

COLLC131 : Making Transfer Easy

General Information

Author:	<ul style="list-style-type: none">• Rene Mora• Small, Christine• Moline, Jeannine
Course Code (CB01) :	COLLC131
Course Title (CB02) :	Making Transfer Easy
Department:	Counseling
Proposal Start:	Fall 2020
TOP Code (CB03) :	(4930.13) Academic Guidance
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000303948
Curriculum Committee Approval Date:	12/06/2019
Board of Trustees Approval Date:	03/12/2020
External Review Approval Date:	03/12/2020
Course Description:	This course provides an introduction to majors and careers, goal setting and major selection, the transfer research and application process, and long-term educational planning. Transfer agreements, application completion, housing, and supportive services for public and private colleges and universities, particularly in California, are evaluated.
Submission Type:	Change to Content We changed course code/name/descriptor from PDEV C131 to COLL C131 so that all courses in the Counseling Department would have the same course code/name/descriptor, COLL. Two contributors were added to the course, Christine Small and Jeannine Moline. ENGL C070 was removed as an advisory. Limitations of enrollment was removed (had writing I and II, as requirements and we no longer offer these classes). A face to face, online, iTV and hybrid rigor statement was added. This course was last assessed fall 2018 and only one out of the six SLOs was met. This assessment resulted in changing the SLOs of this course, from six to three.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Counseling
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• Counseling
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

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PDEV C131

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

No value

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07) 1

Maximum Credit Units (CB06) 1

Total Course In-Class (Contact) Hours	18
Total Course Out-of-Class Hours	36
Total Student Learning Hours	54
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	18
Laboratory	0
Activity	0
Total	18
Course Out-of-Class Hours	
Lecture	36
Laboratory	0
Activity	0
Total	36

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC070 - Introductory Composition

ENGL C070 requires that students be able to write compositions with clear organization, thesis, topic sentences, keywords, transitions, and sufficient, logical supporting details. It also requires that students be able to construct text-based essays based on the reading of college-level sources in a wide variety of rhetorical modes, such as summary, analysis, compare/contrast, categorization, description, narration, exposition, and argument. ENGL C070 also requires that students write clear and grammatically-correct prose, free of both major and minor errors and be able to revise substantively, making significant changes in structure, focus, and style as appropriate for purpose and audience.

Students who have completed the advisory ENGL C070 and take COLL C131 will be better able to read and comprehend a college-level textbook explaining various theories of personality and interest, motivation, lifestyle choices, and skill sets related to career choice and preparation for career.

Students who have completed the advisory ENGL C070 will be better able to critically analyze their own preferences, motivation, lifestyle choices, and current and expected skill sets through text and online assignments. Additionally, they will be better able to write in a clear and organized manner free from errors.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Problem Solving
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Rationale	Students choose a university to research its admission requirements, resources and support, extracurriculars, and other general information. They check for understanding of the articulation website and how to find lower division preparation classes for the university the students plan to attend.
Methods of Instruction	Written work
Rationale	Students have a discussion forum so they can share ideas about benefits and challenges of attending and completing degrees within each system assigned. A required essay about the transferring process.
Methods of Instruction	Outside reading
Rationale	Reading materials on CSU, UC, private universities, CA careercafe, assist.org and pertaining to the class.
Methods of Instruction	Field Trip
Rationale	Students complete virtual campus tours.
Methods of Instruction	Discussion
Rationale	Students participate in weekly discussions related to transferring, websites and videos presented in class.
Methods of Instruction	Audiovisual
Rationale	CSU and UC application websites, CA careercafe, and related video clips.
Assignments	<p>Not limited to, possibly:</p> <ol style="list-style-type: none"> 1. Complete a Student Education Plan 2. Complete an outline for UC Personal Insight Questions 3. Complete a CSU and UC application without submission 4. Complete a comprehensive transfer plan 5. Comparison essay of UC and CSU campuses 7. Complete Transfer Information worksheet 8. Complete Financial Aid and Scholarship assignment
Methods of Evaluation	Rationale
Homework	<p>Comprehensive Transfer Plan (CTP). Detailed plan of major selection, GE pattern selection, college/university selection, and preparation for application to colleges and universities (must include one UC, one CSU, and one independent or out-of-state college/university).</p> <p>Students are required to answer specific questions. Answers include the major and general education (GE) pattern to be used, the UC and CSU chosen, and the third college/university chosen (independent or out-of-state). Answers to subsequent questions include important dates</p>

(priority registration, FAFSA priority application filing period, and priority application for admission filing periods), knowledge of articulation information (ASSIST GE agreements, Major agreements, agreements listed with AICCU, out-of-state articulation if available).

The CTP also includes a question regarding the students' planned use of the CTP to improve their ability to use the tools (including Financial Aid, textbooks, Comprehensive or Long-Term Student Educational Plan [CSEP/LTEP], UC student leadership emphasis) included in their CTP to improve their chances of admission, meeting priority, primary, and secondary application deadlines, and ensure that moving, housing, and financial changes do not impair their ability to meet their goals.

Rubric used to assess the CTP uses three levels, "did not meet, almost met, and met" to evaluate student answers to questions. Answers are evaluated based on the students' ability to demonstrate synthesis of information provided during 8 weeks of assignments, discussion, and reflection (weekly questions used require students to demonstrate ability to identify what was required, and why those requirements were used, as well to demonstrate an ability to apply the requirements to personal and educational growth).

