

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** COUN 129    **TITLE:** Puente: Transfer Readiness  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Letter Grade Only  
**Corequisite:** ENGL 110 ENGL 110 The Puente Project incorporates an interdisciplinary approach between English and COUN courses. To this end, curriculum, assignments, topics, discussions and themes are integrated between both Fall ENGL 105 and COUN 128 as well as Spring ENGL 110 and COUN 129. As such, students must be registered in both classes concurrently to meet Puente Project course expectations and to maintain the continuity of curriculum between ENGL and COUN courses as required by the Puente Project.
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU  
**AA/AS Degree Requirements:**  
    CSM - COMPETENCY REQUIREMENTS: C3 Information Competency
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    COUN 129 Puente: Transfer Readiness is part of the Puente Project and must be taken concurrently with ENGL 110. COUN 129 Puente: Transfer Readiness is part of the Puente Project. COUN 129 integrates a seminar-style approach to Transfer Readiness to a CSU, UC, Private or Out of State University. Topics include admissions requirements, transfer planning & selection, transfer tools/resources, Transfer Admissions Guarantees, Associate Degrees for Transfer and university visits. In addition, COUN 129 will focus on a deeper understanding and critical inquiry into educational history/theory of Public Education in the U.S. and how it's impacted the educational experience of underrepresented students. COUN 129 will also examine the practice of leadership, historical traditions of leadership, and current leadership theories through the lens of Latinx experiences. It will explore the responsibilities and privileges of leadership, and help students develop their own foundation for leadership within the Latinx community. A materials fee as shown in the Schedule of Classes is payable upon registration.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Explain transfer requirements for CSU, UC and Private/Out of State Universities.
  2. Describe key points within the history of public education in the United States and how it's impacted the educational experience of underrepresented students.
  3. Understand and demonstrate key characteristics of successful leadership.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Explain transfer requirements for CSU, UC and Private/Out of State Universities.
  2. Describe key points within the history of public education in the United States and how it's impacted the educational experience of underrepresented students.
  3. Understand and demonstrate key characteristics of successful leadership.
  
6. **COURSE CONTENT:**  
**Lecture Content:**  
    COUN 129 Puente: Transfer Readiness is part of the Puente Project and must be taken concurrently with ENGL 110. COUN 129 integrates a seminar-style approach to Transfer Readiness.  
  
    One unit of COUN 129 will focus on essential topics directly related to the transfer process to a CSU, UC, Private or Out of State University. Topics include:
  1. Differences between CSU, UC, Private and Out of State
  2. Transfer admissions eligibility, requirements and impaction
  3. Associate Degrees for Transfer
  4. Transfer Admissions Guarantees
  5. Transfer general education worksheets (IGETC, CSU GE, IGETC for STEM)

6. Transfer resources (DegreeWorks, assist.org, CSU Mentor, UC Pathways, Transfer Admissions Planners, etc)
7. Cultural factors and decision making process to selecting transfer campus
8. Support programs/resources for transfer students at Universities
9. University visits
10. Latinx educational pipeline
11. Latinx representation in universities
12. Impact of imposter syndrome
13. Individualized Transfer Action Plan Handbook
14. Final Transfer Portfolio

Two units of COUN 129 will focus on a deeper understanding and critical inquiry into educational history/theory of Public Education in the U.S. and how it's impacted the educational experience of underrepresented students. Students will learn and develop leadership skills through exploration and collaboration with peers, educators, and community members within the Latinx diaspora.

Topics Include:

1. La Historia: Latinx fusion and Hybrid Vigor
  - A. Ancient Roots and Mestizo Ancestry
  - B. The Latino Legacy in the United States
2. Preparing to Lead
  - A. Personalismo: The Character of the Leader
  - B. Conciencia: Knowing Oneself and Cultivating Personal Awareness
  - C. Destino: Personal and Collective Purpose
3. The Cultural Foundations of Leadership
  - A. La Cultura: Culturally Based Leadership
  - B. De Colores: Inclusiveness and Diversity
4. Putting Leadership into Action
  - A. Juntos: Collective Community
  - B. Adelante: Global Vision and Immigration Spirit
  - C. Si Se Puede: Social Activism and Coalition Leadership
  - D. Gozar la Vida: Leadership That Celebrates Life!
  - E. Fe y Esperanza: Sustained by Faith and Hope

**Lab Content:**

n/a

**TBA Hours Content:**

n/a

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Directed Study
- D. Activity
- E. Discussion
- F. Field Experience
- G. Field Trips
- H. Guest Speakers
- I. Individualized Instruction
- J. Observation and Demonstration
- K. Service Learning
- L. Other (Specify): Media use (video, film, audio, multi-media, etc.)

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- A. Transfer Major/Campus Portfolio
- B. Worksheets
- C. Self-Reflective journals
- D. Research of Latinx leadership and social justice movements
- E. Personal leadership philosophy

- F. Feedback
- G. Class exercises

**Reading Assignments:**

- A. History of Public Education in the United States
- B. Academic scholarly research articles for Latino social justice movements

**Other Outside Assignments:**

- A. Community interviews
- B. Community impact project
- C. Web-based research assignments
- D. Scholarly academic journals, databases research assignments

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Field Trips
- F. Final Class Performance
- G. Final Public Performance
- H. Group Projects
- I. Homework
- J. Oral Presentation
- K. Papers
- L. Portfolios
- M. Projects
- N. Research Projects

**10. REPRESENTATIVE TEXT(S):**

Other:

- A. The instructor will provide handouts and materials that will be used in class and will be ongoing college resource tools for the students

**Origination Date:** October 2020

**Curriculum Committee Approval Date:** November 2020

**Effective Term:** Fall 2021

**Course Originator:** Jennifer De La Cruz