Course Outline of Record Report
10/13/2021

PDEVC131 : Making Transfer Easy

General Information

Author:	-
Course Code (CB01) :	PDEVC131
Course Title (CB02) :	Making Transfer Easy
Department:	Counseling
Proposal Start:	Fall 2013
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:	02/25/2011
Board of Trustees Approval Date:	04/14/2011
External Review Approval Date:	12/31/1969
Course Description:	This course provides an introduction to the transfer research process designed for planning long term educational and career goals. Universities, transfer requirements, application process, degrees offered, housing, financial aid, scholarships, and supportive services are evaluated.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling
Alternate Master Discipline Preferred:	• Counseling
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

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

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

☑ Allow Students To Audit Course

No value

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

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

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area E.1	Lifelong Learning & Self-Development Integrated Organism	Approved	No value	No Comparable Course defined.

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)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**

Credit - Degree Applicable	Credit Course.	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 Classs
Lecture Hours	1	2
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

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

No Value

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
Advisory Reading - 1 Level Prior to Transfer In PDEV C131 students are expected to read college level textbook(s), research articles from professional journals and assigned readings. The reading skills of Reading Level 1 prepare students to succeed in PDEV C131 by ensuring they have the skills to read the textbook(s), journal articles and assigned readings and are able to make connections between various directions and requirements in transfer guidance publications. The ability to make those connections adequately prepares them to participate in discussion, formulate answers for quizzes and exams and summarize materials read. Reading Level 1 also ensures that students will have the ability to identify central points, evaluate sources, distinguish fact from opinion, identify bias and draw inferences.	No Value
Advisory Writing - 2 Levels Prior to Transfer In PDEV C131 students are expected to write summaries of text chapters, journal articles and assigned readings, as well as complete college and university applications. The writing skills of Writing Level 2 prepare students to succeed in PDEV C131 by ensuring they are able to write short essays that synthesize lectures and assigned readings, and are free of major spelling and grammatical errors. Writing Level 2 also ensures that students' will be able to compose 500 word papers from multiple sources, including finding, evaluating, organizing, and synthesizing college-level reading materials. Writing Level 2 prepares the student to use the corrected proof of their outline to draft a research paper that is written in clear and grammatically-correct prose and revise the draft so that their submitted paper is free of both major and minor errors, and structured and focused for the general audience.	No Value

Specifications

Methods of Instruction

Methods of Instruction	Problem Solving
Rationale	No value

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Guest Lecturers
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Library
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Field Trip
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Methods of Instruction	Demonstration

Rationale	No value

Methods of Instruction	Audiovisual
Rationale	No value

Assignments

- **Complete a Student Education Plan Complete an outline for UC Personal Statement requirement Complete a CSU and UC application without submission Complete a comprehensive transfer plan Comparison essay of UC and CSU campuses Complete Transfer Information worksheet Complete Financial Aid and Scholarship assignment**

Methods of Evaluation	Rationale
Other	Complete comparison form of one UC and one CSU campus
Other	Complete comparison form of financial aid and scholarship resources
Participation	Discussions
Tests	Quizzes
Other	Essays

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Cerro Coso Community College. (2010) College Catalog 2010-2012, , Cerro Coso Community College			

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: www.csumentor.edu

Author

Citation   Making Transfer Easy

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify general education requirements for transfer to UC/CSU and multiple private universities in California.   Expected SLO Performance: 70.0

Demonstrate proficiency in finding major prep and lower division major requirements using the articulation website.   Expected SLO Performance: 70.0

Articulate major choices and connect majors with career options.   Expected SLO Performance: 70.0

Access CSU and UC application websites and successfully log in and complete applications for either CSU or UC system schools.
                                                                                                                                  Expected SLO Performance: 70.0

Identify similarities and differences in transfer requirements between UC and CSU system schools.   Expected SLO Performance: 70.0

Analyze the benefits and challenges of attending and completing degrees within each system (UC, CSU and Private) of higher eduction.
                                                                                                                                  Expected SLO Performance: 70.0

Outline

Course Outline

A. Variables to consider when choosing a college (A; B; D; E; F)
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 (A; B; D; E; F)
1. UC
2. CSU
3. Private universities; out-of-state and online programs
C. Researching college information (A; B; D; E; F)
1. Catalogs
2. Computerized search engines such as Eureka; ECOS and CSU Mentor
3. University websites
D. Community college preparation (A; B; D; E)
1. Levels of articulation using ASSIST
2. Transfer general education required
3. Major preparation
E. Application process (C)
1. Electronic applications
2. Timelines especially regarding impacted programs
3. Application essays
F. Financial aid and scholarships (F)
1. Need-based resources √¢‚Ç¨‚Äú state and federal financial aid
2. Merit based scholarships
G. Developing a personalized transfer plan (A; B; C; D; E; F)
1. Developing an educational plan for community college work
2. Factors that will improve your chances of admission to the university

Delivery Methods and Distance Education

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 2 Face
Online
Hybrid
Interactive

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?

No Value

Effective Student-Instructor Contact: 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 -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

discussion forums
learning management system message
chat
email
face2face
discussion
phone
itv

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?

No Value

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
learning management system
publisher

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.

No Value