Participation

Discussions. Students answer and respond to questions regarding application deadlines, use of CSEP/LTEP and other tools discussed in class to ensure meeting deadlines demonstrate students' understanding of the importance of those deadlines. Students answer questions and respond to other students about the competitive application processes, student leadership opportunities, scholarship opportunities, and housing.

Final Exam

Essay. Students submit a paper detailing their experience with completing each application. What was asked of them? How was the application formatted? What was the explanation of requirements (ie what High School information was required and why were they required to include High School information)? Questions are written so the answers provide a detailed picture of the students' level of engagement, observation of details, and understanding of the underlying reasons why the questions are required.

Distance Education Description: how outcomes are evaluated

A rubric, based on the application construction, specific questions from the application, and typical application performance (ie specific pop ups or secondary questions that result from proper student input to the form) is used to evaluate the students recollection, identification, understanding, and analysis of the application processes.

The class is only offered online and designed to allow students to learn about the transfer process, and gather information related to transfer from the community college level to Bachelor's Degree awarding institutions. The primary focus is on the most common transfer choices for students attending Cerro Coso and taking the course, namely the CSU system schools and the UC system schools. However, information is also provided related to private schools within the state of California, and public and private schools outside the state of California. Resources like links to the various school systems, the Association of Independent California Colleges & Universities, ASSIST, the Common Application, Transferology and Western University Exchange (WUE) provide a broad spectrum of transfer information for students transferring within the state and out-of state.

Evaluation of student learning is based on the students' demonstrations of engagement with the various resources provided, starting with identification of those resources and ending with demonstration of application completion (without submission and paying application fees), and critical analysis of the selection and application process. Rubric is used.

Equipment

No Value

Textbooks

Author

Title

Publisher

Date

ISBN

No Value

No Value

No Value

No Value

No Value

Other Instructional Materials

Description Other: Website resources that students will use to obtain information for comparison and requirements for transfer.

Author

Citation Making Transfer Easy

Description Other: www.ucop.edu

Author

Citation Making Transfer Easy

Description Manuals: Hamilton, Karee. (2011-01-28 00:00:00.0) Making Transfer Easy Manual, Cerro Coso Print Shop

Author

Citation Making Transfer Easy

Description Other: www.assist.org

Author

Citation Making Transfer Easy

Description Other: <https://www2.calstate.edu/apply>

Author

Citation Making Transfer Easy

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify major and general education requirements for transfer to UC/CSU and private universities through the use of available articulation websites. Expected SLO Performance: 80.0

Demonstrate successful account creation, login ability, and completion of both the CSU and UC applications online. Expected SLO Performance: 80.0

Analyze the benefits and challenges of attending and completing degrees within each system (UC, CSU, and private) of higher education. Expected SLO Performance: 80.0

Outline

Course Outline

- A. Variables to consider when choosing a college
 - 1. Availability of your preferred major
 - 2. Degree of selectivity
 - 3. Financial considerations such as cost of the education and living costs
 - 4. Geographical factors
 - 5. Personal factors
- B. Overview of the different university systems
 - 1. UC
 - 2. CSU
 - 3. Private universities, out-of-state, and online programs
- C. Researching college information
 - 1. Catalogs
 - 2. Computerized search engines such as Eureka, ECOS, and Cal State Apply
 - 3. University websites
- D. Community college preparation
 - 1. Levels of articulation using ASSIST
 - 2. Transfer general education required
 - 3. Major preparation
- E. Application process
 - 1. Electronic applications
 - 2. Timelines especially regarding impacted programs
 - 3. Application essays
- F. Financial aid and scholarships
 - 1. Need-based resources state and federal financial aid
 - 2. Merit based scholarships
- G. Developing a personalized transfer plan
 - 1. Developing an educational plan for community college work
 - 2. Factors that will improve your chances of admission to the university

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses (online) of COLL C131 are the same as those in any on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in any other on-ground course, except that evaluation of student work in online courses is presented virtually. Instead of onsite lectures, online courses will use videos and written lecture notes.

Online: Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via

LMS, a college-adopted networking app (such as Navigate), email, live video conferencing, and/or telephone. Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper assignments are identical to those in an onsite class, except that they are submitted within the LMS. Likewise, quizzes and exams are also delivered within the LMS. The instructor is responsible for providing substantive feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

Hybrid: All student-instructor and student-student contact in a hybrid course are identical to the online course but with the addition of some face-to-face meetings that the instructor may use to connect with students through in-class lecture, discussion, testing, feedback, and other in-class activities.

iTV: Regular and effective contact between instructor and student in an iTV course is identical to a traditional onsite course, excepting that some students are attending the iTV course remotely. Additional methods of contact are identical to onsite courses. Student-to-student contact is likewise the same, with remote students participating equally with each other and with students at the host location. All paper assignments and their assessments are identical to those in a regular onsite class but will be collected and assessed using a medium such as LMS assignments. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, LMS messaging, phone conferences, or office hours. The instructor must provide substantive critiques of assignments, as well as some assessment of iTV class participation.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Face-to-face meeting(s)
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Not applicable.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Not Applicable.