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

# **Statewide Transportation, Distribution, and Logistics Curriculum: Introduction to Postsecondary Education Module**

## **Learning Outcomes**

### **Students will:**

- Establish entering postsecondary as an educational goal.
- Understand and complete the college admission and financial aid application process.
- Develop skills to participate in the college experience and achieve academic goals.
- Identify and utilize academic support services and resources for assistance.
- Evaluate choices to make individual decisions that will affect his or her success in life.

## **Methods of Instruction**

- Lecture
- Small and large group discussions
- Research
- Hands-on activities

## **Methods for Evaluating Student Performance**

- Student demonstration
- Teacher observation
- Transition Contract
- Completed college application
- Completed financial aid application
- GED<sup>®</sup> Tests results
- COMPASS Test results

## **Module Overview**

- A. Goal Setting
- B. Transition Contract
- C. College Application
- D. Financial Aid Application (FAFSA)
- E. COMPASS Test

# Statewide Transportation, Distribution, and Logistics Curriculum: Introduction to Postsecondary Education Module

- F. College Schedule
- G. Assessing Strengths
- H. Changing Obstacles into Opportunities
- I. Completing the GED® Tests
- J. Identifying College Support Services
- K. Evaluating Goals

## Module Outline

1. Early Exposure
  - a. Recruitment flyers incorporate questions and information regarding college
  - b. Program applications incorporate questions and information regarding college
  - c. Program orientation includes an introduction to college processes, FAFSA, COMPASS testing, alumni testimonials, copies of transcripts, and degrees
  - d. Complete two college applications—one to a local college and one to a “dream” college
  - e. Complete a Transitions Contract
  - f. Acquaint students with college vocabulary
2. Continuous Reinforcement
  - a. College tours
  - b. Classroom activities that focus on post-secondary development
  - c. Bridge to College class
    - i. Orientation
    - ii. Application
    - iii. Goal letter
      1. Assess college readiness
      2. Assess commitment to college
  - d. Update the Transitions Contract
  - e. Build college culture
    - i. Talk regularly about college—common message from all staff
    - ii. Use pictures, posters, etc.
    - iii. Develop relations with college (instructors, TRIO staff)
    - iv. Invite guest speakers from the postsecondary side of the college
    - v. Share your college experiences with students
    - vi. Discuss fears of failure, self-sabotage, and ways to combat doubt
  - f. Recruit college alumni as mentors

# Statewide Transportation, Distribution, and Logistics Curriculum: Introduction to Postsecondary Education Module

- g. Have high expectations, but offer high support
  - i. Tutoring
  - ii. Consistent services
  - iii. Incentives
  - iv. Holistic support—conversations, advocacy, positive relationships
  - v. Individual communication with staff—texting, etc.
  - vi. Referrals to social service agencies for help with everything from housing to childcare, transportation, and food
  - vii. Nurture learning communities
  - viii. Identify student strengths and build on them
  - ix. Identify barriers and make plans to overcome them
- 3. Integration or alignment with college and career advising
- 4. Requirements
  - a. Academic readiness
    - i. Developing higher level critical thinking skills
    - ii. Remediation in content areas—contextualized and of sufficient rigor to support bypassing developmental education coursework
  - b. Passing GED® Tests
- 5. College application
  - a. Fill out form (If not already in the system)
  - b. Submit form to appropriate office
- 6. FAFSA and Financial Aid
  - a. Make an appointment with Financial Aid office or Educational Opportunity Center
  - b. Fill out form
  - c. Submit form
  - d. Financial literacy curriculum to help students understand how to manage money for college
  - e. Be aware of complexity and time-sensitive nature of this procedure
- 7. Placement Testing
  - a. Make an appointment with the Assessment Center
  - b. Offer a COMPASS Test Preparation workshop
  - c. Take an online COMPASS Practice Test
  - d. Take the COMPASS Test
  - e. Discuss results with transition counselor

# Statewide Transportation, Distribution, and Logistics Curriculum: Introduction to Postsecondary Education Module

8. Advising
  - a. Make an appointment with an advisor
  - b. Utilize proactive or “intrusive” advising either at college or via the transition counselor
  - c. Return to transition counselor for approval
  
9. College Services/available support services
  - a. Make an appointment with transition counselor to learn of above services
    - i. Emergency funds
    - ii. Health services
    - iii. Library Resource Center
    - iv. TRIO
    - v. Perkins
    - vi. Counseling
    - vii. Tutoring
    - viii. Student success centers (math resource room; writing desk)
    - ix. Work study programs
  - b. Refer to college orientation
    - i. College policies and procedures
    - ii. Support services and college resources, including the Library Resource Center
    - iii. Financing an education
    - iv. Campus activities
    - v. Goal setting/Academic goals
    - vi. Time management
    - vii. Stress management
    - viii. Study skills
    - ix. Decision-making skills
    - x. Faculty expectations
    - xi. Health issues
    - xii. Problem-solving skills
  
10. Ongoing support through the transition counselor