

# CNSL 8H: HONORS TRANSFER READINESS

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2023
<b>Units:</b>	1
<b>Hours:</b>	1 lecture per week (12 total per quarter)
<b>Advisory:</b>	One of the following: ENGL 1A or 1AH or ESLL 26; not open to students with credit in CNSL 8, 85A, or 85H.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- Create a spreadsheet that lists the important deadlines and special admissions criteria for different transfer applications including but not limited to TAG, TAP, ADT, UC, CSU and Common Application.
- Create an education plan that lists appropriate transfer general education requirements and major prerequisites for the student's identified academic goal.

## Description

Provides a global perspective about the transfer process from a California community college to a four-year university, including transfer exploration, transfer policies, academic requirements, transfer planning and process, and available tools and services in support of transfer goals. Students have the opportunity to broaden their perspectives by examining the role of higher education in society. Guides students to examine their life plan and achievements, and to develop a strong personal statement. Students will complete a university cost analysis, as well as explore resources to help fund their education. This honors course analyzes and explores the pedagogy of transferring to four-year institutions of higher education, including, but not limited to, highly selective colleges and universities, and requires application of higher-level critical thinking, reading, and writing skills.

## Course Objectives

The student will be able to:

1. Compare and contrast the scope, mission, and philosophy of various baccalaureate-granting institutions, including the California State University and University of California systems, private/independent colleges and universities, and out-of-state institutions
2. Define the various California State University general education transfer course patterns, including IGETC, CSU GE Breadth, UC College of Letters and Science 7 Course Breadth, the CSU "Golden 4," and UC "Minimum Eligibility"
3. Utilize online transfer tools, such as ASSIST, CSU Mentor, UC Pathways, TAG, Foothill Degree Works, and EUREKA, in order to

determine the appropriate career goals and lower division major requirements

4. Explain the transfer process, including the university admissions criteria and competitive strategies for college admissions
5. Develop personal technical tools that outline the important deadlines for different transfer applications, including, but not limited to, TAG, TAA, ADT, UC, CSU, and the Common Application
6. Write an authentic and detailed autobiographical essay that could serve for both college admission and scholarship applications
7. Evaluate how individual preferences, skills, interests, and values impact the choice of academic major and educational/career goals
8. Analyze potential barriers to successful transfer and identify strategies to overcome them as they evaluate personal readiness for transfer
9. Demonstrate awareness of the basic economic principles necessary for creating a personal monthly budget that will account for college expenses sufficient for tuition, housing, food, transportation, and books

## Course Content

1. Overview of higher education
  - a. California Master Plan
  - b. The California State University
  - c. University of California
  - d. AICCU: private/independent universities
  - e. Out-of-state colleges and universities
  - f. HBCUs
  - g. Transfer admission requirements
  - h. Special transfer programs: TAGs/ADTs
  - i. Application process and timelines
  - j. Transfer myths and truths
2. Goal setting
  - a. Evaluating and assessing educational goals
  - b. Identifying potential college majors and minors
  - c. Understanding one's personal values
  - d. Identifying social/academic/career interests
  - e. Academic skills related to college success
  - f. Socio/economic influences
  - g. Evaluating career options as related to educational choices
  - h. Identifying personal, financial, and social barriers to success
3. Educational planning
  - a. Lower division major requirements
  - b. General education requirements
  - c. CSU General Education Breadth
  - d. Intersegmental General Education Transfer Pattern
  - e. Articulation agreements
  - f. Transfer admission guarantees
  - g. C-ID (Common course numbering)
  - h. Upper division major requirements
    - i. Associate degree and baccalaureate degree graduation requirements
4. University admission: practicalities
  - a. The grade point average
    - i. Cumulative grade point average
    - ii. Major grade point average

- b. Required vs. recommended courses
- c. Selective colleges and universities vs. rolling admissions
- d. Deadlines
- e. Becoming a well-rounded student
  - i. Internships and civic engagement
  - ii. Extracurricular activities
  - iii. Research opportunities
- 5. The college application process
  - a. CSU and UC applications
  - b. The Common Application
  - c. Standardized test scores
  - d. College interviews
  - e. College visits
  - f. The college admission essay
  - g. Appealing admission decisions
- 6. College survival tools
  - a. Understanding learning styles
  - b. Goal setting: intrinsic vs. extrinsic motivational factors
  - c. Accessing student support services
    - i. Library resources
    - ii. Tutoring resources
    - iii. Learning Resource Center
    - iv. Financial aid and scholarships
    - v. Transfer Center
    - vi. Financial aid
    - vii. Student health center
    - viii. Psychological services
    - ix. Internships
  - d. Time management
    - i. Procrastination
    - ii. Effective tools for managing time
- 7. Internet resources
  - a. ASSIST
  - b. EUREKA
  - c. FAFSA (Free Application for Federal Student Aid)
  - d. Online catalogs and college videos
  - e. Occupational Outlook Handbook (Bureau of Labor Statistics)

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught on campus: no special facilities or equipment needed.
2. When taught online/hybrid: ongoing access to computer with email software and capabilities; email address.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation  
 Extracurricular participation  
 Discussion  
 Written assignments  
 Education planning

Student reflections  
 Student feedback  
 Presentations  
 Pre-post tests

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lectures  
 Class discussion  
 Small group discussion  
 Individual and group activities  
 Guest lecturers  
 Student presentations  
 Readings  
 Research  
 Field trips (when possible)  
 Videos and other multimedia technology

## Representative Text(s) and Other Materials

Foothill College Catalog (current year required).

Supplemental lectures and transfer tools, including, but not limited to: the University of California Office of the President, the California State University, the Association of Independent Colleges and Universities, the National Association of College Admission Advising, the Western Association of College Admission Advising, and the US Department of Education Federal Student Aid Commission.

Additional course materials as appropriate and generated by faculty.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. College representative interview: one page summary
2. Complete Transfer Education Plan with counselor (highlight transfer pattern courses/lower division major courses)
3. Attend one or more university transfer events (e.g., Transfer Day College Fair, Colleges that Change Lives, college visit)
4. Frequent personal reflections related to course content
5. Write an autobiographical essay based on educational and career goals
6. Write a statement of intent based on the University of California application essay prompts
7. Presentation on college of choice
8. University research assignment

## Discipline(s)

Counseling