

Las Positas College  
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**Course Outline for PCN 18**  
**UNIVERSITY TRANSFER PLANNING**

**Effective: Fall 2016**

**I. CATALOG DESCRIPTION:**

PCN 18 — UNIVERSITY TRANSFER PLANNING — 0.50 - 1.00 units

Introduction to the resources and planning process needed to ease transition from community college to a four-year college or university. Development of a transfer action plan. Preparation for major and general education requirements. Application cycles and important deadlines. Recommended for those transferring to four-year colleges or universities. 17.5 hours lecture.

0.50 - 1.00 Units Lecture

**Grading Methods:**

Letter or P/NP

**Discipline:**

|                       | <b>MIN</b> | <b>MAX</b> |
|-----------------------|------------|------------|
| <b>Lecture Hours:</b> | 9.00       | 18.00      |
| <b>Total Hours:</b>   | 9.00       | 18.00      |

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1**

**III. PREREQUISITE AND/OR ADVISORY SKILLS:**

**IV. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. navigate printed and web-based resources to research information about four-year institutions;
- B. critically evaluate opportunities for transfer to public, private, in-state, and out-of-state colleges and universities;
- C. demonstrate understanding of existing transfer opportunities that best meet individual academic and career goals;
- D. demonstrate knowledge of technical terms and jargon used in transfer planning at colleges and universities;
- E. express the difference between majors and minors as well as the advantage of completing a minor course of study;
- F. plan and execute a meaningful site visit to potential four-year institutions;
- G. identify proper course sequencing for an intended transfer plan;
- H. demonstrate a knowledge of course-level and program-level articulation issues;
  - I. formulate and present a written transfer plan;
  - J. execute, in a timely manner, the appropriate steps of the written transfer plan;
- K. describe "transfer shock" and take appropriate steps to prepare for transfer-related personal and academic challenges;
- L. demonstrate knowledge of four-year college and university financial aid, housing, academic and career advising, scholarships, and other programs that support transfer students.

**V. CONTENT:**

- A. Overview of higher education in California (CCC, CSU, UC and private)
- B. Overview of printed and web-based transfer resources (including [www.assist.org](http://www.assist.org), [www.csumentor.edu](http://www.csumentor.edu), [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu), [www.californiacolleges.edu](http://www.californiacolleges.edu))
- C. Methods of self control/determination in transfer and life planning
- D. Definition of course and program articulation, transfer and transfer planning
- E. Information and feedback from significant transfer professionals
- F. Options and strategies for higher education planning
- G. "Collegese" – terminology most often used in transfer planning
- H. Personal, professional, and financial benefits of a baccalaureate degree
  - I. Choosing a major and a minor and why both are beneficial
  - J. Techniques for researching possible transfer institutions, including a site visit
- K. Course sequencing for transfer planning
- L. General financial aid issues for transfer
- M. The transfer application process, deadlines, and admission procedures
- N. Four-year institution support opportunities for transfer student
- O. Methods of preparation for "transfer shock"

**VI. METHODS OF INSTRUCTION:**

- A. **Classroom Activity** -
- B. **Lecture** -
- C. Tours of campus resources
- D. **Guest Lecturers** -
- E. **Discussion** -

## VII. TYPICAL ASSIGNMENTS:

- A. Reading assignments from college and university catalogs, and other transfer-related printed and online resources
- B. Development of a transfer action plan
- C. Identify and locate campus resources
- D. Participate in small group class activities/exercises
- E. Type a short paper on issues related to the transfer transitions
- F. Maintain a transfer binder/portfolio for use during and beyond the transfer process

## VIII. EVALUATION:

### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Portfolios
4. Papers
5. Class Participation
6. Home Work
7. Other:  
Journal and/or "quick write" assignments

### B. **Frequency**

1. Participation and journal evaluated every class
2. Weekly homework to include either written assignments and/or reading
3. One short paper
4. Completeness of transfer action plan
5. Two quizzes and one final exam

## IX. TYPICAL TEXTS:

1. Silver, D. (2014). *Community College Transfer Guide* (2nd ed.). Los Angeles, California: Adams-Hall Publishing.
2. Bedford/St. Martin's, . (2014). *Insider's Guide for Transfer Students* (1st ed.). New York, New York: Macmillan Education.
3. Current Las Positas College Catalog is a required text for this course.

## X. OTHER MATERIALS REQUIRED OF STUDENTS: