

COUN 80 Course Outline as of Fall 2016**CATALOG INFORMATION**

Dept and Nbr: COUN 80 Title: UNDERSTANDING TRANSFER

Full Title: Understanding the Transfer Process

Last Reviewed: 11/9/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	1.00	17.5	Lecture Scheduled	17.50
Minimum	1.00	Lab Scheduled	0	2	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	1.00		Contact Total	17.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 35.00

Total Student Learning Hours: 52.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: GUID 80

Catalog Description:

An introduction to the process of transfer from a community college to a university for the purposes of long-term educational planning. Students will evaluate and choose universities based on research about degrees offered, transfer requirements, the application process, housing, financial aid, scholarships and support services.

Prerequisites/Corequisites:**Recommended Preparation:**

Recommended Eligibility for Engl 100 or ESL 100

Limits on Enrollment:**Schedule of Classes Information:**

Description: An introduction to the process of transfer from a community college to a university for the purpose of long term educational planning. Students will evaluate and choose universities based on research about degrees offered, transfer requirements, the application process, housing, financial aid, scholarships and support services. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Recommended Eligibility for Engl 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 1981	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. As a result of completing this course, students will be able to:

A. Demonstrate a successful decision-making process that includes establishing values-based criteria, determining potential options, gathering information and arriving at a prioritized set of choices.

B. Identify the important elements of the higher education system and apply that knowledge to their own participation in that system.

C. Create effective plans relating to prioritized choices.

Objectives:

Upon successful completion of this course, students will be able to:

1. Determine criteria to be considered in selecting a bachelor's degree program and establish individual priorities among those criteria.
2. Find and use printed and electronic sources of information about colleges and universities.
3. Compare the UC (University of California), CSU (California State University) and independent segments of higher education in terms of costs, admissions processes, transfer requirements and policies.
4. Conduct research to evaluate potential destination universities that match their priority criteria.
5. Define college terms such as "articulation", "matriculation", and "lower-division".
6. Access and synthesize articulation information using the ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) web site.

7. Complete applications for admissions, financial aid and scholarships.
8. Write a personal statement to accompany an application for the UC system, an independent university or a scholarship.
9. Prepare a long-term educational plan.
10. Locate career information.

Topics and Scope:

- I. Orientation to Transfer Center resources, activities and services
- II. Criteria to consider when choosing a university
- III. Overview of the California higher education system
- IV. University information available in directories, catalogs, computer programs, and on the internet
- V. Articulation and ASSIST
- VI. How to choose a major
- VII. The California State University
 - A. Transfer requirements
 - B. The CSU General Education pattern
 - C. AA-T and AS-T Majors
 - D. The CSU Mentor web site
 - E. The application/admission process
- VIII. The University of California
 - A. Transfer requirements
 - B. The IGETC (Intersegmental General Education Transfer Curriculum) pattern
 - C. The University of California web site
 - D. The application/admission process
 - E. The personal statement
- IX. The independent sector
 - A. AICCU (Association of Independent California Colleges and Universities)
 - B. General Education at the independent schools
 - C. Transfer requirements
 - D. The application/admission process
- X. Transfer to out-of-state and international institutions
- XI. Transfer Admission (TAGs) Guarantee Agreements
- XII. Financial aid, scholarships, housing and other student services at the university
- XIII. Graduate and professional schools
- XIV. Career information resources

Assignment:

1. Use the resources in the Transfer Center and online to research and choose destination universities.
2. Compare and contrast at least three destination universities from more than one segment of higher education, using an instructor-provided format and present an oral report on one of them.
3. Complete an application for admission to a university OR write

- a personal statement required for the UC application or a scholarship application.
4. Determine eligibility for transfer by completing a long-term educational plan.
 5. Midterm exam (at the discretion of the instructor)
 6. Final exam (all instructors).

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Application or personal statement

Writing
20 - 35%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Long-term educational plan

Problem solving
25 - 35%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, sentence completion; short essay; problem-solving

Exams
25 - 35%

Other: Includes any assessment tools that do not logically fit into the above categories.

Oral Report; Attendance and Participation

Other Category
5 - 30%

Representative Textbooks and Materials:

Instructor developed materials.