

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 10/15/2005

Department: CRER

Number: 104

Course Title: Transfer Essentials and Planning Units: .5

Hours/Week: Lecture: 8 hrs total Lab: By Arrangement: 2

Length of Course

- Semester-long
 Short course (Number of weeks 1 - 8)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

none

2. Corequisite (Attach Enrollment Limitation Validation Form.)

none

3. Recommended Preparation (Attach Enrollment Validation Form.)

none

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

This short course provides essential information about the university transfer function. It is highly recommended for students whose educational goal is to transfer to a college or university to complete a bachelor's degree. Learn how to successfully transfer to destinations within the California State University system, the University of California system, and independent or out-of-state colleges or universities. This course covers academic requirements of different systems and institutions, transfer considerations and decisions, transfer planning, general education and lower division major requirements, application timelines, services that support transfer, and other issues related to this educational goal. High school parents/guardians can use this course as a vehicle to assist their students to plan for college. (CSU)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

same as above

6. Course Outcomes (Identify 5-8 expected learner outcomes using active verbs.)

Students will understand the important of transfer preparation that includes completion of general education, lower division major requirements, unit requirements, and academic performance.

Student can identify which general education pattern is appropriate for their transfer destination and major.

Students will know how to use ASSIST.org to research lower division major requirements.

Students will understand the importance of using counseling services to secure an accurate and up-to-date student educational plan.

Students will be aware of the Associate degree in Liberal Studies, Option 2 that is designed for the transfer student.

7. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

General Transfer Considerations

Academic Requirements

- General Education requirements
- Unit requirements
- Lower division major requirements
- GPA
- competitive or impacted

Majors

- not all institutions offer the same majors
- is a psyc major the SAME at every institution
- locating institutions that offer your major interests

Geography/Location/Size/Ambience

- where do you want to spend the next 2 - 3 years
- what kind of learning setting compliments you

Cost

- dollars and sense

More about general education patterns

- CSU GE
- IGETC
- Individual college/university Breadth

More about majors

- Using ASSIST
- Using college catalogs
- Web resources

Other pieces of the transfer puzzle

- electives
- majors and minors
- look at the whole picture - freshman through senior years
- college life - how to enjoy, survive, and still graduate
- utilizing CSM transfer services
- taking responsibility and control

Transfer admissions timelines

- Transfer guarantee programs
- Application dates and deadlines
- Completing the application on line
- Application follow up

Student Educational Plans
creating a plan that works for YOU
monitoring your progress and working your plan

TWO-FOR-ONE

Associate in Arts - Liberal Studies Option 2 - leave CSM with an Associate degree!

8. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
 - Students receive an instructional workbook that includes information and worksheets on
 - Lecture
 - Small group exercises
 - Homework completed in the Counseling Center using career and transfer resources

9. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)
 - student feedback exercises
 - use counseling services to create a full student educational plan.
 - final project: Final paper - analysis of the personal student educational plan, the educational goal and reflection on steps needed to take to achieve the goal

10. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)
 - current CSM Catalog and Schedule of Classes
 - CSU Mentor
 - CSU Executive Orders
 - University of California Quick Guide for Counselors
 - IGETC Notes
 - Your College Success - Strategies for Succeeds, 4th Edition Gardner/Jewler, Wadsworth Publishing 2004
 - UC and CSU College Catalogs

Prepared by: _____
(Signature)

Email address:

Submission Date: _____